

Seminar: 1.07.085
Seminar: Nationalism, Populism, Racism

General Description & Scope:	<p>This seminar is designed to acquaint students with some selected works from the enormous body of literature on nationalism, populism and racism from a political psychology point of view. We will get to discuss the following topics in a broad sense.</p> <p>Nationalism: different approaches of studying nationalism and various measurement techniques of nationalistic attitudes as well as the experimental approaches to the study of nationalism</p> <p>Populism: an overview of quickly developing field of research, that of studying how a preference for populist and anti-politics discourses can be understood at a psychological level, mostly, but not exclusively, through the use of surveys and experiments.</p> <p>Racism: conventional and alternative approaches to racism</p>
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Target Audience:	Junior & senior undergraduates in social sciences and related fields
Prerequisites:	None
Credits:	3 ECTS
Is this course connected with another course?	This course is offered under the International Relations module, together with the main lecture.
Is the other course required?	No, not for all the students. Note that the regulations on taking the connected courses vary - students may or may not have to take the connected courses.
Is there a follow-up course?	No
Is the course open to exchange students?	Yes
Is the course open to auditors/guests?	Yes
Is the course open to graduate students?	Yes, I welcome and would love to have graduate students. But, please note that the course material may or may not be gratifying for a grad-student depending on the field and level of prior knowledge. You can contact me if you have specific questions.
Time slot & Location:	Wednesday 12:00 - 14:00 A06 4-411

Planned Learning Activities & Teaching Methods:	Lectures, group discussions, in-class exercises and presentations
General Goals:	<p>The primary objective of the course is to provide students an overview of the three broad topics. But perhaps more importantly, this seminar is designed as a fruitful, free and academic discussion platform on these sensitive topics. The course and assignments are designed to assist students in developing their critical reading and writing skills, therefore the course can also be helpful in developing transferable skills in the following areas:</p> <ul style="list-style-type: none"> • assessing empirical research quality • writing scholarly papers • communication through participation in group discussions.
Intended Learning Outcomes:	<p>With adequate effort and willingness, by the end of this course, students will:</p> <ul style="list-style-type: none"> • be familiar with the main concepts, principles and practices used in used in political psychology with regards to the three broad topics at hand • identify and describe the important contextual and motivational aspects of the three broad topics at hand • have a broad overview of different scholarly perspectives and explanations on nationalism, populism and racism

Course Structure:	The course consists of lectures and discussions based on the required readings. The students' familiarity with the required reading is a necessary precondition for active participation. So, for this course to work well, all students must come to class prepared, having completed assigned readings prior to class.
Note on Attendance:	Although, according to university regulations, mandatory attendance is limited to 50% of the classes it is strongly recommended to attend all classes. And also please keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions.

Course Material:	All the weekly required readings will be electronically available.
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Assignments and Grading:	<p>The evaluation type for this course is portfolio. I will upload a total number of 12 weekly assignments on the StudIP system; each corresponding to one week's topic. Students should choose 6 topics and complete those topics' weekly assignments, which consists of index-card questions and/or reaction papers. The weekly assignment formats are either</p> <ul style="list-style-type: none"> • an index-card question [I-CQ] (of 250 words max. each) or • a reaction paper [RP] (of 500 words max. each). <p>The deadline for the portfolio submission is the 6th of July 2018. All the main assignments will be electronically available on the StudIP at the beginning of the semester. These papers are to be submitted only electronically; students are required to upload their papers to the StudIP system's relevant folder. These papers should be single-spaced, typed in 11-point Calibri (or a similar) font. Only the following file types are acceptable [.doc, .docx, .odt, .pdf]. Before submitting please make sure you keep the file in the following format [NPMG_YourLastName_W02-A01.docx] – this will make my life easier. The response papers should be specific to each topic, and is supposed to assess and evaluate the readings critically for the subject matter at hand. I will provide you a short guideline on writing good/scholarly reaction papers in the beginning of the semester.</p>
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the Mini-assignment:	<p>In-class discussion questions: Each week students should write down and bring at least two questions and/or critical remarks for class discussions. These should be relevant to the readings of the week. The mini-assignments are more challenging than they sound because asking a question is not always easy. Asking a question in this context entails active reading and a thoughtful response —often in the form of another question or follow-up probe. Good questions take into account the specific audience (what are the students' needs, interests, and abilities?), the goals of the class (what are the key learning objectives? why should students care?), and the content and class plan (which case features are relevant, surprising, confusing, etc.? How is the material sequenced?). Whether it calls for analysis, encourages debate, or solicits recommendations for action, a question is most effective when it fits the needs of a specific class context and helps guide students individually and collectively towards discovery and learning. These mini-assignments are intended to shape the class discussions and are to be taken seriously.</p> <p>The mini-assignments should be hard-copy, and are to be submitted before the class starts, I will not accept them during or after the class.</p> <p>Students will not be directly graded for these mini-assignments, however there will be "+" (submitted) and "-" (not submitted) marks which will affect the average final grade.</p>
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Note on Academic Honesty:	Please note that students are required to use proper citation methods (preferably APA style) in the weekly assignment when necessary. Therefore,
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	make sure you are aware of the scholarly pitfalls of plagiarism. Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing him/her within the text as well as by including a list of all references at the end of the text. Not doing so constitutes an act of plagiarism, which will result in a score of 5 for the assignment.
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Grading:

