

**Issues in Political Psychology**

**Prof. Daphna Canetti**

**Course Number:** 702.2193  
**Class Time:** Wednesday, 12:00-15:00  
**Class Location:** TBA  
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**Course Description:**

the twentieth century. What is political psychology? The name is new, with its inception as a separate discipline sometime in the relationship between the century, and the formation of an official society only in 1978. Yet scholars discussed the purpose of this upper level course is to explore psychology and political processes as early as ancient Greece. The primary emphasis on the psychological mechanisms provide an overview of political psychological research with selected topics that represent merely a portion of those covered underlying political behavior. By focusing on a list of you a taste of what political psychology is. When one hears the term political in PP, this course is planned to give envision the study of elections and campaigns. While not inaccurate, this perception excludes psychology, one might questions range of topics that fall within the purview of political psychology. For example, the following a broad intergroup relations? How does address political psychology topics: What is the impact of prejudice and identity on psychological and physiological impact of war and threat impact individuals' political choices? Or what is the ?terrorism on individuals' political worldviews

with what we Greek fables discuss both the sour grapes phenomenon, in which desires are adjusted in accordance Machiavelli presents a .cannot have cannot have, and an alternative phenomenon in which we want what we Tocqueville to gain political power. De complex and sophisticated manual for how the Prince should-use psychology of relative deprivation key to the fall of the old regime in makes the revolution of rising expectations and the concept the American system of government on critical assumptions about human France. Finally, the founding fathers built and balances to counter human tendencies toward domination. The practical political world nature, setting up checks linked with similarly filled with assumptions about how relations among people might be said to be inevitably is and every precinct human psychology; appeals to character are a longstanding staple in democratic politics .underdog effect committeeman understands the electoral importance of the bandwagon and the

materials. As This course has a lecture format: we meet once a week to learn, critically reflect, and digest assigned be found. The course will you probably know, with these types of issues, consensual facts are often nowhere to and worldviews, and will try to offer therefore encourage a free and respectful discussion of differing opinions related debates. While I will frequently lecture and at students some tools for informed and effective participation in students come prepared to discuss our readings in an informed and times guide conversation, I expect that all thoughtful manner. As the political Middle Eastern context is a "lively" conflict that breeds turning points and crucial events on a daily basis, I expect that all of you follow the news and use this knowledge to contribute to our group discussions.

**Course Requirements:**

1. Weekly writing responses
2. Oral Presentation
3. Mid-Term Exam

4. Term Paper

**Final Grade:**

1. **Weekly writing responses** 10%

Students are expected to come to class prepared. This means they must read the material, as indicated on the accompanying syllabus, and participate in class discussions.

For each text read, students will be required to hand in Transcription Notes. This means you are to choose and write out in their entirety three (3) sentences or paragraphs or verses which you consider especially significant to understanding the work being discussed that week in class.

After each quote, free-write about what is important and/or significant about the passage. Do these select passages act as a key to unlocking the meaning of the text? Do they cause a personal reaction, emotionally, intellectually?

These Transcription Notes will not be corrected (for grammar, spelling, etc.) nor will they be graded. But they must be handed in on the day we read the specific text and they constitute 10% of the final grade. Points will be deducted for Notes handed in late or not at all.

Please e-mail the Transcription Notes to me in the body of the mail – not as attachments -- before the start of every class.

2. **Oral Presentation** 20%

The students (either on their own, or in couples) will choose one additional reading, marked with an asterisk (\*), from the syllabus, and will present it in class (up to 20 minutes). Students will choose their readings by our second meeting (3.11). Students will email me a summary of their presentation up to three days (by Friday, 12:00 PM) before their class presentation.

3. **Mid-Term Exam** 30%

The mid-term exam covers material from part I, "Basic Concepts and Theories in Political Psychology". The mid-term exam will consist of four questions.

4. **Term Paper** 40%

The term paper is intended to provide you with the opportunity to more fully explore your class discussion topic, as well as examine it from a more empirical perspective. The term paper from the beginning of the course through week 12, and it will consist of twelve research questions.

