

Instructor: Melinda Jackson Office Hours: Tues. & Thurs. 11-12
Social Sciences 1373 And By Appointment
Office phone: 626-0827
mjackson@polisci.umn.edu

TA: Bas van Doorn Office Hours: Wed. 12:30-1:30
Social Sciences 1273 Thurs. 12-1
vandoorn@polisci.umn.edu And By Appointment

Course website: www.polisci.umn.edu/courses/fall2003/3766/001

Required Texts (available at Coffman Memorial Union Bookstore):

- Barber, James David. 1992. *The Presidential Character*, 4th Edition. NJ: Prentice Hall.
- Janis, Irving L. 1982. *Groupthink*, 2nd edition. Boston, MA: Houghton Mifflin Co.
- Khong, Yuen Foong. 1992. *Analogies at War*. Princeton, NJ: Princeton University Press.
- Altemeyer, Bob. 1996. *The Authoritarian Specter*. Cambridge, MA: Harvard University Press.
- Gilens, Martin. 1999. *Why Americans Hate Welfare*. Chicago, IL: University of Chicago Press.
- Marcus, George E., W. Russell Neuman, and Michael MacKuen. 2000. *Affective Intelligence and Political Judgment*. Chicago, IL: University of Chicago Press.

Course reading pack.

Course description

This course will provide an introduction to the interdisciplinary field of political psychology. The first part of the course will focus on using social psychological and personality theories to understand the way political leaders make decisions. The second part of the course will focus on the topics of authoritarianism and political violence. The third part of the course will use theories and findings from both political science and psychology to better understand ordinary citizens' political attitudes and behaviors. Students are not required to have prior coursework in both political science and psychology for this class. However, prior coursework in *one* of the two fields (especially in the areas of public opinion, political behavior, or social psychology) is recommended.

Course requirements

This course will most likely be different from others you have taken. Some of the readings will be difficult, and may require more than one read in order for you to understand them. For many of you, much of the course material will be almost completely new. What this means is that it is extremely important (probably more important than in other classes) that you complete the readings *prior to* the day they will be discussed. Course requirements also include regular attendance and participation in class discussion, in addition to completing the thought question and analytical assignments discussed below.

A few recommendations for how to go about reading the material for this course – be an active reader. Take notes, jot down questions that occur to you as you are reading, highlight passages that you find particularly interesting/troubling/surprising/hard to swallow. Note similarities or inconsistencies across the various readings. Think about the implications of the readings for understanding the political world. Always bring the articles to class with you, along with any notes you may have taken while reading them.

Thought Questions

As mentioned above, some of the readings for this class will be more difficult than for other classes you've had. So, I expect that some of our class discussions will be focused on clarifying confusing things in the readings. To facilitate these discussions, you will be required to turn in 2 sets of "thought questions" about the readings during the semester. I will give you a handout that tells you when your particular thought questions are due. In general, thought questions will be due to me by 5:00 pm on the day *before* we will be discussing the readings (this will typically be a Monday). I prefer that you email the questions to me (and I prefer that you put them directly in the text of an email instead of sending an attachment).

So, what do I mean by thought questions? These questions may arise directly from one or more of the readings for that week – you may be confused about something and want clarification, or you might disagree with something an author says. Or, they may be broader questions that link the issues raised in the readings with other topics already considered in the course or with events in the real political world. You should turn in 2-3 thought questions per assignment. I will use the questions to help me prepare the lecture and class discussion for that day.

Analytical Essays

In addition to the thought questions, you will each be required to write two short analytical essays (5-7 double-spaced pages) on topics I will assign. You will be able to choose from two or three assigned topics for each paper. These essays *should not* be direct summaries of the readings. The best papers will use a synthesis of the key points made in the readings to support your own critical evaluation of how the theories or findings presented in the readings relate to the specific questions outlined in the assignment. **The first analytical essay is due on October 7, and the second is due on December 11.**

Exams

There will be two exams in this class. The first exam will be given on October 21, in class, and will test your understanding of course material we have covered up to that point. The second exam will be given on December 16, during finals week, and will test your understanding of course material covered since the midterm exam (i.e., the final exam will not be comprehensive). Both exams will consist of essay questions.

Grading

You will have the opportunity to earn 400 points in this class, as described below. Use the last column to keep track of your grade as the course progresses.

Assignments	Points Possible	Percentage of Grade	My Points
Exam 1 – midterm	100	25%	
Analytical Essay 1	80	20%	
Analytical Essay 2	80	20%	
Thought questions 1	20	5%	
Thought questions 2	20	5%	
Exam 2 – final	100	25%	
Total	400	100%	

Final grades for the course will be assigned using the following scale:

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Class Policies

Academic Misconduct

Academic dishonesty will absolutely not be tolerated. Academic dishonesty is defined as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. It includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” Individuals suspected of academic misconduct will be handled according to established University rules.

Special Accommodations for Students with Disabilities or Special Needs

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities or special needs are encouraged to contact the instructor to discuss their individual needs for accommodations. You may also wish to contact University Disability Services, University Gateway, Suite 180, (612) 626-1333.

