DEPARTMENT OR PROGRAM: Political Science

DATE SUBMITTED: 9/29/16

COURSE NUMBER: CAS PO 409/609 A1

COURSE TITLE: The Political Psychology of Group-Based Politics

INSTRUCTOR(S): Sapiro

TO BE FIRST OFFERED: Sem./Year: Spring /2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

P O L | P S Y | C H | G R P S

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

The study of political psychology, integrating political science and social and cognitive psychology as it informs the dynamics of group-based politics, including especially race, gender, class, and political party affiliation.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

   Junior standing and a course in PO OR Social Psychology or consent of instructor

2. Explain the need for these prerequisites:

   This is an upper level/graduate course that will require extensive reading and understanding of advanced materials and in addition, it is interdisciplinary. Therefore some advanced standing and some college-level background in at least one of the feeder disciplines is necessary.
CREDITS: (check one)

☐ Half course: 2 credits       ☐ Variable: Please describe.
☒ Full course: 4 credits       ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The preparation time required is extensive, as noted on the syllabus, and justifies the credit.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☒ No.
☐ Yes. If yes, please indicate which division ____________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester       ☐ Once a year, fall ☒ Once a year, spring       ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

Political psychology is a critical sub-area of political science that tends to attract many students at most research universities; we do not yet have a course by that title. It is an area I covered throughout my career before I came to BU and am familiar with students’ interest in it. In this particular case it focuses on groups and politics, intended to expand our students’ ability to understand and analyze phenomena like race and gender politics and relations, something we certainly need more of at BU and that I assume is a priority. Finally, it is an interdisciplinary course – at some institutions it might be cross-listed with Psychology – and especially given that we do not have many offerings in the related field of Psychology at BU, especially not offered by regular tenured faculty, this should serve students in both political science and psychology. It should also be of interest to many students in COM, as well as graduate students.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

I will limit the enrollment to 30.
CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

If PBS is interested, so am I. I will consult with them.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - X No.
   - Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

It will have some overlap with courses in social psychology, but only in coverage of some fundamental concepts and approaches; this course is very much oriented toward applications to politics and political behavior. There is minor overlap with some of our courses in political behavior, but only minor.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

It was always obvious that I would teach a course in this area when I returned to the faculty.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.
FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:  

DEPARTMENT CONTACT EMAIL AND PHONE:  

DEPARTMENT APPROVAL:  

Department Chair  

Date  

9/28/16

Other Department Chair(s) (for cross-listed courses)  

Date
DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ____________________________
☐ Tabled   Date: ____________________________
☐ Not Approved  Date: ____________________________

Divisional Studies Credit:

☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS
☐ Not endorsed

__________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________________

__________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY:  Faculty Meeting Date: ____________________________  ☐ Approved  ☐ Not Approved

__________________________________________
Curriculum Administrator Signature and Date

Comments:
PO XXX: The Political Psychology of Group-Based Politics

Political psychology is a field of study that integrates psychological theory and research, especially in cognitive and social psychology, with political science approaches to the study of political thinking, behavior, decision-making, conflict, and cooperation. In this course we will study political psychology as it informs group-based politics, including especially race, gender, class, and political party affiliation. Too often, commentators who try to understand the political psychology of particular dimensions of human society, such as race or gender, focus only on race or gender, neglecting the ways that a broader understanding of the dynamics of intra- and inter-group relations and politics, as well as the nature of human perception, thought and interaction can inform how we understand the cases of particular groups in politics. This course will provide that critical grounding for understanding.

This course will
- give you an understanding of essential theories and research on political psychology;
- develop your ability to analyze contemporary issues of race, gender, class, and other aspects of group-based politics using the most current findings of high-quality research;
- enable you to sketch out research designs that would help us answer tough questions about the political psychology of groups and politics;
- give you experiencing reading and understanding contemporary research in social and cognitive psychology and political science.

Requirements

Class Attendance and Participation: All students are expected to attend all classes and come to class prepared, which means completing any assigned readings, activities, or other assignments.

I will usually spend some portion of the final hour of each class introducing the next week’s topic so that you are well-prepared to do the coming week’s reading assignments effectively. We will devote most of most class periods to discussion. All students are expected to remain engaged and participate in the full length of all class meetings – this means no use of the web or social media during class time that is unrelated to the current discussion. Not even under the table in your lap.

POXXX Blog: Every student is required to participate in a class-wide blog posted on the course website and available to all participants in the course (only). All students should submit at least one significant entry each week (you can submit more). You may meet the minimum requirement either with a new topic or response to someone else. The entries should be thoughtful, well written (regular English, not twitter English or emoticons), and should address important issues, questions, or observations that come up in the course of your assigned reading and other class participation, class discussion, or other serious news or information with a bearing on the topic of the week.

