

**The Psychology of Political Behavior**  
**Fall 2017**  
**DIS Stockholm August 25-December 8**  
**Tuesdays and Fridays, 10.05-11.25**  
**Room #1D508**

**Course Information and Purpose**

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**1. Instructor Information:**

**Instructor:**

***Ebba Karlsson, M.Sc.***

M.Sc. in Clinical Psychology (Stockholm University, 2015), B.A. in Philosophy (Stockholm University, 2013). Visiting student in Politics and Public Policy at New York University, and research internship at Corpus Christi College, Cambridge University. Founder of Poplar, a non-profit organization dedicated to improving political civility in society. Also working as a clinical psychologist and organizational consultant, focusing on leadership development, stress resilience and well-being. With DIS since 2016.

Email: [absolutedbba@gmail.com](mailto:absolutedbba@gmail.com)

**Psychology Program Director:**

***Carla Caetano, Ph.D.***

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**DIS Contact:**

**DIS Stockholm Academic Coordinator**

***Mark Peters***

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**Guest Lecturer**

**Robert Örell, Exit**

- Topic: Robert Örell is the founder of Exit, a non-profit organization which aims to help and provide support to those who wish to leave a nationalistic/racist/nazi oriented groups and movements. Exit provide hands-on support for persons wanting to leave a neo nazi or racist environment by cooperating with various housing corporations, the police, social services, legal system and also with the client's own family and friends. During this lecture the students will get first-hand experience and extensive knowledge about real life application of theory related to extremism and radicalization processes. More information about Exit can be found here: <http://exit.fryshuset.se/english/>

**2. Course Description:**

Prerequisites: A psychology course at the university level.

This course emphasizes the psychological mechanisms affecting political reasoning and behavior, such as how psychological biases affect our cognition, information-processing, and political behavior. Comparisons between U.S. and Swedish political contexts are explored, specifically examining how the political mind is embedded in social frameworks. This course is based on theory and research from the field of political psychology, an interdisciplinary academic field studying the relationships between psychological and political processes.

### 3. Objectives:

- To understand and describe principles and concepts related to political cognition such as information processing, decision-making, and perception.
- To apply theory and analyze political phenomena in daily life from a psychological perspective.
- To critically evaluate scientific methods and research within the field of political psychology.
- To contrast and consider cultural differences between American and European political contexts.
- To understand the dominant political ideologies in Sweden and how they differ from the US
- To engage with Swedish political groups to learn more about their underlying moral values and perspectives

## Course Components

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### 1. Required Texts (available at DIS library):

- Haidt, J. (2012). *The Righteous Mind: Why good people are divided by politics and religion*. Vintage.

Selected chapters from:

- Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). *Introduction to Political Psychology*. Routledge.
- Jost, J. T., & Sidanius, J. (2004). *Political Psychology: Key Readings*. Psychology Press.

### 2. Articles and Other Media on Canvas

- Selected articles – see reference list at end of syllabus
- Additional articles will be added to Canvas based on students' interest and needs

The students are expected to read the "Required readings" and other media listed as 'required' before the assigned class. Readings and other media listed as "Recommended" are optional, the students are not expected to be familiar with them in class or at exams, but if they find the topics interesting and want to learn more they are a good place to start.

### 3. Approach to teaching:

A variety of teaching methods will be used, including lectures, class discussions, group presentations, interactive classroom activities and multi-media to facilitate the understanding of theory, research and their cultural implications. Psychological applications will be explored using case examples.

### 4. Field studies.

Academic field studies are a fully integrated component of an academic course and typically consists of two field studies within the Stockholm area. The purpose of field studies is to integrate classroom learning with real life application. Given our topics in this course, some possible field studies could be:

**Field Study 1 – Visiting the think tank Timbro**

- **Topic:** Understanding the Swedish political system and contemporary political context, outside of a governmental context.
- **Objective:** To learn about how a Swedish think tank operates and aims to influence public opinion and politicians. To identify and understand the differences between the political landscape and public opinion in a Swedish context compared to the US.
- **Description: TBA.** We will visit the Swedish think tank Timbro, where we will learn about their work and mission as well as the Swedish political system. More information about Timbro can be at [www.timbro.se/en](http://www.timbro.se/en).

**Field Study 2 - Visiting the Swedish Parliament**

- **Topic:** Understanding Swedish political system and contemporary political context, focusing on government and the legal system.
- **Objective:** To learn how the Swedish government and parliamentary system works, with both historical and contemporary perspectives. To identify and understand cultural differences between the political system in Sweden and the US.
- **Description:** We will visit the Swedish parliament, where we will get a tour of the parliament building as well as meeting with a Swedish MP.

**5. Expectations of the students:** Students are expected to have done the readings and come prepared with relevant questions and notes for each class. This will give us material to generate conversation. When responding to questions in class, make reference to our readings to support the points you are making. Students are expected to challenge themselves and their worldviews with an investigative mindset and curiosity, seeking to understand the topics at hand as well as how they relate to themselves as individuals and the world around them.

**6. Class Representatives:** Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting student needs with faculty instruction during term time. Class Representatives will be elected in class at the beginning of the semester.

**Assignments and Evaluation**

Methods of Evaluation	How evaluated	Due Date	Percentage of grade
Engaged participation	Individual	Ongoing	10%
Moral Psychology Fieldwork and Presentation	Pairs	October 24	30%
Mid-term exam	Individual	October 27	15%
Group presentation	Group	November 17, 21, 28, and December 1	20%
Final Research Paper	Individual	December 8	25%

Total			100%
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**Evaluation:** A number of diverse tasks will be given throughout the semester to address learning objectives. Emphasis will be on engaged participation, and may include individual and/or group based written/oral tasks. Projects may be given that will explore topics experientially.

