# PSY280 Political psychology and intergroup conflict

Fall 2015    Mondays 17.00-18:30    Room: U33

Study level: Bc. (Undergraduate)    Credits: 3 ECTS

Course is offered to both Masaryk University and exchange students.

**Teaching starts on October 5th, 2015.**

## Course objectives

The purpose of this course is to acquire the basic knowledge of psychological theories and approaches that help to explain politically motivated intergroup conflict, intolerance, and collective action.  The course interconnects traditional theories in social and political psychology (social identity, social cognition, socialization) with their recent extensions to the areas of civic identity, civic/political participation of people with minority status, or intolerant online communities. It also emphasizes the applications to current political events in the Czech Republic and other European countries.

## Course guarantor

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## Lecturers

Dr. Jan Šerek
Dr. Zuzana Scott
Dr. Hana Macháčková

## Course format

Course is conducted in the combined form of lectures and seminars. Active participation of students in lectures and discussions is required. During the semester, students have to submit three assignments and pass a final exam. Students are expected to follow updates in the Information System and check their student e-mail accounts regularly. All required reading materials will be available online in the Information System.

## Topics

### Tolerance

5. 10.   **Stereotypes: Where they come from and how resistant they are?**
Lecture (*Šerek*)

12. 10.   **Ineffective ways of coping with intolerance**
Seminar (*Šerek*)

19. 10.   **The roots of intolerance: Personal dispositions or socialization?**
Lecture (*Šerek*)

26. 10.   **Are our societies becoming more tolerant?**
Seminar with reading *(Šerek)*

Reading: Sears, D. O., van Laar, C., Carrillo, M, & Kosterman, R. (1997). Is it really racism? The origins of white Americans' opposition to race-targeted policies. *Public Opinion Quarterly, 61*, 16-53.

2. 11.   **Theories of prejudice**
Lecture *(Scott)*

### Minority citizens

9. 11.   **Civic identity and citizenship: Links and differences**
Lecture *(Scott)*

16. 11.   **Perceived discrimination as hindering or fostering civic participation?**
Seminar with reading *(Scott)*

Reading: Chryssochoou, X., & Lyons, E. (2011). Perceptions of (in)compatibility between identities and participation in the national polity of people belonging to ethnic minorities. In A. Azzi, X. Chryssochoou, B. Klandermans, & B. Simon (Eds.), *Identity and participation in culturally diverse societies* (69–88). Chichester, United Kingdom: Wiley-Blackwell.

23. 11.   **Minority civic participation: Theories and concepts**
Lecture *(Scott)*

30. 11. **Links between theory and practice in minority participation research – group project in class**
Seminar *(Scott)*

## Intolerance online

7. 12. **Civic life online**
Lecture *(Macháčková)*

14. 12. **Civic expressions in online environment: What is different?**
Seminar with reading *(Macháčková)*

Reading: Douglas, K.M. (2007). Psychology, discrimination and hate groups online. In A. N. Joinson, K. McKenna, T. Postmes, & U.-D. Reips (Eds.), *The Oxford handbook of Internet psychology* (pp. 155-164). Oxford: Oxford University Press.

## Evaluation and grading

The final grade depends on the following criteria:

1) **Attendance          20 points**
   Student's attendance at least at 9 (out of 11) seminars/lectures is awarded with 20 points.

2) **Assignments          3 x 15 points**
   Before each "seminar with reading," students have to submit an assignment. The assignment must be based on the reading material for the specific seminar (please see above). In the assignment, (1) briefly describe main points of the reading material (150-200 words), (2) evaluate the reading material in terms of its clarity and cogency, pinpoint its strengths/weaknesses and consider its implications – your own opinion (supported by arguments) is highly expected here (250-300 words), (3) ask questions if something from the reading material is unclear (optional). Overall, the assignment must have between 400-600 words. One assignment meeting all criteria and submitted in time is awarded with 15 points. In total, three assignments have to be submitted (22. 10., 12. 11., 10. 12.).
   Please submit your assignments underline in the Information System (see link below).

3) **Exam                maximum 35 points**
   There will be one exam (multiple choice quiz) at the end of the semester, covering the lectures and assigned readings (all presentations and required readings will be available online in the Information System).

Grades will be assigned based on the final summary score:

A     100-95
B     94-89
C     88-83
D     82-77

E        76-71
F        70 and less


## Schedule

| Date    | Time        | Teaching format       | Task                                         |
|---------|-------------|-----------------------|----------------------------------------------|
| 5. 10.  | 17:00-18:30 | Lecture               |                                              |
| 12. 10. | 17:00-18:30 | Seminar               |                                              |
| 19. 10. | 17:00-18:30 | Lecture               |                                              |
| 26. 10. | 17:00-18:30 | Seminar with reading  | Submit your assignment by Thursday 22. 10.   |
| 2. 11.  | 17:00-18:30 | Lecture               |                                              |
| 9. 11.  | 17:00-18:30 | Lecture               |                                              |
| 16. 11. | 17:00-18:30 | Seminar with reading  | Submit your assignment by Thursday 12. 11.   |
| 23. 11. | 17:00-18:30 | Lecture               |                                              |
| 30. 11. | 17:00-18:30 | Seminar               |                                              |
| 7. 12.  | 17:00-18:30 | Lecture               |                                              |
| 14. 12. | 17:00-18:30 | Seminar with reading  | Submit your assignment by Thursday 10. 12.   |


## Important links

Study materials: https://is.muni.cz/auth/el/1423/podzim2015/PSY280/um/

Assignment submissions: https://is.muni.cz/auth/el/1423/podzim2015/PSY280/ode/


## Recommended (optional) literature

Abrams, D., Hogg, M. A., & Marques, J. M. (2005). The social psychology of inclusion and exclusion. New York : Psychology Press.

Coenders, M., & Scheepers, P. (2003). The Effect of Education on Nationalism and Ethnic Exclusionism: An International Comparison. Political Psychology, 24, 313–343.

Côté R. R., & Erickson, B. H. (2009). Untangling the Roots of Tolerance: How Forms of Social Capital Shape Attitudes Toward Ethnic Minorities and Immigrants. American Behavioral Scientist, 52, 1664–1689.

Gniewosz, B., & Noack, P. (2008). Classroom climate indicators and attitudes towards foreigners. Journal of Adolescence, 31, 609–624.

Kay, A. C., Day, M. V., Zanna, M. P., & Nussbaum, A D. (2013). The insidious (and ironic) effects of positive stereotypes. Journal of Experimental Social Psychology, 49, 287-291.

Stangor, Ch., Sechrist, G. B., & Jost, J. T. (2001). Changing racial beliefs by providing consensus information. Personality and Social Psychology Bulletin, 27, 486-496.

Sullivan, J. L., & Transue, J. E. (1999). The psychological underpinnings of democracy: A selective review of research on political tolerance, interpersonal trust, and social capital. Annual Review of Psychology, 50, 625-650.

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