Late Work

Thought questions: Late thought questions ***will not be accepted under any circumstances***. If you anticipate a problem turning in thought questions on a particular day, please speak to me *before* the due-date to reschedule. If you do not turn in thought questions on your assigned date, and have not made other arrangements with me, you will get a zero on the assignment. The only cases for which I will reschedule thought questions if I have not been contacted prior to the due-date are illness (with a doctor’s note) and death in the family.

It is important to keep in mind that thought questions are not graded like other assignments – when you turn them in, you get full credit. When you don’t turn them in, you don’t get any credit. Thought questions are worth 10% of your grade. So, if you do the math, you’ll see that if you don’t turn in either set of thought questions, the highest grade you can receive in the class is a 90%. And that’s if you get 100% on every other assignment. Bottom line: Not turning in thought questions on time is the best way to ensure you won’t get a good grade in the class.

Make-up Exams

Students are expected to take exams at the times scheduled in the syllabus. Possible exceptions include serious illness, family emergency, or a legitimate conflict with recognized University activities, all of which must be documented. If any of these circumstances apply, it is the student’s responsibility to contact the instructor to arrange for a make-up exam as soon as possible, preferably before the scheduled exam date.

Analytical Essays: Because you know the due-dates for the essays well in advance, you should be able to plan ahead and turn them in on time. Papers turned in after the due date will lose 10 points per day (including weekends). You may turn in late papers via email (preferred), or at the Political Science Main Office, 1414 Social Sciences (be sure to tell them what class it's for).

Grade Disputes

If you wish to dispute the grade you received on a paper or a question on an exam, you must do so IN WRITING within 48 hours after the exam or paper has been returned. You must include a specific rationale for why your answer is correct, or why your paper deserves a higher grade. "I think I deserve a better grade" does NOT constitute a rationale. You should address your written dispute to the instructor via email, or by hard copy delivered to the Political Science Main Office, 1414 Social Sciences. I will respond to your request in writing, or schedule an appointment with you to discuss your concerns.

Incompletes

Incomplete coursework is a major inconvenience for both students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies (documentation must be provided by the student). In the event that you are unable to complete your coursework due to a legitimate reason, it is your responsibility to contact the instructor about making a written agreement regarding completion of the course. No incompletes will be given without a written agreement from the instructor.

All other University of Minnesota and College of Liberal Arts (CLA) policies also apply in this course. These include policies regarding academic dishonesty and sexual harassment.

University Resources:

The Learning and Academic Skills Center
109 Eddy Hall, East Bank, 612-624-3323

Offers class, workshop and individual assistance aimed at helping students achieve academic goals.

The Student Writing Center
306 B Lind Hall, East Bank; 612-625-1893

Staffed by TA's and ESL specialists, provides writing help to undergraduates, and computers for writing and research. If you are having trouble with the analytical essay assignments for this class, you may wish to make an appointment with a writing lab tutor. Bring a copy of the assignment with you for the tutor to read as well as your draft. The tutors will offer suggestions as to how you might revise the paper for better clarity and how to make this paper better fulfill your purposes and the requirements of the assignment. Make the appointment early enough to allow yourself time to incorporate the tutor's suggestions into your final paper.

SCHEDULE OF READINGS AND ASSIGNMENTS

- Week 1: 9/2/03 **Introduction to Political Psychology**
- Morton Deutsch & Catarina Kinnvall. 2002. "What Is Political Psychology?" In Political Psychology, Kristen Monroe, Ed. (pp.15-42) (in coursepack)
- 9/4/03 **Presidential Personality and Political Decision-Making**
- James David Barber. 1992. The Presidential Character. Ch's 1 & 14 (pp. 1-11; 456-483).
- Aubrey Immelman, "The Political Personality of George W. Bush" and "Getting Inside the Bush Mind," available at <http://www.csbsju.edu/uspp/Bush/Default.html>
- Week 2: 9/9/03 **Foreign Policy Decision-Making: Groupthink**
- Irving L. Janis. 1982. Groupthink, 2nd edition. Boston: Houghton Mifflin Co. Read Ch's 1-2 (pp.2-47)
- In-class Video: Groupthink
- 9/11/03 **JFK and the Bay of Pigs Fiasco**
- Barber – Ch. 11 (pp.341-385)
- Week 3: 9/16/03 **JFK and the Cuban Missile Crisis**
- Janis – Ch. 6 (pp.132-158)
- In-class Video: At the Brink
- 9/18/03 **Comparing the Bay of Pigs and Cuban Missile Crisis**
- Janis – Ch. 8 (pp.174-197)
- Week 4: 9/23/03 **Foreign Policy Decision-Making: LBJ and Vietnam**
- Barber, pp.25-34, 42-47, 66-80
- In-class Video: "LBJ"