Grades will be assigned based on the following distribution.

%	96+	95 90	90 85	85 80	80 75	75 70	70 65	65 60	60 55	55 50	50-
Grade	1.0	1.3	1.7	2.0	2.30	2.70	3.0	3.30	3.70	4.0	Fail

These borderlines may be reduced slightly depending on class performance.

Policies:	<p><i>The syllabus:</i> This document is a contract between you and me. You are responsible for all the policies, requirements, and information in this syllabus. By taking this course, you agree to comply with all course requirements. By giving this syllabus to you, I agree to follow everything in it. (However, I can make slight changes to the assigned readings under extenuating circumstances. All changes will be announced in class).</p> <p><i>Announcements in class:</i> Announcements in classes are official. Students are responsible for all announcements made in classes even if they are absent that day. If you happen to miss a class, ask other students or me for announcements you may have missed.</p> <p><i>Correspondence and Email Etiquette:</i> Please feel free to email me (or stop by in my office) when you need help with course requirements. However, follow a few basic rules in order to ensure better communication. First of all, make sure you identify yourself in your email (and also please include which class you are in), and explain the problem clearly. Do not assume I will automatically remember a previous discussion between you and me. Give me at least one business day to respond to your email. Finally, before sending me an email, read it once more and ask yourself if your question has been answered anywhere else (especially in the syllabus).</p>
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Further details will be discussed in the first meeting of class.

WEEKLY OUTLINE & LIST of READINGS

Week 01 (04.04.2018)	Introduction
Introduction to Course: Distribution of syllabi and explanation of course objectives and assignments. No lecture or presentations!	
Week 02 (11.04.2018)	(1) Overview of Political Psychology & Nationalism Studies (2) Social Identity Approach, Prejudice, Nationalism
Optional	<ul style="list-style-type: none"> Chapter 2 “A Brief History of the Discipline”, Houghton, D. P. (2014). <i>Political psychology : situations, individuals, and cases</i>. New York: Routledge.
Overview	<ul style="list-style-type: none"> Chapter 14 “The Psychology of Nationalism, Ethnic Conflict, and Genocide”, Houghton, D. P. (2014). <i>Political psychology : situations, individuals, and cases</i>. New York: Routledge. Chapter 7 “Understanding Nationalism - A critique of the theoretical debate on nationalism”, Özkırmılı, U. (2010). <i>Theories of nationalism : a critical introduction</i>. (2nd Ed.) New York: Palgrave Macmillan.
Social Identity Approach	<ul style="list-style-type: none"> Chapter 7 “Prejudice and intergroup relations” Hogg, M. A., & Vaughan, G. M. (2010). <i>Essentials of social psychology</i> (1st ed.). Harlow, England ; New York: Pearson., 214-218.
I-CQ:	Define nationalism in your own words. How do you think this phenomenon is treated in political psychology? (max. 250 words)
Week 03 (18/04/2018)	Competing Operationalizations & Measurement Techniques (the US academic tradition)
	<ul style="list-style-type: none"> Huddy, L., & Khatib, N. (2007). American patriotism, national identity, and political involvement. <i>American Journal of Political Science</i>, 51(1), 63-77. http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2007.00237.x/pdf Wright, M., Citrin, J., & Wand, J. (2012). Alternative Measures of American National Identity: Implications for the Civic-Ethnic Distinction. <i>Political Psychology</i>, 33(4), 469-482. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9221.2012.00885.x/pdf van der Toorn, J., Nail, P. R., Liviatan, I., & Jost, J. T. (2014). My country, right or wrong: Does activating system justification motivation eliminate the liberal-conservative gap in patriotism? <i>Journal of Experimental Social Psychology</i>, 54, 50-60. doi:https://doi.org/10.1016/j.jesp.2014.04.003
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)
Week 04 (25/04/2018)	Competing Operationalizations & Measurement Techniques (the Euro academic tradition)
	<ul style="list-style-type: none"> Dekker, H., & Malova, D. (2003). Nationalism and its explanations. <i>Political Psychology</i>, 24(2), 345-376. http://onlinelibrary.wiley.com/doi/10.1111/0162-895X.00331/pdf Latcheva, R. (2010). Nationalism versus patriotism, or the floating border? National identification and ethnic exclusion in post-communist Bulgaria. <i>Journal of Comparative Research in Anthropology and Sociology</i>, 1(2), 187-215. http://www.zora.uzh.ch/68633/1/Latcheva_compasso_2010.pdf Latcheva, R. (2011). Cognitive interviewing and factor-analytic techniques: a mixed method approach to validity of survey items measuring national identity. <i>Quality & Quantity</i>, 45(6), 1175-1199. http://link.springer.com/content/pdf/10.1007%2Fs11135-009-9285-0.pdf
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)
Week 05 (02/05/2018)	Flag Priming Effects & Nationalism
	<ul style="list-style-type: none"> Kemmelmeier, M., & Winter, D. G. (2008). Sowing Patriotism, But Reaping