**Engaged Participation (10%):**

Your participation grade reflects the importance of being active in this course, which relies in great part on the reflections, discussions, and exercises in class. Students are expected to come prepared with relevant questions for discussion pertaining to the topic, as well as making contributions with relevant analytical insights and critical evaluations. The participation grade also takes into consideration punctuality.

**Mid-term exam (15%)**

There will be a re-cap quiz covering the theories and concepts that has been discussed so far in the course.

**Moral Psychology Fieldwork (30%):**

This task was originally developed by Jonathan Haidt (author of *The Righteous Mind*, 2012) and has been adjusted to suit this class. Working in pairs, your assignment is to step out of your moral matrix and into another. Immerse yourself in a network of meanings and values that conflicts with your own, acting like an anthropologist trying to understand them accurately and fairly. The anthropologist Clifford Geertz said that the goal of fieldwork is not to become a native but to converse with the natives, and in the process, to "figure out what the devil they think they are up to."

You will be provided with a list of suitable groups (representing Swedish political parties or other organisations) to contact, and get guidelines for how to reach out and present yourself and the task. You will then conduct interviews with people from the selected community to further your understanding of their moral matrix and attitudes. You should put together an interview template and run that by me before you conduct the interview(s). Be bold, take social risks, but be careful that you don't hurt or offend the people you are trying to learn from. We will discuss your plan in detail when you have chosen your group. The interviews would take approximately 30-45 minutes.

After conducting interviews, you will write up a paper consisting of two parts. Part I should be purely descriptive, explaining what the aims of the group, their values and attitudes, without evaluation and only minimal interpretation. Part II should attempt to extract or describe the underlying moral worldview or commitments of the people/group you studied. You should present them as sympathetically as possible, in a form that they might recognize as a fair statement of what they are up to, and of why they say and believe the things that they do. But then be sure to go deeper; try to figure out why or how they came to have the particular moral matrix they have, when others nearby have a different one.

Part 1 should consist of one to two pages (1.5 spaced with a maximum of 2 pages). Part 2 should consist of 3-5 pages (1.5 spaced with a maximum of 5 pages). Quality is more important than quantity, meaning that more text do not necessarily entail a higher grade. Be sure to draw on some of the readings and analytical tools you have acquired so far in the course and include references. Your grading will be based on three parts: how well you structured the interviews (35%), the descriptive part of the write up (15%), and mostly on the depth and insight you provide in your second section, the analysis (50%). See Canvas for more detailed instructions.

**Group presentations (20%):**

Students will form groups at the beginning of the semester and prepare to hold their own class and present a deeper analysis regarding a key concept/research finding from the course. The class/presentation should include both theoretical background and a case study applying this to real life political phenomena. A critical perspective should be taken, unanswered questions should be raised and potential for future intervention/research considered. See Canvas for more detailed instructions.

**Final Paper (25%):**

The course will conclude with an individually written final paper which should demonstrate an integration of course material and research findings with the topic of your choice, related to political phenomena in real life. The topic must be approved by the instructor. The paper should be around 6-7 pages 1.5 spaced (excluding references) and be conducted using APA style. The references should include class readings and independent sources. See Canvas for more detailed instructions.

To be eligible for a passing grade in this class you must complete all of the assigned work.

**Disability and resource statement:** Any student who has a need for accommodation based on the impact of a disability should contact Mark Peters at [mpe@disstockholm.se](mailto:mpe@disstockholm.se) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

**Policies**

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**Attendance**

You are expected to attend all DIS classes when scheduled. If you miss a class for any reason, please contact the faculty no later than the day of the missed class. If you miss multiple classes the Office of Academic Support and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note.

**Academic Honesty: Plagiarism and Violating the Rules of an Assignment**

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

**Use of laptops or phones in class:**

Computers and smartphones are allowed in class PURELY for note taking purposes. In case of other uses such as Facebook, emails or internet surfing, it will have a negative impact on your participation grade. Cell phones are to be shut off during class and texting/SMS'ing etc. during class will have a negative impact on your participation grade.

Course Schedule	
Theme 1: Introduction and Methodology	
<p>Friday, August 25 Class 1</p>	<p><b>Topics to be covered today: Introduction to Political Psychology</b></p> <ul style="list-style-type: none"> <li>Information about the course</li> <li>What is political psychology – history and overview</li> </ul> <p><b>Required Readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Stone, S., Johnson, K. M., Beall, E., Meindl, P., Smith, B., &amp; Graham, J. (2014). Political psychology. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i>, 5 (4), 373-385.</li> </ul> <p><b>Recommended readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Cottam, M. L., Mastors, E., Preston, T., &amp; Dietz, B. (2015). Political Psychology – Introduction and overview (pp 1-14) in Cottam M. L (Ed.), <i>Introduction to political psychology</i>. Routledge.</li> </ul>
<p>Tuesday, August 29 Class 2</p>	<p><b>Topics to be covered today: Methods for Studying Political Psychology</b></p> <ul style="list-style-type: none"> <li>Scientific methods</li> <li>Bias within social psychology</li> <li>Cultural differences between US and European political psychology research</li> <li>How do we avoid bias during the course?</li> </ul> <p><b>Required Readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Duarte, J. L., Crawford, J. T., Stern, C., Haidt, J., Jussim, L., &amp; Tetlock, P. E. (2015). Political diversity will improve social psychological science. <i>Behavioral and Brain Sciences</i>, 38, page 1-13.</li> </ul> <p><b>Recommended Readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Breakwell, G. M., &amp; Rose, D. (2006). <i>Research methods in psychology</i>. 3rd ed. London, UK: Sage Publications Ltd.</li> </ul> <p><u>Newspaper:</u></p> <ul style="list-style-type: none"> <li>Richardson, B. (2016, June 11). Study from 2012 now corrected to show liberals, not conservatives, more authoritarian. <i>The Washington Post</i>. Retrieved from <a href="http://www.washingtontimes.com/news/2016/jun/11/liberals-not-conservatives-more-likely-possess-psy/">http://www.washingtontimes.com/news/2016/jun/11/liberals-not-conservatives-more-likely-possess-psy/</a></li> </ul>
Theme 2: Explaining political behavior – from individual factors to group dynamics	
<p>Friday, September 1 Class 3</p>	<p><b>Topics to be covered today: Moral and Political Cognition</b></p> <ul style="list-style-type: none"> <li>Intuitionism and rationalism</li> </ul>