**Course Outline and Reading List**

*Part I- Basic Concepts and Theories in Political Psychology*

**Week 1: Introducing Political Psychology (27.10)**

Monroe, Kristen., Renwick, William., Chiu, A. Martin., And Bridgette Portman. 2009. "What Is Political Psychology?" *Perspectives on Politics*, 7(4): 859-882.

McGuire, J. William. 2004. "The Poly-Psy Relationship: Three Phases of a Long Affair." In J. T. Jost & J. Sidanius . Psychology Press. Pp 22-31:York (eds), *Political Psychology*. New

\*Sullivan, L. John., Wendy M. Rahn, and Thomas J. Rudolph. 2002. "The contours of political psychology: Situating research on political information processing." *Thinking about political psychology*: 23-47.

#### **Week 2: Intergroup Relations (3.11)**

Harvey, Oliver. 1961. Intergroup Conflict and Cooperation: The Robbers' Cave Experiment. *Norman: University of Oklahoma Book Exchange (Chapters 2 & 8)*.

Tajfel, Henri. & Turner, C. John. 1979. "An Integrative Theory of Intergroup Conflict." In WG. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations*. Monterey, CA: Brooks/Cole. (Chapter 4).

\*Dovidio, John. 2003. "Intergroup Contact: The Past, Present and Future." *Group Processes and Intergroup Relations*, 6(1): 5-21.

#### **Week 3: Threat Perceptions (10.11)**

Feldman, Stanly., Huddy, Leonie., Taber, Christopher., & Lahav, Galia. 2005. "Threat, Anxiety, and Support of Anti-Terrorism Policies." *American Journal of Political Science*, 49( 3): 593-608.

\*Gadarian, Shana Kushner. 2010. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes." *Journal of Politics*. 72(2):469-483.

Canetti-Nisim, Daphna., Ariely, Gal., Halperin, Eran. 2008. "Life, Pocketbook, or Culture: The Role of Perceived Security Threats in Promoting Exclusionist Political Attitudes towards Minorities in Israel." *Political Research Quarterly*. 61 (1): 90-103.

#### **Week 4: Political Participation in Democratic Politics (17.11)**

Klandermans, Bart. 2004. "The demand and supply of participation: Social-psychological correlates of participation in social movements." *The Blackwell companion to social movements*, 360-379.

Skitka, J. Linda., And Bauman, W. Christopher. 2008. "Moral conviction and political engagement." *Political Psychology*, 29(1), 29-54.

\*Gallego, Alma., And Oberski, Daniel. (2012). "Personality and political participation: The mediation hypothesis." *Political behavior*, 34(3), 425-451.

#### **Week 5: Political Leadership & Decision-Making (24.11)**

Mintz, Alex. 2004. "How Do Leaders Make Decisions? A Poliheuristic Perspective." *The Journal of Conflict Resolution*, 48(1): 3-13.

\***Kahneman, Daniel. And Tversky, Amos. 1979. "Prospect Theory: An Analysis of Decision under Risk." *Econometrica*, 47(2): 263-292.**

**Ariely, Dan. 2008. Predictably Irrational: The Hidden Forces That Shape Our Decisions. Chapters 1 & 9. \*\*Chapter 1 is summarized in this below TEDTalk\*\***

#### **Week 6: Religion and Ideology (1.12)**

Ben-Nun Bloom, Pazit., Arian, Gizem. 2013. "Religion and Support for Democracy: A Cross-National Test of the Mediating Mechanisms." *British Journal of Political Science*, 43(2): 375-397.

Canetti-Nisim, Daphna. 2004. "The Effect of Religiosity on Endorsement of Democratic Values: The Mediating Influence of Authoritarianism." *Political Behavior*, 26 (4): 377-398.

\*Canetti, Daphna., Hobfoll, Stevan., Pedahzur, Ami., Zaidise, Eran. 2010. "Much Ado about Religiosity: Heightened Support for Political Violence by Failure to Conserve." *Journal of Peace Research*, 45(5): 575-587.