We will start a new blog each week; the blog week runs Wednesday, noon through Wednesday 11:59 a.m.; that is, the new blog week starts the afternoon before the first class each week. Blog discussion should be lively and even contentious, but it must be civil, intelligent, and informed. If you are unsure about whether an entry you plan to write is acceptable for the blog, or if you want to write things you would prefer not to share with the whole group, you may use the journal format to write privately to Professor Sapiro, but you must participate in the collective blog as specified.
Your blog participation will be graded through crowd-sourced assessment, and you will be required to participate in the collective assessment process. This means peers will assess each others' contributions over the course of the semester on how interesting and valuable their entries were.

**Two brief in-class exams:** Twice during the semester we will spend part of the class period on a brief essay exam in which you will demonstrate your understanding of the course material, including readings and discussion.

**Final Paper:** Every student will submit a final research paper on a topic of your choice relevant to the course. The papers are due no later than the scheduled final exam.

Your paper should be about 15 pages in length and use proper research paper form, including complete and accurate bibliography and foot/endnotes. (I don’t care which form you use as long as it is a standard one and you use it properly and consistently.)

You may do a joint final project with another student in the course. The paper should be double the size and all co-authors will receive the same grade regardless of what each individual put into the project.

You must submit a brief **paper proposal** no later than Wednesday 1 March at noon. Feel free to submit it as soon as you can -- that will give you more time to work on the paper. Your proposal should be brief -- no more than the equivalent of one page, 12-point font. It should include

- Tentative title of the paper.
- A one-paragraph description of the main question(s) or problem(s) your paper will address.
- A brief description of the major method(s) and types of sources you will use for your investigation.
- A brief statement about why this topic is worth pursuing.
- A list of any questions or problems for which you would like some help or advice.

To submit your paper proposal: Your paper should be composed in Word format with the document title, “YOURLASTNAME Paper Proposal Final” and submitted through the course website.

Your **final paper** is due no later than the date of the final examination. You may submit a draft for my consideration, but your draft must be submitted more than a week before your due date and you have to give me 2 days to get a chance to read your draft.

To submit your final paper: Your paper should be composed in Word format with the document title, “YOURLASTNAME Final Paper” and submitted to the course website.

**Final Examination:** This will be cumulative, covering the whole course. It will be held at the schedule examination time.

**Grading**
The weight of each element in the final grade:

- Final Paper (including 5% for the Final Paper Proposal): 30%
- Final Examination: 20%
- Each in-class Exam: 10%
- Class Participation: 20%
Blog Participation: 20%

If you believe that the assessment I made of a particular piece of work -- for example, the answer to an exam question, or a comment on your paper -- was a mistake, I may reassess the entire piece of work from scratch, which means the grade could go up, down, or stay the same. But I do grade very carefully.

Please note that your work will not be assessed by a machine. I reserve the right to use my discretion in assessing the quality of your work and achievements in the course.

**Expectations**

Your work should be submitted on time. Plan now to make sure this happens without panic. If you find that you will submit an assignment late, you must submit it with a written excuse. I will grade both the assignment and the excuse, and the value of the assignment can be weighted down (only) by the quality of the excuse. "I was really busy" or "I had a lot of work" is not a good excuse. It is true of everyone else in class.

Civility is an essential ingredient in the process of learning in an academic environment, especially when the subject is as provocative, contentious, and occasionally uncomfortable as the topics that arise in the political and campaign world. Civility requires respect but not either being silent or silencing others. Conversations about contentious topics are not always very comfortable, nor should they be, but they must be respectful. Name calling, trolling, being quick to take offense, assuming one has “natural” knowledge that is better than other people’s knowledge are all toxic to civility.

Participation. There are no pure observers in the classroom; everyone should participate.

Academic Integrity. By remaining in the course you are tacitly agreeing to follow standard principles of academic integrity in this course. Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty among members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Examples of academic dishonesty include using someone else’s words or ideas without proper documentation; copying some portion of your text from another source without proper acknowledgement of indebtedness; borrowing another person’s specific ideas without documenting their source; turning in a paper written by someone else, an essay "service," or from a web site. Any assignment that is generated in whole or part through academic dishonesty will be failed with no “do-overs.” If you think you may not understand what constitutes academic integrity or the lack of it, consult with me in advance. [Wording provided largely by Jeffrey Henriques years ago.] For the university policy on academic conduct, see http://www.bu.edu/academics/policies/academic-conduct-code/.

Disabilities. Students have a right to reasonable accommodations to take account of certain physical or cognitive disabilities and allow them to pursue success in their education at BU. Students who believe they require such accommodations must go through the formal process of application in a timely way. For more information, see http://www.bu.edu/disability/policies-procedures/academic-accommodations/beginning-academic-program/ .

Readings
Most readings are available through the course website on Blackboard. The books for purchase are:
They will also be available at the library on reserve.