	<p>Nationalism? Consequences of Exposure to the American Flag. <i>Political Psychology</i>, 29(6), 859-879. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9221.2008.00670.x/pdf</p> <ul style="list-style-type: none"> Hassin, R. R., Ferguson, M. J., Kardosh, R., Porter, S. C., Carter, T. J., & Dudareva, V. (2009). Précis of Implicit Nationalism. <i>Annals of the New York Academy of Sciences</i>, 1167(1), 135-145. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-6632.2009.04734.x/pdf Becker, J. et.al. (2012). Beware of national symbols: How flags can threaten intergroup relations. <i>Social Psychology</i>, 43(1), 3-6. Becker, J. C., Butz, D. A., Sibley, C. G., Barlow, F. K., Bitacola, L. M., Christ, O., . . . Wright, S. C. What Do National Flags Stand for? An Exploration of Associations Across 11 Countries. <i>Journal of Cross-Cultural Psychology</i>, 0(0), 0022022116687851. doi:doi:10.1177/0022022116687851
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)

Week 06 (09/05/2018)	Further Explorations in Nationalism I (Survey & Field Experiments)
	<ul style="list-style-type: none"> Li, Q., & Brewer, M. B. (2004). What does it mean to be an American? Patriotism, nationalism, and American identity after 9/11. <i>Political Psychology</i>, 25(5), 727-739. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9221.2004.00395.x/pdf Nincic, M., & Ramos, J. M. (2012). The Sources of Patriotism: Survey and Experimental Evidence. <i>Foreign Policy Analysis</i>, 8(4), 373-388. doi: 10.1111/j.1743-8594.2011.00175.x http://onlinelibrary.wiley.com/doi/10.1111/j.1743-8594.2011.00175.x/pdf Hoffmann, R., & Larner, J. (2013). The Demography of Chinese Nationalism: A Field-Experimental Approach. <i>The China Quarterly</i>, 213, 189-204. doi: doi:10.1017/S0305741013000271 http://journals.cambridge.org/download.php?file=%2F28330_656B3F6C14974795BFE1CF53097F1996_journals_CQY_CQY213_S0305741013000271a.pdf&cover=Y&code=f6bc14ad344708a2d563057d88374391
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)

Week 07 (16/05/2018)	Further Explorations in Nationalism II (Methods that Work with Subjectivity)
	<ul style="list-style-type: none"> Sullivan, J. L., Fried, A., & Dietz, M. G. (1992). Patriotism, Politics, and the Presidential Election of 1988. <i>American Journal of Political Science</i>, 36(1), 200-234. doi: 10.2307/2111430 http://www.jstor.org/stable/pdf/2111430.pdf?acceptTC=true Robyn, R. (2000). A Methodological Approach to the Question of National Identity in Europe. <i>Politique Européenne</i>, 1(1), 84-107. https://www.cairn.info/revue-politique-europeenne-2000-1-page-84.htm Kopf-Beck, Johannes ; Gaisbauer, Felix ; Dengler, Susanne. (2013). Engaging with German history: Reactions of the third post-war generation to cinematic representations of the Holocaust. <i>Conflict & Communication Online</i>, 12 (2013), 1, 1-34. http://www.cco.regener-online.de/2013_1/pdf/kgd_engl.pdf Ardag et al (2018) What does it mean to be [insert nationality or profile here]? Multi-method analysis of four civic and four ethnic national identities with representative samples Ardag et al. (2018) A Multi-Method Approach to National Identity: From Individual Level Attachment to National Attachment
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)

