

American University of Beirut  
Department of Psychology

Fall 2017

**PSYC 235: Political Psychology**

Nicely 412, TTR 2pm-3:15pm

**Instructor:** Rim Saab, Ph.D.

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**Office:** Jesup 103C

**Office hours:** Tuesdays and Thursdays 3:30pm-4:30pm or by email

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**Course Description**

This course draws heavily on the social psychological literature of intergroup relations, introducing you to mainstream individual and group-based approaches to the study of intergroup relations, as well as political psychological research in the Arab world. Offered annually.

**Course Learning Outcomes**

The aims of the course include introducing students to the field of political psychology, its key concepts and methodologies. Furthermore, students will be developing their presentation, essay writing and research skills.

Consequently, by the end of this course you should:

- 1- Have acquired a basic but rigorous grounding in the area of political psychology particularly as it relates to social psychology (5a), and other social and natural sciences (1a, 1b), and its emphasis on context to understand intergroup behavior (2a, 2b and 2c).
- 2- Have developed your skills in forming coherent and logical arguments, being open to and able to evaluate competing viewpoints and theoretical positions, demonstrating independence of thought and, in particular, respecting and being able to evaluate empirical evidence (3d, 3e).
- 3- Have experience of preparing and delivering PowerPoint presentations of peer reviewed articles (6a) in a group work setting.
- 4- Have developed some skills in writing effective academic essays, and the proper use of relevant academic resources (e.g. PsychLit, PsychInfo, library catalogue 6b).

**Textbook**

There is no assigned textbook for this course. The material will consist of:

- **assigned readings** (up to four readings per week): these include **articles which will be presented** by your classmates. **You must ensure that you read those articles before coming to class so you can make the best out of this course.**
- material delivered during lectures.

The package of the readings is available at the AUB Book Store, just ask for the PSYC 235 readings, there are **two sets of readings**. Additional resources will be provided online.

**Class format and communication:**

Class will usually consist of interactive lectures, including videos and class discussion and activities. If lectures are delivered through powerpoint the slides will be posted on Moodle along with additional

relevant material. The course material may not always be delivered through powerpoint presentations or be available in the assigned readings, so you are responsible for taking notes of what is said in class. E-mails are a core element in our communication, especially for announcements, reminders, and details pertaining to assignments and exams.

### **Requirements and Grade Distribution**

**Please refer to the course plan below, which lists the topics and course work scheduled for each class meeting.**

#### **Exams (65% of the final grade):**

**Exam 1: 20%, Exam 2: 20%, Final exam: 25%**

Each exam will be up to two hours. The exams are not cumulative and will consist of matching, short-answer questions, multiple-choice, true-or-false questions, and fill in the blanks. The tentative dates of these exams are provided below.

#### **Literature review (25%):**

This will be a **2000 word (excluding references) literature review on a political psychology topic of your choice**. The paper has to be written in accordance with the APA Manual. It will be scored according to a grading rubric which will be provided on Moodle.

**The paper should be submitted via turnitin on Moodle. A session will be assigned to explain how to select a topic, identify peer-reviewed articles, structure and write the paper using APA style.**

The topic must consist of a specific research question that you should send me by email by **Sep 22<sup>nd</sup> at 9am to receive approval**. It is easier to think of this question by asking yourself what is the effect of one variable on the other, e.g. does contact between students of different sects in schools decrease sectarianism?

**Use the following email to submit your proposed paper topic: [psycsubmissions@gmail.com](mailto:psycsubmissions@gmail.com)**

**Presentation (5%):** You will pair up with one or two other classmates to present an article assigned in the list of readings below. A link will be sent to you to indicate your preferences regarding which articles you would like to present. The presentation should not exceed 15 minutes and should summarize the paper into its main components. For example, if it is an empirical psychological paper, you should summarize the main parts as shown below:

**Introduction:** this should consist of the objective of the paper, a summary of the most important background literature and hypotheses if any.