	<ul style="list-style-type: none"> <li>• The evolution of morality</li> </ul> <p><b>Required Readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Haidt, J. (2012). <i>The Righteous Mind: Why Good People are Divided by Politics and Religion</i>. Vintage. Chapters 1-4, pp 1-108.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Monin, B., Pizarro, D. A., &amp; Beer, J. S. (2007). Deciding versus reacting: Conceptions of moral judgment and the reason-affect debate. <i>Review of General Psychology</i>, 11(2), 99-111.</li> </ul> <p><b>Recommended Readings</b></p> <p><u>Book:</u></p> <ul style="list-style-type: none"> <li>• Greene, J. (2014). <i>Moral Tribes: Emotion, Reason, and the Gap Between Us and Them</i>. Atlantic Books Ltd.</li> </ul> <p><u>Visual/Youtube clip:</u></p> <ul style="list-style-type: none"> <li>• Greene, J. (2014). Moral Tribes: Emotion, Reason, and the Gap Between Us and Them. [Google talks lecture]. Retrieved from <a href="http://www.youtube.com/watch?v=VaoTKurm_1k">www.youtube.com/watch?v=VaoTKurm_1k</a></li> </ul> <p><u>Audio:</u></p> <ul style="list-style-type: none"> <li>• Roberts, Russ (Show host). (2015, January 5). Joshua Greene on Moral Tribes, Moral Dilemmas, and Utilitarianism [Audio podcast]. Retrieved from <a href="http://www.econtalk.org/archives/2015/01/joshua_greene_o.html">http://www.econtalk.org/archives/2015/01/joshua_greene_o.html</a></li> </ul>
<p>Tuesday, September 5 Class 4</p>	<p><b>Topics to be covered today: The Moral Matrix</b></p> <ul style="list-style-type: none"> <li>• The Moral Matrix</li> <li>• Cultural differences between US and European moral values</li> <li>• Introduction to Moral Psychology Fieldwork</li> </ul> <p><b>Required Readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Haidt, J. (2012). <i>The righteous mind: Why good people are divided by politics and religion</i>. Vintage. Chapter 5-8. Pages 111-216.</li> </ul> <p><b>Recommended Readings</b></p> <p><u>Visual/Youtube clip:</u></p> <ul style="list-style-type: none"> <li>• Haidt, J. (2008). The moral roots of liberals and conservatives. [TED talk]. Retrieved from <a href="http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind">www.ted.com/talks/jonathan_haidt_on_the_moral_mind</a></li> </ul>
<p><b>Field Study</b> <b>Date: September 6</b> <b>Time: 9.00-12.00</b> <b>Location: Timbro, Kungsgatan 60, Stockholm</b></p>	

**Topic:** Understanding the Swedish political system and contemporary political context, outside of a governmental context.

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Friday, September 8  
Class 5

**Topics to be covered today: Motivated Reasoning**

- Cognitive biases
- Naïve realism

**Required Readings**

Canvas:

- Pronin, E. (2007). Perception and misperception of bias in human judgment. *Trends in cognitive sciences*, 11(1), 37-43.
- Pronin, E., Lin, D. Y., & Ross, L. (2002). The bias blind spot: Perceptions of bias in self versus others. *Personality and Social Psychology Bulletin*, 28(3), 369-381.

**Recommended Readings:**

Text:

- Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 3: Cognition, Social Identity, Emotions, and Attitudes in Political Psychology (pp 46-53) in *Introduction to political psychology*. Routledge.

Canvas:

- Kennedy, K. & Pronin, E. (2008). When disagreement gets ugly: perceptions of bias and the escalation of conflict. *Personality and Social Psychology Bulletin*, 34(6), 833–848. doi:10.1177/0146167208315158
- Kenworthy, J. B., & Miller, N. (2002). Attributional biases about the origins of attitudes: externality, emotionality, and rationality. *Journal of Personality and Social Psychology*, 82(5), 693–707. doi:10.1037/0022-3514.82.5.693

Magazine:

- Kolbert, E. (2017, February 27). Why facts don't change our minds: New Discoveries about the human mind show the limitations of reason. *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2017/02/27/why-facts-dont-change-our-minds>

Audio:

- McRaney, David (Show host). (2015, November 9). Why you often believe people who see the world differently are wrong [Audio podcast].