**Week 7: Genetics and Neurobiological Revolution (8.12)**

Canetti, Daphna., Eric Russ., Judith Luborsky., James I. Gerhart., and Stevan E. Hobfoll. 2014. "Inflamed by the flames? The impact of terrorism and war on immunity." *Journal of traumatic stress*, 27(3): 345-352.

McDermott, Rose, et al. 2009. "Monoamine oxidase A gene (MAOA) predicts behavioral aggression following provocation." *Proceedings of the National Academy of Sciences*, 106(7): 2118-2123.

\*McDermott, Rose., Hatemi, Peter. 2012. "The Political Psychology of Biology, Genetics, and Behavior." *Political Psychology*, 33 (3): 307-312.

**Week 8: Midterm Exam (15.12)**

**Part II – the Psychology of the Israeli-Palestinian Conflict**

**Week 9: Intractable Conflict: Basic Concepts and Case Studies (22.12)**

Bar-Tal, Daniel. 2007. "Sociopsychological foundations of intractable conflicts." *American Behavioral Scientist*, 50: 1430-1453.

Cohen, Stephen. 2005. "Intractability and the Israeli-Palestinian Conflict." In *Grasping the nettle: Analyzing cases of intractable conflict*, edited by Chester A. Crocker, Fen O. Hampson, and Pamela Aall, 343-355. Washington DC: United States Institute of Peace.

of intractable conflict, edited by Chester A. Crocker, Fen O. Hampson, and Pamela Aall, 343-355. Washington DC: United States Institute of Peace.  
\*Kriesberg, Louis. 2005. "Nature, dynamics, and phases of intractability." In *Grasping the nettle: Analyzing cases of intractable conflict*, edited by Chester A. Crocker, Fen O. Hampson, and Pamela Aall, 65-98. Washington DC: United States Institute of Peace.

**Week 10: Exposure to Political Violence and Terrorism (29.12)**

Longo, Matthew, Canetti, Daphna, Hite, Nancy. 2014. "A Checkpoint Effect? Evidence from a Natural Experiment on Travel Restrictions in the West Bank." *American Journal of Political Science*. DOI: 10.1111/ajps.12109.

Hirsch-Hoefler, Sivan., Canetti Daphna., Rapaport, Canetti., Hobfoll, E. Stevan. (2014). "Conflict will Harden your Heart: Exposure to Violence, Psychological Distress, and Peace Barriers in Israel and Palestine." *British Journal of Political Science*. DOI: 10.1017/S0007123414000374

\*Jost, John., And Bonnanno, Goerge. 2006. "Conservative Shift Among High-Exposure Survivors of the September 11th Terrorist Attacks." *Basic and Applied Social Psychology*. 28(4): 311-323.

**Week 11: Emotions and Political Behavior (5.1)**

Nun Bloom, Pazit. 2014. "Disgust, harm, and morality in politics." *Political Psychology*, 35(4): 495-513.-Ben Halperin, Eran., Canetti-Nisim, Daphna. & Hirsch-Hoefler, Sivan. (2009). "Emotional antecedents of political intolerance: The central role of group-based hatred." *Political Psychology*, 30, 93-123.

\*McDoom, S. Omar. 2012. The psychology of threat in intergroup conflict: emotions, rationality, and opportunity in the Rwandan genocide. *International security*, 37 (2). pp. 119-155.

**Week 12: Peace Psychology (12.1)**

Paluck, Elizabeth L. 2009. "Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda." *Journal of personality and Social Psychology*, 96(3): 574-587.

Bar-Tal, Daniel. 2002. "The Elusive Nature of Peace Education". In Salomon, G. & Nevo, B. (Eds.), *Peace Education: The Concept, Principles and Practices in the World* (pp. 27-36). Hillsdale: Lawrence Erlbaum.

\*Cole, Charlotte, et al. 2003 "The educational impact of Rechov Sumsum/Shara'a Simsim: A Sesame Street television series to promote respect and understanding among children living in Israel, the West Bank, and Gaza." *International Journal of Behavioral Development*, 27(5): 409-422.

**\*\*\* Changes may occur, but they will be notified in advance\*\*\***