**Method:** this should describe briefly the participants, the measures used, the design and the procedure.

**Results:** this should briefly describe the results in relation to the research question.

**Discussion:** this should briefly describe the main conclusions, the limitations and directions for future research.

**Feel free to come see me during office hours ahead of time to discuss any potential difficulties you have in understanding some aspects of the article. A model presentation will be made available on Moodle. The presentation must also be sent to me by email: [psycsubmissions@gmail.com](mailto:psycsubmissions@gmail.com)**

#### **Attendance (5%)**

**Please take note of the following:**

1. Please be in class on time.
2. Everyone must feel comfortable discussing their views in class. While you may disagree with other students' viewpoints, you are required to discuss your views in a respectful manner. This is part of

your learning process. Disrespecting other students will affect your participation grade and may lead to disciplinary action.

3. You are responsible for the material and announcements that are made in lectures you have missed.
4. If you miss a lecture, please obtain notes from a classmate. As classmates, please be cooperative with one another.
5. Attending part of a lecture will result in a partial attendance grade.

**Other:** I sometimes provide spontaneous bonus points (e.g. for answering a question correctly in class, or doing extra-work outside class to answer a particular question that pops up in class discussions). This is usually worth one extra point on an upcoming exam. So make sure you take advantage of these opportunities by regularly studying the material and/or volunteering to do extra-work when proposed.

### **Policies**

**Missing Exams or Deadlines:** Late submissions for the paper are **penalized at 4% per day, i.e. if you submit any time within 24 hours of the deadline you lose 4 points, any time within 48 hours of the deadline you lose 8 points and any time within 72 hours you lose 12 points, but if you submit more than 72 hours after the deadline you are automatically marked as zero.** Make-up exams and paper deadline rescheduling will be provided **only** if the student provides a medical note or excuse letter that is acceptable by the AUB Administration (AUBMC or counseling centre).

**Academic Dishonesty:** Cheating, plagiarism, presenting work you did not do, or violating rules of proper academic conduct will be dealt with according to strict AUB recommendations. Please refer to AUB Student Code of Conduct:

<http://www.aub.edu.lb/pnp/generaluniversitypolicies/Documents/StudentCodeConduct/StudentCodeConduct.pdf>, in particular section 1.1, which concerns academic misconduct including cheating, plagiarism, in-class disruption, and dishonesty. Please be aware that misconduct is vigorously prosecuted and that AUB has a zero tolerance policy. **Cheating on an exam or plagiarism of an assignment or paper will earn all involved parties a grade of zero, will lead to disciplinary action and could lead to course failure.**

**If you find yourself having some difficulty with an exam question or an assignment, talk to me about it.** There are many ways to solve whatever difficulty you're having. Cheating, in all its forms, should not be one of them.

**Grading:** Grading rubrics for the presentation and the paper will be posted on moodle.

**Other issues:** I reserve the right to schedule extra sessions should these be deemed necessary but I will be providing you with advance notice. I reserve the right to change/specify grading distribution, assign extra readings, change dates of assignments/exams, modify the format of assignments or exams during the course if necessary but will provide advance notice. Any changes to the final exam dates should receive approval of all students in class before the change can be implemented. We may at times have guest speakers during class for particular topics, in which case I will let you know in advance.

### **Non-Discrimination**

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In

order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb); +961-1-350000, x3246; West Hall, 314. If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor.

According to the University's [Non-Discrimination Policy](#), "AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment...AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis."

Information about the process for students seeking special needs accommodations is available online at "[Accessible Education: Students with Special Needs](#)"  
[http://www.aub.edu.lb/sao/accessible\\_education/Pages/AccessibleEducationStudentswithSpecialNeeds.aspx](http://www.aub.edu.lb/sao/accessible_education/Pages/AccessibleEducationStudentswithSpecialNeeds.aspx)

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com)

**Note: The dates below are tentative. The number of persons to present each article is dependent on number of students in class and therefore subject to change.**

## READINGS:

### **Week 0&1 Aug 31<sup>st</sup> to Sep 7<sup>th</sup>: Introduction to Political Psychology**

Houghton, D. P. (2009). The conceptual scheme of this book. In *Political Psychology*, (pp. 3-21). New York: Routledge.

