**Course Title**: Political Psychology and Behaviour  
**Course Code**: SSC3213  
**Recommended Study Year**: 2 and 3 and 4  
**No. of Credits/Term**: 3  
**Mode of Tuition**: 2-hour lecture and 1-hour tutorial per week  
**Class Contact Hours**: Three hours per week  
**Category in Major Prog.**: 4 year programme elective  
**Discipline**: Political Science  
**Teaching Period**: 2nd Term, 2019-20

**Instructor**
Professor CHAN Che-po  
Office: WYL321; Tel: 2616-7189; Email: chancp@ln.edu.hk  
Office hours: Monday 3:30-5:30 pm; Tuesday 3:30-4:30 pm;  
Wednesday 2:30-3:30 pm.  
Lecture: Monday 1:30-3:30 pm; tutorial: Tuesday 2:30-3:30 am,  
1st tutorial class: February 11

**Brief Course Description**
Political psychology is, at the most general level, an application of what is known about human psychology to the study of politics. Research on political psychology has mainly been a two-way traffic: it draws on a diverse set of psychological theories about personality, developmental psychology, cognitive psychology, and inter-group interaction; and it addresses political phenomena such as leadership, mass political behaviour, civic education, and decision-making in international relations. This course draws on research of the field to understand political processes and behaviours.

**Aims**
Political psychology covers such a variety of subjects that it is impossible to discuss them all in this introductory course. What it intends to achieve in this course is mainly twofold: to enhance our knowledge about political processes with the help of psychological tools, and to train our analytical skills with cooperative research projects.

**Learning Outcomes**
Upon completion of this course, students should be better equipped to:  
1. demonstrate knowledge of and logically think about political behaviour from a psychological perspective;  
2. investigate political phenomena using a psychological approach;
3. orally present and write up a project paper on a particular issue of political psychology.

**Indicative Content**

1. Political Psychology: an Introduction  
   a. What is political psychology?  
   b. The poly-psy relationship: historical development

2. Decision-making at the Individual Level  
   a. Models of decision-making  
   b. Information processing

3. Decision-making within a Group  
   a. Groupthink  
   b. Perception and misperception

4. Destructive Obedience and Genocide

5. Political Socialization

6. Two Versions of Political Personality  
   a. Authoritarian personality  
   b. Democratic personality

7. Political Psychology of Elites  
   a. Presidential character/personality  
   b. When personality affects political behavior

8. Psychology of Nationalism

9. Psychology of Terrorism

**Teaching Method**

This course is divided into two parts: lectures and tutorials. Lectures will serve as the “textbook” for the course. The lecturer will guide students through selected readings in political psychology that can help them to understand key issues in this field, and discuss the answers that some research in the field has found, as well as the methods that research used to get at the answers.
Tutorials for this course serve as helping students to understand better and more of what they have learned in the lectures and from the readings. We have regular discussions and presentations on assigned questions. We also have movie watching and discussion afterwards.

Project paper and other evaluated work are designed to help students mastering the material, to give students a chance to follow through on some of their particular interests, and to enable them to evaluate their progress.

**Measurement of Learning Outcomes**
Class participation, tutorial performance, term paper, and examination.

**Assessment:**
1. Class performance 15%
2. Presentation 15%
3. Term paper 20%
4. Final examination 50%

You are required to write a 2 to 3-persons-a-group term paper, 1000-words per person. The paper will be first presented in the tutorial. All presentations are in the last 4 tutorial weeks. The paper should be typed in Times New Roman, font size 12, double-space. More details will be given in class. Before the group presentations, students are asked to consult the instructor and the instructor will help them to formulate their own arguments and analyses. The term paper should be submitted in a hard copy to the instructor and a soft copy submitted to Moodle Turnitin. The paper is due on **4 May** (Monday). Late paper will be penalized.

[Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. Cheating in examination, plagiarism and multiple submission of course work are considered as such dishonest practices.]

<table>
<thead>
<tr>
<th>Assessment (%)</th>
<th>Details of assessment</th>
<th>Date/due date</th>
<th>Measures Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation and performance (15%)</td>
<td>Your regular attendance and participation and contribution in the class</td>
<td>1, 2</td>
<td></td>
</tr>
</tbody>
</table>
2. Presentation (15%)  Presentation in tutorial class  Presentation and term paper topics to be decided in the first tutorial class  1, 2, 3

3. Term paper (20%)  A 1000-words per person group paper, with more details given in class  Due on May 4 Monday  1, 2, 3

4. Final exam (50%)  2 short terms/ 2 essay questions  During the exam period  1, 2

**Lecture Outline & Selected Readings**
All the literatures with ** will be put onto the Moodle system for your reading.

1. Political Psychology: an Introduction

2. Decision-making and Information Processing


3. **Groupthink, Perception and Misperception**


4. **Destructive Obedience and Genocide**


5/6. **Political Socialization and Political Personality**

**Barner-Barry, Carol. Psychological Perspectives on Politics. N.J.: Prentice Hall,
1985, chapter 4- “Political Socialization: Homo Politicus in the Process of Becoming”.


7. Political Psychology of Elites


8. **Psychology of Nationalism**


9. **Psychology of Terrorism**


**Recommended/ Supplementary Readings**

The following readings are examples of textbooks which are useful for general readings and for research on your presentations and term papers.