	Retrieved from <a href="http://www.youarenotsmart.com/2015/11/09/yanss-062-why-you-often-believe-people-who-see-the-world-differently-are-wrong/">http://www.youarenotsmart.com/2015/11/09/yanss-062-why-you-often-believe-people-who-see-the-world-differently-are-wrong/</a>
<b>Core Course Week- No Classes</b> September 11-15	
Tuesday, September 19 Class 6	<p><b>Topics to be covered today: Motivated Reasoning from an Evolutionary Perspective</b></p> <ul style="list-style-type: none"> <li>• Cultural cognition theory</li> <li>• Identity-protective cognition</li> </ul> <p><b>Required Readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Haidt, J. (2012). <i>The Righteous Mind: Why good people are divided by politics and religion</i>. Vintage. Chapter 9. Pages 219-255.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Kahan, D. M. (2013). Motivated numeracy and enlightened self-government. <i>Yale Law School, Public Law Working Paper</i>. Pages 1-37.</li> </ul> <p><b>Recommended Readings:</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Haidt, J. (2012). <i>The Righteous Mind: Why good people are divided by politics and religion</i>. Vintage. Chapter 10-11.</li> <li>• Lieberman, M. D. (2013). <i>Social: Why our brains are wired to connect</i>. OUP Oxford.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Petersen, M. B. (2015). Evolutionary Political Psychology: On the Origin and Structure of Heuristics and Biases in Politics. <i>Political Psychology</i>, 36(S1), 45-78.</li> <li>• Kahan, D. M. (2007). The second national risk and culture study: Making sense of-and making progress in-the american culture war of fact. <i>GWU Legal Studies Research Paper</i>, pp. 08-26.</li> <li>• Kahan, D. M. (2012). The polarizing impact of science literacy and numeracy on perceived climate change risks. <i>Nature Climate Change</i> 2, pp. 732-735.</li> <li>• Lieberman, M. D., &amp; Eisenberger, N. I. (2009). Neuroscience. Pains and pleasures of social life. <i>Science</i> (New York, N.Y.), 323(5916), 890–891.</li> </ul>
Friday, September 22 Class 7	<p><b>Topics to be covered today: The Political Psychology of Groups</b></p> <ul style="list-style-type: none"> <li>• Social identity theory</li> <li>• Social categorization theory</li> </ul> <p><b>Required Readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Jost, J. T., &amp; Sidanius, J. (2004). The social identity theory of intergroup behavior (Tajfel &amp; Turner) (pp 276-293) in <i>Political Psychology: Key Readings</i>. Psychology Press.</li> </ul> <p><b>Recommended Readings</b></p>

	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Cottam, M. L., Mastors, E., Preston, T., &amp; Dietz, B. (2015). Chapter 4: The Political Psychology of Groups (pp. 79-94, 107-112) in <i>Introduction to Political Psychology</i>. Routledge.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Simon, B., &amp; Klandermans, B. (2001). Politicized collective identity: A social psychological analysis. <i>American psychologist</i>, 56(4), 319.</li> </ul>
<p>Tuesday, September 26 Class 8</p>	<p><b>Topics to be covered today: Political Ideology</b></p> <ul style="list-style-type: none"> <li>Overview of political ideologies</li> <li>Understanding the Right and Left</li> <li>Cultural aspects and comparisons between ideology in Sweden and the US</li> </ul> <p><b>Required readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Haidt, J. (2012). <i>The righteous mind: Why good people are divided by politics and religion</i>. Vintage. Chapter 8. Pages 180-216. (Revisiting the chapter from previous classes.)</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Jost, J. T. (2006). The end of the end of ideology. <i>American Psychologist</i>, 61(7), 651-670.</li> </ul> <p><b>Recommended readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Conover, P. J., &amp; Feldman, S. (1981). The origins and meaning of liberal/conservative self-identifications. <i>American Journal of Political Science</i>, 617-645.</li> <li>Stenner, K. (2009). Three kinds of “conservatism”. <i>Psychological Inquiry</i>, 20(2-3), 142-159.</li> </ul>
<p>Friday, September 29 Class 9</p>	<p><b>Topics to be covered today: Personality, Genes, and Politics</b></p> <ul style="list-style-type: none"> <li>What is personality?</li> <li>Do our genes determine our politics?</li> </ul> <p><b>Required readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Haidt, J. (2012). <i>The righteous mind: Why good people are divided by politics and religion</i>. Vintage. Chapter 12: “Can’t we all disagree more productively?”: pages 319-330.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Hibbing, J. R., Smith, K. B., &amp; Alford, J. R. (2014). Differences in negativity bias underlie variations in political ideology. <i>Behavioral and Brain Sciences</i>, 37(03), 297-307.</li> </ul> <p><b>Recommended readings</b></p> <p><u>Text:</u></p>

	<ul style="list-style-type: none"> <li>• Cottam, M. L., Mastors, E., Preston, T., &amp; Dietz, B. (2015). Chapter 2: Personality and Politics (pp 15-45). <i>Introduction to Political Psychology</i>. Routledge.</li> </ul>
<p>Tuesday, October 3 Class 10</p>	<p><b>Topics to be covered today: Mass Politics</b></p> <ul style="list-style-type: none"> <li>• Voting behavior</li> <li>• Cultural comparisons between US and Swedish media climate and voting behavior</li> </ul> <p><b>Required Readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Cottam, M. L., Mastors, E., Preston, T., &amp; Dietz, B. (2015). Chapter 6: The Political Psychology of Mass Politics (pp 161-185) in <i>Introduction to Political Psychology</i>. Routledge.</li> </ul> <p><b>Recommended readings</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Cottam, M. L., Mastors, E., Preston, T., &amp; Dietz, B. (2015). Chapter 7: The Political Psychology of the Media in Politics (pp 197-213) in <i>Introduction to political psychology</i>. Routledge.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. <i>Journal of personality and social psychology</i>, 85(5), 808-822.</li> <li>• Munro, G. D., Zirpoli, J., Schuman, A., &amp; Taulbee, J. (2013). Third-party labels bias evaluations of political platforms and candidates. <i>Basic and Applied Social Psychology</i>, 35(2), 151-163.</li> </ul> <p><u>Youtube</u></p> <ul style="list-style-type: none"> <li>• Crash Course, (13 November, 2015). How Voters Decide: Crash Course Government and Politics #38 [Lecture]. Retrieved from: <a href="https://www.youtube.com/watch?v=eermkiaFoWc">https://www.youtube.com/watch?v=eermkiaFoWc</a></li> </ul>
<p>Friday, October 6 Class 11</p>	<p><b>Topics to be covered today: Persuasion and the Media</b></p> <ul style="list-style-type: none"> <li>• What role does traditional and social media play in politics</li> <li>• Cultural comparisons between traditional media in US and Sweden</li> </ul> <p><b>Required readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Valentino, N., &amp; Nardis, Y. (2013). Political Communication: Form and Consequence of the Information Environment in <i>The Oxford Handbook of Political Psychology</i>, 559-590.</li> </ul>