Houghton, D. P. (2009). A brief history of the discipline. In *Political Psychology*, (pp. 22-34). New York: Routledge.

### **Week 2 Sep 12-14: Continuation of Week 1 plus How to write a paper and look up resources**

### **Week 3 Sep 19-21: Theories of intergroup relations: Social Identity Theory/Self-Categorization Theory**

Ellemer, N., & Haslam, S.A. (2012). Social identity theory. In P.A.M. van Lange, A.W. Kruglanski, & E.T. Higgins (Eds) *Handbook of Theories of Social Psychology* (Vol 2), (pp. 379-398). London: Sage.

Turner, J.C., & Reynolds, K.J. (2012). Self-categorization theory. In P.A.M. van Lange, A.W. Kruglanski, & E.T. Higgins (Eds) *Handbook of Theories of Social Psychology* (Vol 2), (pp. 399-417). London: Sage.

## **PAPER TOPIC DUE Friday Sep 22<sup>nd</sup>, 2017, at 9am**

### **Week 4: Sep 26-28: Theories of intergroup relations: SIT/SCT (continued) plus Social Dominance Theory**

Sidanius, J., & Pratto, F. (2012). Social dominance theory. In P.A.M. van Lange, A.W. Kruglanski, & E.T. Higgins (Eds) *Handbook of Theories of Social Psychology* (Vol 2), (pp. 418-438). London: Sage.

### **Week 5: Oct 3-5: Theories of intergroup relations: SDT (continued) AND Political Ideology**

Feldman, S. (2013). Political Ideology. In L. Huddy, D. O. Sears, & J. S. Levy, *The Oxford Handbook of Political Psychology* (S. 591-626). Oxford University Press.

#### ***Presentation Tuesday Oct 3<sup>rd</sup>:***

Henry, P.J., Sidanius, J., Levin, S., & Pratto, F. (2005). Social dominance orientation, authoritarianism, and support for intergroup violence between the Middle East and America. *Political Psychology*, 26, 569-583. (2 persons to present this)

## **Thursday Oct 5<sup>th</sup>, 2017: EXAM 1**

### **Week 6 Oct 10-12: Political Ideology (continued) AND Prejudice and discrimination: Sexism**

Glick, P., & Rudman, L.A. (2010). Sexism. J.F. Dovidio, Hewstone, M., Glick, P., & Esses, V.M. (Eds) *The Sage Handbook of Prejudice, Stereotyping and Discrimination*. London: Sage.

### **Week 7 Oct 17-19: Prejudice and discrimination: Sexism (continued)**

Glick, P., & Rudman, L.A. (2010). Sexism. J.F. Dovidio, Hewstone, M., Glick, P., & Esses, V.M. (Eds) *The Sage Handbook of Prejudice, Stereotyping and Discrimination*. London: Sage.

### **Week 8 Oct 24-26 Prejudice and discrimination: Sexism (continued)**

Glick, P., & Rudman, L.A. (2010). Sexism. J.F. Dovidio, Hewstone, M., Glick, P., & Esses, V.M. (Eds) *The Sage Handbook of Prejudice, Stereotyping and Discrimination*. London: Sage.

**Presentation Tuesday Oct 24<sup>th</sup>:**

Arab Human Development Report (2016). The new dynamics in the inclusion and empowerment of young women. Chapter 4, 89-205. (2 persons to present this)

**Week 9 Oct 31-Nov 2: Prejudice and discrimination: Anti-immigrant/refugee bias**

Wagner, U., Christ, O., & Heitmeyer, W. (2010). Anti-immigration bias. J.F. Dovidio, Hewstone, M., Glick, P., & Esses, V.M. (Eds) *The Sage Handbook of Prejudice, Stereotyping and Discrimination*. London: Sage.