You will notice a lot of readings listed each week. You are required to do a substantial amount of preparation each week – this is a 4-credit course, which means that standard expectations are that you would be spending at least 8 hours each week preparing. I will identify some readings each week that everyone should read, and will give the class individual flexibility in which others they read. Therefore, all students will be responsible for explaining, criticizing, and applying the readings they did to other students who did not read exactly the same assignment. Everyone is a teacher.

Graduate Students: Graduate students will be required to read more of the listed readings and will have somewhat different written assignments. I will work with you to make sure the course fits the needs of your graduate program, and it will include more attention to research design.

Office Hours and Contact
I have walk-in office hours Wednesdays, 2-4 pm in my office. Please let me know if you need to talk to me privately; otherwise, everyone who shows up is welcome to join in. Students can often learn from each others’ questions.

I am nearly always available by email and I respond quickly, but be patient and considerate. I want to meet with all students in the course individually, so please find excuses to come by.

Week by Week Agenda and Preparation

Journal & Book Abbreviations:

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<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AJPS</td>
<td>American Journal of Political Science</td>
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<td>APSR</td>
<td>American Political Science Review</td>
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<td>ARPS</td>
<td>Annual Review of Political Science</td>
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<tr>
<td>HSP</td>
<td>Handbook of Social Psychology</td>
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<td>JOP</td>
<td>Journal of Politics</td>
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<td>JPSP</td>
<td>Journal of Personality &amp; Social Psychology</td>
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<tr>
<td>OHPP</td>
<td>Oxford Handbook of Political Psychology</td>
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<td>PoP</td>
<td>Perspectives on Politics</td>
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Thurs 1/19: Introduction: Political Psychology, Groups, and Politics
An introduction not just to the course, but to some of the problems of the course: identity; social conflict; the development of political orientations; emotions; choice, rationality, and behavior.

In class: see Ida (2013; 82 minutes)

Thurs 1/26: Introduction to Political Psychology – Approaches and Methods
Discussion of the field of political psychology, its methods and approaches. Applications to the issues of groups and politics, especially in the context of leadership, decision-making, and inequality.
Huddy, Leonie, David O. Sears, and Jack S. Levy, “Introduction: Theoretical foundations of political psychology.” OHPP, Ch1.

Thurs 2/2: Political Socialization and Individual Development
How do people develop their patterns of political orientations and behavior? What are some of the chief influences on that process and its outcomes? What are some of the special issues in considering political socialization and individual development in the context of inequality and conflict?

Sears, David O. and Christia Brown. 2013. “Childhood and adult political development. OHPP, Ch.3.

Thurs 2/9: Rationality, Cognition, and the Structure of Thinking
What are the limits of “rationality?” How does the mind put things together? How aware are we of the ways our minds work? What are the limitations of the clarity of perception?

Taber, Charles S. and Everett Young. 2013. “Political information processing.” OHPP, Ch. 17.
Kinder, Donald. 2013. “Prejudice and politics.” OHPP, Ch.25.

Thurs 2/16: Continue with Rationality and Cognition; Personality
What is “personality” and what are the linkages between among groups, social interactions, social context and personality? How does personality function and apply in politics?

First brief exam during this session

Caprara, Gian Vittorio and Michele Vecchione. 2013. “Personality approaches to political behavior.” OHPP, Ch 2.
Take online “Big 5” Personality Test. Available at: http://www.personalitytest.org.uk/.

Thurs 2/23: Intergroup Behavior: General Principles
Before we start focusing on specific groups in politics, what basic principles have social scientists uncovered about the way that people interact with each other as members of different social groups? What kinds of circumstances shape these group and inter-group dynamics?
Huddy, Leonie. 2013. “From group identity to political cohesion and commitment.” OHPP, Ch.23.
Al Ramiah, Anathi and Miles Hewstone. 2013. “Discrimination: Conditions, consequences, and ‘cures.’” OHPP, Ch.27.

**Thurs 3/2: Continue Intergroup Behavior; Emotions and Politics**
What role do emotions play in political thinking and behavior, especially with regard to different social groups?


**Thurs 3/16: Applications: Nationality, Religion, and Ethnicity**
Implicit Association Test: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html). Go to Take a Test and try Arab-Muslim, Asian-American

**Thurs 3/23 Race**
Kinder, Donald R. 2013. “Prejudice and politics.” OHPP, Ch. 25.

**Thurs 3/30 Applications: Gender**


Take online Implicit Association Test for Gender-Career. Available at: https://implicit.harvard.edu/implicit/selectatest.html

Thurs 4/6: Applications: Class and Economic Sector

Second brief exam during this class


Thurs 4/13: Applications: Partisanship and Increasing Polarization of American Politics


Thurs 4/20: Political Media and The Politics of Groups


Thurs 4/27: Can't We Just Talk? Plus Conclusions