	<p><u>Newspaper:</u></p> <ul style="list-style-type: none"> <li>• The Economist. (2016, September 10.) The new era of 'post-truth politics'. Retrieved from <a href="http://www.economist.com/news/briefing/21706498-dishonesty-politics-nothing-new-manner-which-some-politicians-now-lie-and">http://www.economist.com/news/briefing/21706498-dishonesty-politics-nothing-new-manner-which-some-politicians-now-lie-and</a></li> <li>• Mosesson, M. (2017, February 18). From this basement came a piece of fake news about who had desecrated a church in Sweden. Retrieved from <a href="http://www.dn.se/nyheter/varlden/from-this-basement-came-a-piece-of-fake-news-about-who-had-desecrated-a-church-in-sweden/">http://www.dn.se/nyheter/varlden/from-this-basement-came-a-piece-of-fake-news-about-who-had-desecrated-a-church-in-sweden/</a></li> </ul> <p><b>Recommended readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Miller, J. M., &amp; Krosnick, J. A. (2000). News media impact on the ingredients of presidential evaluations: Politically knowledgeable citizens are guided by a trusted source. <i>American Journal of Political Science</i>, 301-315.</li> <li>• Coe, K., Tewksbury, D., Bond, B. J., Drogos, K. L., Porter, R. W., Yahn, A., &amp; Zhang, Y. (2008). Hostile news: Partisan use and perceptions of cable news programming. <i>Journal of Communication</i>, 58(2), 201-219.</li> </ul> <p><u>Visual:</u></p> <ul style="list-style-type: none"> <li>• "The War Room" (1993) <a href="http://www.imdb.com/title/tt0108515/?ref =nv_sr_1">http://www.imdb.com/title/tt0108515/?ref =nv_sr_1</a></li> <li>• Wag the Dog (1997) <a href="http://www.imdb.com/title/tt0120885/">http://www.imdb.com/title/tt0120885/</a></li> </ul>
	<p><b>Travel Break</b> <b>No class</b> <b>October 9-13</b></p>
<p>Tuesday, October 17 Class 12</p>	<p><b>Topics to be covered today: Political Polarization in the US</b></p> <ul style="list-style-type: none"> <li>• Symptoms and causes of political polarization in the US</li> <li>• What can be done to improve the situation?</li> <li>• Cultural comparisons between polarization in the US and Sweden</li> </ul> <p><b>Required Readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• PEW Research Center. (n.d.). <i>Political Polarization in the American Public</i>. Pages 6-55. Retrieved from <a href="http://www.people-press.org/2014/06/12/political-polarization-in-the-american-public/">http://www.people-press.org/2014/06/12/political-polarization-in-the-american-public/</a></li> </ul> <p><u>Visual/Youtube clip:</u></p> <ul style="list-style-type: none"> <li>• Haidt, J. (2014, November 21). The Moral Psychology of Political Polarization: Many Causes and a Few Possible Responses [Lecture]. Retrieved from <a href="http://www.youtube.com/watch?v=1OnTTWkAv_E">www.youtube.com/watch?v=1OnTTWkAv_E</a></li> </ul> <p><b>Recommended readings</b></p> <p><u>Books:</u></p>

	<ul style="list-style-type: none"> <li>Bishop, B. (2009). <i>The Big Sort: Why the clustering of like-minded America is tearing us apart</i>. Houghton Mifflin Harcourt.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Pides, R. H. (2011). Why the center does not hold: The causes of hyperpolarized democracy in America. <i>California Law Review</i>, 99(2), 273–333.</li> <li>Iyengar, S., &amp; Westwood, S. J. (2015). Fear and loathing across party lines: New evidence on group polarization. <i>American Journal of Political Science</i>, 59(3), 690-707.</li> </ul> <p><u>Newspaper:</u></p> <ul style="list-style-type: none"> <li>Rauch, J. (2016, July/August). How American Politics Went insane. <i>The Atlantic</i>. Retrieved from <a href="http://www.theatlantic.com/magazine/archive/2016/07/how-american-politics-went-insane/485570/">http://www.theatlantic.com/magazine/archive/2016/07/how-american-politics-went-insane/485570/</a></li> <li>The Economist (2017, July). The power of groupthink: A special report on Donald Trump’s America. <i>The Economist</i>. Retrieved from: <a href="https://www.economist.com/news/special-report/21724115-observers-donald-trumps-presidency-who-hope-politics-will-eventually-return">https://www.economist.com/news/special-report/21724115-observers-donald-trumps-presidency-who-hope-politics-will-eventually-return</a></li> </ul> <p><u>Audio and Visual/Youtube clip:</u></p> <ul style="list-style-type: none"> <li>Haidt, J. (2016, August 9). Why the Centre Cannot Hold in America, Europe, and Psychology [Blogpost and video lecture.] Retrieved from <a href="http://heterodoxacademy.org/2016/08/09/why-the-centre-cannot-hold/">http://heterodoxacademy.org/2016/08/09/why-the-centre-cannot-hold/</a></li> <li>Dubner, Stephen. (2016, July 27). Ten Ideas to Make Politics Less Rotten. [Audio podcast]. Retrieved from <a href="http://freakonomics.com/podcast/idea-must-die-election-edition/">http://freakonomics.com/podcast/idea-must-die-election-edition/</a></li> </ul>
<p>Friday, October 20 Class 13</p>	<p><b>Topics to be covered today:</b> Moral Psychology Fieldwork Presentation</p> <p>Everyone will do short presentation of their moral psychology fieldwork and then there will be a seminar style discussion. More information can be found on Canvas.</p>
<p><b>Theme 3: The Dark Side of Human Behavior</b></p>	
<p>Tuesday, October 24 Class 14</p>	<p><b>Topics to be covered today: Extremism and radicalization, guest lecture by Robert Örell from Exit</b></p> <p>Robert Örell is the founder of Exit, a non-profit organization which aims to help and provide support to those who wish to leave a nationalistic/racist/nazi oriented groups and movements. Exit provide hands-on support for persons wanting to leave a neo nazi or racist environment by cooperating with various housing corporations, the police, social services, legal system and also with the client’s own family and friends. During this lecture the students will get first-hand experience and extensive knowledge about real life application of theory related to extremism and radicalization</p>