**Presentation Tue Oct 31<sup>st</sup>:**

Harb, C., & Saab, R. (2014). Social Cohesion and Intergroup Relations: Syrian Refugees and Lebanese Nationals in the Bekaa and Akkar. Save the Children Report.  
[www.alnap.org/pool/files/savethechildren-aub-socialcohesion-lebanon-finalreport-may2014\[1\].pdf](http://www.alnap.org/pool/files/savethechildren-aub-socialcohesion-lebanon-finalreport-may2014[1].pdf) (3 persons to present this)

**Thursday Nov 2, 2017: EXAM 2**

**Week 10 Nov 7-9: Prejudice and discrimination: Anti-immigrant/refugee bias (continued) AND Sectarianism and Political Attitudes in Lebanon**

Rowatt, W.C.; Carpenter, T. & Haggard, M. (2014). Religion, prejudice and intergroup relations. In V. Saroglou (Ed). *Religion, Personality and Social Behavior*, (pp. 170-192). Psychology Press.

**Week 11 Nov 14-16: Prejudice and discrimination: Sectarianism and Political Attitudes in Lebanon (continued)**

Rowatt, W.C.; Carpenter, T. & Haggard, M. (2014). Religion, prejudice and intergroup relations. In V. Saroglou (Ed). *Religion, Personality and Social Behavior*, (pp. 170-192). Psychology Press.

**Presentations Tuesday Nov 14<sup>th</sup>:**

Cammett, M.C. (2011). Partisan activism and access to welfare in Lebanon. *Studies in Comparative International Development*, 46, 70-97. (3 persons to present this)

Haddad, S. (2013). Explaining Lebanese Shii adherence to Hezbollah: Alienation, religiosity and welfare provision. *Defense & Security Analysis*, 29, 16-29. (2 persons to present this)

Al-Habbal, J. (2011). The institutional dynamics of sectarianism: Education and personal status law in Lebanon. Unpublished MA thesis. (pages to be determined) (4 persons to present this)

**Presentations Thursday Nov 16<sup>th</sup>:**

Licata, L., Klein, O., Saade, W., Azzi, A., & Branscombe, N.R. (2011). Perceived outgroup (dis)continuity and attribution of responsibility for the Lebanese civil war mediate effects of national and religious subgroup identification on intergroup attitudes. *Group Processes & Intergroup Relations*, 15, 179-192. (2 persons to present this)

Diab, M., Atallah, S., & Harb, M. (2017) Who are Lebanese youth? A segmentation-based approach to understanding youth and youth's attitudes in Lebanon. Power 2 Youth Working Paper. (3 persons to present this)

Harb, M. (2016) Youth mobilization in Lebanon: Navigating exclusion and seeds for collective action. Power 2 Youth Working Paper. (2 persons to present this)

**Week 12 Nov 21-23: Dehumanization and genocide**

Houghton, D. P. (2009). The psychology of obedience. In *Political Psychology*, (pp. 57-68). New York: Routledge.

Houghton, D. P. (2009). Creating a "bad barrel". In *Political Psychology*, (pp. 69-82). New York: Routledge.

Staub, E. (2012). The roots and prevention of genocide and related mass violence. *Zygon*, 47, 821 – 842.

**Week 13 Nov 28-30: Dehumanization and genocide (continued) AND Nonviolent and violent collective action**

Stekelenburg, J., & Klandermans, B. (2013). The social psychology of protest. *Current Sociology Review*, 61, 886-905.

**PAPERS DUE THURSDAY NOV 30<sup>th</sup>, 2017, at 9am.**

**Week 14 Dec 5-7: Nonviolent and Violent collective action**

Saucier, G., Geuy Akers, L., Shen-Miller, S., Knezevic, G., & Stankov, L. (2009). Patterns of thinking in militant extremism. *Perspectives on Psychological Science*, 4, 256-271.

***Presentations Thursday Dec 7<sup>th</sup>:***

Fischer, R., Harb, C., Al-Sarraf, S., & Nashabe, O. (2008). Support for resistance among Iraqi students: An exploratory study. *Basic and Applied Social Psychology*, 30, 167-175. (2 persons to present this)

Tessler, M., & Robbins, M. (2007). What leads some ordinary Arab men and women to approve of terrorist acts against the United States? *The Journal of Conflict Resolution*, 51, 305-328. (3 persons to present this)