	9/25/03	Groupthink and Vietnam Janis – Ch. 5 (pp.97-130)
Week 5:	9/30/03	Analogical Reasoning and Vietnam Yuen Foong Khong. 1992. <u>Analogies at War</u> . Princeton University Press. Ch's 1-3 (pp.3-70)
	10/02/03	Analogical Reasoning and Vietnam Khong Ch's 4-7 (pp.71-208)
Week 6:	10/07/03	LBJ's Demise Khong, Ch's 8-9 (pp.209-264) **Analytical Essay #1 Due **
	10/09/03	Personality and Political Authoritarianism Bob Altemeyer. 1996. <u>The Authoritarian Specter</u> . Cambridge, MA: Harvard University Press. – Intro. & Ch. 1 (pp.1-49)
Week 7:	10/14/03	Authoritarianism and Racism Altemeyer – Ch's 3-4 (pp.69-113) In-class Video: Blood in the Face
	10/16/03	Authoritarianism and Political Leadership Altemeyer – Ch's 10-11 (pp.235-298)
Week 8:	10/21/03	EXAM #1 – Midterm

10/23/03 **Obedience and Political Violence**

Gibson, J.T. & M. Haritos-Fatouros. "The Education of a Torturer." *Psychology Today*, Nov. 1986. pp.50-58.

Albert Bandura. 1990. "Mechanisms of Moral Disengagement." In Origins of Terrorism, Walter Reich, Ed. (pp.161-191).

In-class Video: Remember My Lai

Week 9: 10/28/03 **The Political Culture of State Authoritarianism**

Meloen, Jos D. 2000. "The Political Culture of State Authoritarianism." In Stanley A. Renshon & John Duckitt, Eds., Political Psychology: Cultural and Crosscultural Foundations. NY: New York, New York University Press. (pp.108-127).

10/30/03 **The Psychology of Terrorism and the War on Terror**

Martha Crenshaw. 2000. "The Psychology of Terrorism: An Agenda for the 21st Century." *Political Psychology*, 21: 405-419. (in coursepack)

Daniel Pipes. "God and Mammon: Does Poverty Cause Militant Islam?" *The National Interest*, Winter 2001, pp.14-21. (in coursepack)

Leonie Huddy, Stanley Feldman, Theresa Capelos, and Colin Provost. 2002. "The Consequences of Terrorism: Disentangling the Effects of Personal and National Threat." *Political Psychology*, 23: 485-510. (in coursepack)

Week 10: 11/04/03 **Personality vs. Situational Explanations for Political Violence**

In-class discussion

11/06/03 **Race and The Media: The case of welfare**

Martin Gilens. 1999. Why Americans Hate Welfare. Chicago, IL: University of Chicago Press. – Intro. & Ch's 1-2 (pp.1-59)

Week 11: 11/11/03 **Race and the Media (continued)**

Gilens – Ch's 5-6 (pp.102-153)

- 11/13/03 **Race and the Media: The case of crime**
- Franklin D. Gilliam, Jr. & Shanto Iyengar. 2000. "Prime Suspects: The Influence of Local Television News on the Viewing Public." *American Journal of Political Science*, 44: 560-573. (available at www.jstor.org)
- Week 12: 11/18/03 **The Media and Public Opinion: Framing**
- Thomas E. Nelson, Rosalee A. Clawson & Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance." *The American Political Science Review*, 91, 567-583. (available at www.jstor.org)
- 11/20/03 **The Media and Public Opinion: Priming**
- Jon A. Krosnick & Laura A. Brannon. 1993. "The Impact of the Gulf war on the Ingredients of Presidential Evaluations." *The American Political Science Review*, Vol. 87, pp. 963-975. (available at www.jstor.org)
- Tali Mendelberg. 1997. "Executing Hortons: Racial Crime in the 1988 Presidential Campaign." *Public Opinion Quarterly*, 61, 134-157. (available at www.jstor.org)
- Week 13: 11/25/03 **Rational Choice Theory and Political Cognition**
- Monroe, Kristen Renwick. 1995. "Psychology and Rational Actor Theory." *Political Psychology*, 16, 1-21. (in coursepack)
- George Tsebelis. "In Defense of the Rational-Choice Approach," Ch. 2 in Nested Games. (pp.18-47) (in coursepack)
- 11/27/03 NO CLASS – THANKSGIVING HOLIDAY
- Week 14: 12/02/03 Sears, D.O., & C.L. Funk. 1990. "Self-interest in Americans' Political Opinions." In J.J. Mansbridge (Ed.), Beyond Self-Interest. IL: University of Chicago Press. (pp.147-170) (in coursepack)
- Stern, Paul. 1995. "Why do People Sacrifice for Their Nations?" *Political Psychology*, 16: 217-236. (in coursepack)

	12/04/03	Emotion and Politics
		Marcus, Neuman & MacKuen. 2000. <u>Affective Intelligence and Political Judgment</u> . IL: University of Chicago Press. Ch's 1-2 (pp.1-27)
Week 15:	12/09/03	Marcus et al. Ch's 5-6 (pp.65-125)
	12/11/03	**Analytical Essay #2 Due**
		In class discussion.
Finals week	12/16/03	EXAM #2: 10:30am – 12:30pm

NOTE: This schedule of readings and assignments is subject to change at the instructor's discretion, with appropriate notice. Students are expected to be flexible if such changes are made.