### Assessment rubrics

#### Participation and performance (15%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A,A-</th>
<th>Good B+, B,B-</th>
<th>Fair C+, C,C-</th>
<th>Pass – Failure D+, D, F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class attendance and participation</strong></td>
<td>Class attendance is regular and the student speaks up regularly and enthusiastically</td>
<td>Class attendance is regular and the student speaks up now and then</td>
<td>Class attendance is quite regular but the student participates only when asked by the instructor</td>
<td>Class attendance is erratic and participation is nil or almost nil</td>
</tr>
<tr>
<td><strong>Articulateness</strong></td>
<td>Expression of ideas or opinions were consistently factually accurate, logical and clear</td>
<td>Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.</td>
<td>Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses</td>
<td>Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity</td>
</tr>
</tbody>
</table>
## Presentation (15%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A,A-</th>
<th>Good B+, B,B-</th>
<th>Fair C+,C,C-</th>
<th>Pass – Failure D+, D, F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The student presents information in a logical and well thought sequence and instructor can easily follow.</td>
<td>The student presents information in logical and acceptable sequence which instructor can follow.</td>
<td>Difficulty following presentation because student jump around.</td>
<td>Cannot understand presentation because there is no sequence of information</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>The student demonstrates full knowledge by answering all questions with explanation and elaboration.</td>
<td>The student is at ease answering questions, but fails to elaborate.</td>
<td>The student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>The student does not have grasp of information; cannot answer questions about subject</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>The student’s graphics explain and reinforce screen text and presentation.</td>
<td>The student’s graphics relate to text and presentation</td>
<td>The student occasionally uses graphics which could not support well text and presentation</td>
<td>The student uses superfluous graphics or no graphics</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Presentation has sufficient and very good examples and no misspelling or grammatical error.</td>
<td>Presentation has adequate and relevant examples and minor misspelling and/or grammatical error</td>
<td>Presentation has a few and marginal examples and major misspelling and/or grammatical error.</td>
<td>Presentation has almost no or irrelevant example and major spelling and/or grammatical error.</td>
</tr>
<tr>
<td><strong>Articulateness</strong></td>
<td>Excellent articulation with clear voice, correct pronunciation and relevant emphasis on important parts</td>
<td>Good articulation with clear voice, mostly correct pronunciation and some emphasis on important parts</td>
<td>Fair articulation with occasional unclear voice, some incorrect pronunciation and few emphasis on important parts</td>
<td>Students mumble, incorrectly pronounces many terms and audience could hardly find out main points of the presentation</td>
</tr>
<tr>
<td>Criteria</td>
<td>Excellent A,A-</td>
<td>Good B+, B,B-</td>
<td>Fair C+,C,C-</td>
<td>Pass – Failure D+, D, F</td>
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<td>Research Question</td>
<td>Wrote clear, creative and interesting question which fit the topic.</td>
<td>Wrote clear but commonly raised question which fit the topic.</td>
<td>Wrote question which barely matched with the topic.</td>
<td>Wrote question which did not fit the topic</td>
</tr>
<tr>
<td>Argument</td>
<td>Argument both well supported and genuinely compared to conflicting explanations</td>
<td>Main argument valid, systematic, and well supported</td>
<td>Argument fair, not particularly interesting, a common-sense, and partially supported</td>
<td>Weak, invalid, or no argument, perhaps just a simple assertion</td>
</tr>
<tr>
<td>Use of Data or Evidence</td>
<td>Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive</td>
<td>Feasible evidence appropriately selected and not over-interpreted</td>
<td>Some appropriate use of evidence but uneven</td>
<td>Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented</td>
</tr>
<tr>
<td>Organization and Writing</td>
<td>Structure enhances the argument, strong sections and seamless flow. Virtually no English error.</td>
<td>Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.</td>
<td>Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.</td>
<td>Needs significant reorganization. English errors significantly impair readability.</td>
</tr>
</tbody>
</table>
Final Examination (50%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent A,A-</th>
<th>Good B+, B,B-</th>
<th>Fair C+,C,C-</th>
<th>Pass – Failure D+, D, F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of all the relevant concepts.</td>
<td>Demonstrates a deep insightful level of understanding</td>
<td>Demonstrates a good surface level of understanding</td>
<td>Demonstrates an adequate level of surface understanding</td>
<td>Demonstrates an inadequate level of understanding</td>
</tr>
<tr>
<td>Application of concepts to the topic.</td>
<td>Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic</td>
<td>Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic</td>
<td>Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic</td>
<td>Concepts are not applied, or are generally applied inaccurately or incorrectly; important aspects of the topic unaddressed</td>
</tr>
<tr>
<td>Presentation</td>
<td>Expression of ideas were consistently accurate, logical and clear</td>
<td>Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.</td>
<td>Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses</td>
<td>Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity</td>
</tr>
<tr>
<td>Quality of English in the Report</td>
<td>English is consistently excellent</td>
<td>English is proficient, with no major errors</td>
<td>English is of a fair standard but some errors are present</td>
<td>English is below standard, with many major errors</td>
</tr>
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<thead>
<tr>
<th>Mark Ranges</th>
<th>Grade</th>
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<tbody>
<tr>
<td>85 -100</td>
<td>A</td>
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<tr>
<td>80-84</td>
<td>A-</td>
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<td>75-79</td>
<td>B+</td>
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<td>70-74</td>
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<td>65-69</td>
<td>B-</td>
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<td>60-64</td>
<td>C+</td>
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<td>55-59</td>
<td>C</td>
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<td>50-54</td>
<td>C-</td>
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<td>45-49</td>
<td>D+</td>
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<tr>
<td>40-44</td>
<td>D</td>
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<tr>
<td>0-39</td>
<td>F</td>
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