	<p>processes. More information about Exit can be found here:  <a href="http://exit.fryshuset.se/english/">http://exit.fryshuset.se/english/</a></p>
<p>Friday, October 27 Class 15</p>	<p>Mid-term exam and seminar discussion.</p>
	<p><b>Travel break</b></p>
<p>Tuesday, November 7 Class 16</p>	<p><b>Topics to be covered today: Authority and Obedience / Evil</b></p> <ul style="list-style-type: none"> <li>• Why do people commit evil acts?</li> <li>• How do situational factors influence human behavior?</li> </ul> <p><b>Required Readings:</b></p> <p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Zimbardo, Philip. (2007). Chapter 1: The Psychology of Evil: Situated Character Transformations (pp 3-22). <i>The Lucifer Effect: Understanding how good people turn evil</i>. New York: Random house.</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Zimbardo, P. G. (2004). A situationist perspective on the psychology of evil: Understanding how good people are transformed into perpetrators. <i>The social psychology of good and evil</i>, 21-50.</li> </ul> <p><b>Recommended readings:</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Feldman, S. (2003). Enforcing social conformity: A theory of authoritarianism. <i>Political psychology</i>, 24(1), 41-74.</li> </ul> <p><u>Visual/YouTube clip:</u></p> <ul style="list-style-type: none"> <li>• Quiet Rage: The Stanford Prison Experiment. New York: Insight Video. Retrieved from <a href="http://topdocumentaryfilms.com/quiet-rage-the-stanford-prison-experiment/">http://topdocumentaryfilms.com/quiet-rage-the-stanford-prison-experiment/</a></li> <li>• Zimbardo, P. (2008, February). The Psychology of Evil [TED talk]. Retrieved from <a href="http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil">http://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil</a></li> </ul> <p><b>Required Readings:</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Milgram, S. (1965). Some conditions of obedience and disobedience to authority. <i>Human relations</i>, 18(1), 57-76</li> </ul>
	<p><b>Field Study</b>  <b>Date: November 8<sup>th</sup></b>  <b>Time: 13.00-17.00</b>  <b>Location – The Swedish parliament, Riksgatan 1, Stockholm</b>  <b>Topic:</b> Understanding Swedish political system and contemporary political context, focusing on government and the legal system.</p>

	<p><b>Objective:</b> To learn how the Swedish government and parliamentary system works, with both historical and contemporary perspectives. To identify and understand cultural differences between the political system in Sweden and the US.</p> <p><b>Description:</b> We will visit the Swedish parliament, where we will get a tour of the parliament building as well has a meeting with a Swedish MP.</p>
Friday, November 10 Class 17	<p><b>Topics to be covered today: Authority and Obedience / Evil (continuing)</b></p> <ul style="list-style-type: none"> <li>• Watch the movie Hanna Arendt (2012). <a href="http://www.imdb.com/title/tt1674773/">http://www.imdb.com/title/tt1674773/</a></li> </ul> <p>We will watch the movie in short episodes. After each episode there will be discussions and tasks for applying theoretical perspectives on the topics presented.</p>
Tuesday, November 14 Class 18	<p><b>Topics to be covered today: Authority and Obedience / Evil (continuing)</b></p> <ul style="list-style-type: none"> <li>• Continue to watch the movie Hanna Arendt (2012). <a href="http://www.imdb.com/title/tt1674773/">http://www.imdb.com/title/tt1674773/</a></li> </ul>
Friday, November 17 Class 19	<p><b>Topics to be covered today: Guest lecture by Maria Sandgren, Södertörns högskola</b></p> <ul style="list-style-type: none"> <li>• Maria Sandgren is a resercher focusing on political psychology, and she will speak about values and political orienation in Sweden. More information about her can be found at <a href="http://goo.gl/QCeJP4">goo.gl/QCeJP4</a></li> </ul>

Theme 4: Student presentations on various topics	
Tuesday, November 21 Class 20	<p><b>Topics to be covered today: Student group presentations</b></p> <ul style="list-style-type: none"> <li>• See Assignments for more information</li> </ul>
Tuesday, November 28 Class 21	<p><b>Topics to be covered today: Student group presentations</b></p> <ul style="list-style-type: none"> <li>• See Assignments for more information</li> </ul>
Friday, December 1 Class 22	<p><b>Topics to be covered today: Student presentations</b></p> <ul style="list-style-type: none"> <li>• See Assignments for more information</li> </ul>
Tuesday, December 5 Class 23	<p><b>Topics to be covered today: Ending on a positive note – behavioral change</b></p> <ul style="list-style-type: none"> <li>• This class will focus on what can be done to change behaviors and attitudes and work towards less polarization and bias. You will get some insights from clinical psychology and Applied Behavior Analysis, a theory and intervention that can also be used outside of a clinical context.</li> <li>• Summary and review before final paper.</li> </ul>

	<p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>Reynolds, K. J., Subašić, E., &amp; Tindall, K. (2015). The problem of behavior change: from social norms to an ingroup focus. <i>Social and Personality Psychology Compass</i>, 9(1), 45-56.</li> <li>Biglan, A. (2003). Selection by consequences: One unifying principle for a transdisciplinary science of prevention. <i>Prevention Science</i>, 4(4), 213-232.</li> </ul>
<p><b>Finals Period</b>  <span style="color: green;">*The final paper is due Friday December 8.</span></p>	

## Reading List for Course

### Required readings

#### Book

Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*. Vintage.

#### Texts (selected chapters)

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 6: The Political Psychology of Mass Politics (pp 161-185). *Introduction to Political Psychology*. Routledge.

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 10: The Political Psychology of Nationalism (pp 293-298, 304-311). *Introduction to Political Psychology*. Routledge.

Jost, J. T., & Sidanius, J. (2004). The social identity theory of intergroup behavior (Tajfel & Turner) (pp 276-293). *Political Psychology: Key Readings*. Psychology Press.

Valentino, N., & Nardis, Y. (2013). Political communication: Form and consequence of the information environment. *The Oxford handbook of political psychology*, 559-590.

Zimbardo, Philip. (2007). Chapter 1: The Psychology of Evil: Situated Character Transformations (pp 3-22). *The Lucifer Effect: Understanding how good people turn evil*. New York: Random house.

#### Articles

Biglan, A. (2003). Selection by consequences: One unifying principle for a transdisciplinary science of prevention. *Prevention Science*, 4(4), 213-232.

Duarte, J. L., Crawford, J. T., Stern, C., Haidt, J., Jussim, L., & Tetlock, P. E. (2015). Political diversity will improve social psychological science. *Behavioral and Brain Sciences*, 38, e130.

Druckman, D. (1994). Nationalism, patriotism, and group loyalty: A social psychological perspective. *Mershon International Studies Review*, 43-68.

Hibbing, J. R., Smith, K. B., & Alford, J. R. (2014). Differences in negativity bias underlie variations in political ideology. *Behavioral and Brain Sciences*, 37(03), 297-307.

Jost, J. T. (2006). The end of the end of ideology. *American Psychologist*, 61(7), 651.

Kahan, D. M. (2013). *Motivated numeracy and enlightened self-government*. Yale Law School, Public Law Working Paper.



Milgram, S. (1965). Some conditions of obedience and disobedience to authority. *Human relations*, 18(1), 57-76.

Monin, B., Pizarro, D. A., & Beer, J. S. (2007). Deciding versus reacting: Conceptions of moral judgment and the reason-affect debate. *Review of General Psychology*, 11(2), 99.

Petersen, M. B. (2015). Evolutionary Political Psychology: On the Origin and Structure of Heuristics and Biases in Politics. *Political Psychology*, 36(S1), 45-78.

PEW Research Center. (n.d.). Political Polarization in the American Public.

Pronin, E. (2007). Perception and misperception of bias in human judgment. *Trends in cognitive sciences*, 11(1), 37-43.

Pronin, E., Lin, D. Y., & Ross, L. (2002). The bias blind spot: Perceptions of bias in self versus others. *Personality and Social Psychology Bulletin*, 28(3), 369-381.

Reynolds, K. J., Subašić, E., & Tindall, K. (2015). The problem of behaviour change: from social norms to an ingroup focus. *Social and Personality Psychology Compass*, 9(1), 45-56.

Stone, S., Johnson, K. M., Beall, E., Meindl, P., Smith, B., & Graham, J. (2014). Political Psychology. *Wiley Interdisciplinary Reviews: Cognitive Science*, 5 (4), 373-385.

Zimbardo, P. G. (2004). A situationist perspective on the psychology of evil: Understanding how good people are transformed into perpetrators. *The Social Psychology of Good and Evil*, 21-50.

### **Movies and other media**

Haidt, J. (2014, November 21). The Moral Psychology of Political Polarization: Many Causes and a Few Possible Responses [Lecture]. Retrieved from [www.youtube.com/watch?v=1OnTTWkAv\\_E](http://www.youtube.com/watch?v=1OnTTWkAv_E)

The Economist. (2016, September 10.) The new era of 'post-truth politics'. *The Economist*. Retrieved from <http://www.economist.com/news/briefing/21706498-dishonesty-politics-nothing-new-manner-which-some-politicians-now-lie-and>

Mosesson, M. (2017, February 18). From this basement came a piece of fake news about who had desecrated a church in Sweden. Retrieved from <http://www.dn.se/nyheter/varlden/from-this-basement-came-a-piece-of-fake-news-about-who-had-desecrated-a-church-in-sweden/>

Von Trotta, M., & Katz, P. (Directors). (2012). Hannah Arendt. [Film.] Germany.

### **Recommended readings**

#### **Texts**

Breakwell, G. M., & Rose, D. (2006). *Research methods in psychology*. 3rd ed. London, UK: Sage Publications Ltd.

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 1: Political Psychology – Introduction and overview (pages 1-14) in Cottam M. L. (Ed.), *Introduction to political psychology*. Routledge.

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 2: Personality and Politics (pp 15-45) in *Introduction to political psychology*. Routledge.

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 3: Cognition, Social Identity, Emotions, and Attitudes in Political Psychology (pp 46-53) in *Introduction to political psychology*. Routledge.

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 4: The Political Psychology of Groups (pp. 79-94, 107-112) in *Introduction to political psychology*. Routledge.

Cottam, M. L., Mastors, E., Preston, T., & Dietz, B. (2015). Chapter 7: The Political Psychology of the Media in Politics (pp 197-213) in *Introduction to political psychology*. Routledge.

Bishop, B. (2009). *The big sort: Why the clustering of like-minded America is tearing us apart*. Houghton Mifflin Harcourt.

Greene, J. (2014). *Moral tribes: emotion, reason and the gap between us and them*. Atlantic Books Ltd.

Lieberman, M. D. (2013). *Social: Why our brains are wired to connect*. OUP Oxford.

### **Articles**

Coe, K., Tewksbury, D., Bond, B. J., Drogos, K. L., Porter, R. W., Yahn, A., & Zhang, Y. (2008). Hostile news: Partisan use and perceptions of cable news programming. *Journal of Communication*, 58(2), 201-219.

Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of personality and social psychology*, 85(5), 808.

Conover, P. J., & Feldman, S. (1981). The origins and meaning of liberal/conservative self-identifications. *American Journal of Political Science*, 617-645.

Feldman, S. (2003). Enforcing social conformity: A theory of authoritarianism. *Political psychology*, 24(1), 41-74.

Iyengar, S., & Westwood, S. J. (2015). Fear and loathing across party lines: New evidence on group polarization. *American Journal of Political Science*, 59(3), 690-707.

Kahan, D. M. (2012). The polarizing impact of science literacy and numeracy on perceived climate change risks. *Nature Climate Change* 2, pp. 732-735.

Kahan, D. M. (2007). The second national risk and culture study: Making sense of-and making progress in-the american culture war of fact. GWU Legal Studies Research Paper, pp. 08-26.

Kennedy, K. & Pronin, E. (2008). When disagreement gets ugly: perceptions of bias and the escalation of conflict. *Personality and Social Psychology Bulletin*, 34(6), 833–848. doi:10.1177/0146167208315158

Kenworthy, J. B., & Miller, N. (2002). Attributional biases about the origins of attitudes: externality, emotionality, and rationality. *Journal of Personality and Social Psychology*, 82(5), 693–707. doi:10.1037/0022-3514.82.5.693

Lieberman, M. D., & Eisenberger, N. I. (2009). Neuroscience. Pains and pleasures of social life. *Science* (New York, N.Y.), 323 (5916), 890–891.

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Munro, G. D., Zirpoli, J., Schuman, A., & Taulbee, J. (2013). Third-party labels bias evaluations of political platforms and candidates. *Basic and Applied Social Psychology*, 35(2), 151-163.

Pides, R. H. (2011). Why the center does not hold: The causes of hyperpolarized democracy in America. *California Law Review*, 99(2), 273–333.

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Stenner, K. (2009). Three kinds of "conservatism". *Psychological Inquiry*, 20(2-3), 142-159.

### **Other media and articles**

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Greene, J. (2014). Moral Tribes: Emotion, Reason, and the Gap Between Us and Them. [Google talk]. Retrieved from [www.youtube.com/watch?v=VaoTKurm\\_1k](http://www.youtube.com/watch?v=VaoTKurm_1k)

Haidt, J. (2008). The moral roots of liberals and conservatives. [TED talk]. Retrieved from [www.ted.com/talks/jonathan\\_haidt\\_on\\_the\\_moral\\_mind](http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind)

Haidt, J. (2016, August 9). Why the Centre Cannot Hold in America, Europe, and Psychology [Blogpost and video lecture.] Retrieved from <http://heterodoxacademy.org/2016/08/09/why-the-centre-cannot-hold/>

Hegedus, C., Pennebaker, D. A., Cutler, R. J., Ettinger, W., Pennebaker, F., Carville, J., Stephanopoulos, G. (Directors). (2012). *The War Room*. [Documentary film.] New York: The Criterion Collection.

Henkin, H., Mamet, D., Levinson, B., Hoffman, D., De, N. R., Heche, A., Leary, D., ... New Line Home Video (Firm). (1998). *Wag the Dog*. Calif.: New Line Home Video.

Dubner, Stephen. (2016, July 27). Ten Ideas to Make Politics Less Rotten. [Audio podcast]. Retrieved from <http://freakonomics.com/podcast/idea-must-die-election-edition/>

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Roberts, Russ (Show host). (2015, January 5). Joshua Greene on Moral Tribes, Moral Dilemmas, and Utilitarianism [Audio podcast]. Retrieved from [http://www.econtalk.org/archives/2015/01/joshua\\_greene\\_o.html](http://www.econtalk.org/archives/2015/01/joshua_greene_o.html)

The Economist. (2016, November 19.) League of nationalists. *The Economist*. Retrieved from <http://www.economist.com/news/international/21710276-all-around-world-nationalists-are-gaining-ground-why-league-nationalists>

The Economist (2017, July). The power of groupthink: A special report on Donald Trump's America. *The Economist*. Retrieved from: <https://www.economist.com/news/special-report/21724115-observers-donald-trumps-presidency-who-hope-politics-will-eventually-return>

McRaney, David (Show host). (2015, November 9). Why you often believe people who see the world differently are wrong [Audio podcast.] Retrieved from [www.youarenotsmart.com/2015/11/09/yanss-062-why-you-often-believe-people-who-see-the-world-differently-are-wrong/](http://www.youarenotsmart.com/2015/11/09/yanss-062-why-you-often-believe-people-who-see-the-world-differently-are-wrong/)

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