Week 08 (23/05/2018)	Further explorations in Nationalism III (Bio-political & Geno-political approaches)
Optional	<ul style="list-style-type: none"> de Zavala, A. G., Cichocka, A., & Bilewicz, M. (2013). The Paradox of In-Group Love: Differentiating Collective Narcissism Advances Understanding of the Relationship Between In-Group and Out-Group Attitudes. <i>Journal of</i>

	<p><i>Personality</i>, 81(1), 16-28. doi: 10.1111/j.1467-6494.2012.00779.x http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6494.2012.00779.x/pdf</p> <ul style="list-style-type: none"> Golec de Zavala, A. (2017). Collective narcissism: antecedents and consequences of exaggeration of the in-group image. In A. Hermann, A. Brunell, & J. Foster (Eds.), <i>The Handbook of Trait Narcissism: Key Advances, Research Methods, and Controversies</i>: Springer.
	<ul style="list-style-type: none"> De Dreu, C. K. W., Greer, L. L., Van Kleef, G. A., Shalvi, S., & Handgraaf, M. J. J. (2011). Oxytocin promotes human ethnocentrism. <i>Proceedings of the National Academy of Sciences</i>, 108(4), 1262-1266. doi: 10.1073/pnas.1015316108 http://www.pnas.org/content/108/4/1262.full.pdf+html Lewis, G. J., Kandler, C., & Riemann, R. (2014). Distinct Heritable Influences Underpin In-Group Love and Out-Group Derogation. <i>Social Psychological and Personality Science</i>, 5(4), 407-413. doi: 10.1177/1948550613504967 http://spp.sagepub.com/content/5/4/407.full.pdf Takeuchi, H., Taki, Y., Sekiguchi, A., Nouchi, R., Kotozaki, Y., Nakagawa, S., . . . Kawashima, R. (2016). Differences in gray matter structure correlated to nationalism and patriotism. <i>Scientific Reports</i>, 6, 29912. doi:10.1038/srep29912 https://www.nature.com/articles/srep29912#supplementary-information
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)

Week 09 (30/05/2018)	Populism
	<ul style="list-style-type: none"> Hawkins, K. A., Read, M., & Pauwels, T. (2017). Populism and its Causes. In C. R. Kaltwasser, P. A. Taggart, P. O. Espejo, & P. Ostiguy (Eds.), <i>The Oxford Handbook of Populism</i>. Oxford: Oxford University Press. Mudde, C., & Rovira Kaltwasser, C. (2013). Populism. In M. Freeden & M. Stears (Eds.), <i>Oxford Handbook of Political Ideologies</i> (pp. 493-512). Oxford: Oxford University Press. Guia, A. (2016). <i>The Concept of Nativism and Anti-Immigrant Sentiments in Europe</i>. Retrieved from San Domenico di Fiesole:
I-CQs (choose one of the following)	<p>Define populism in your own words. How do you think this phenomenon is treated in political psychology? (max. 250 words)</p> <p>Explain the difference between the supply and the demand side of populism. How, do you think, they are connected? (max. 300 words)</p> <p>In your own opinion, is populism similar or different than nationalism? What is your opinion on the research techniques on the study of populism? (max. 500 words)</p>

Week 10 (06/06/2018)	Supply-Side of Populism
	<ul style="list-style-type: none"> Hawkins, K. A. (2009). Is Chávez Populist? <i>Comparative Political Studies</i>, 42(8), 1040-1067. doi:doi:10.1177/0010414009331721 http://journals.sagepub.com/doi/pdf/10.1177/0010414009331721 Rooduijn, M., Lange, S. L. d., & Brug, W. v. d. (2014). A populist Zeitgeist? Programmatic contagion by populist parties in Western Europe. <i>Party Politics</i>, 20(4), 563-575. doi:doi:10.1177/1354068811436065 http://journals.sagepub.com/doi/pdf/10.1177/1354068811436065 Kirk Andrew Hawkins (2016). Populism and the 2016 U.S. Presidential Election in Comparative Perspective. <i>Comparative Politics Newsletter</i>.
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)

Week 11 (13/06/2018)	Demand-Side of Populism
	<ul style="list-style-type: none"> Akkerman, A., Mudde, C., & Zaslove, A. (2014). How Populist Are the People? Measuring Populist Attitudes in Voters. <i>Comparative Political Studies</i>, 47(9), 1324-1353. doi:10.1177/0010414013512600 http://journals.sagepub.com/doi/pdf/10.1177/0010414013512600 Van Hauwaert, S. M., Schimpf, C. H., & Azevedo, F. (2016). <i>Measuring</i>

	<p><i>populism as a demand-side phenomenon: A psychometric evaluation of populist attitudes across Europe</i>. Paper presented at the Team Populism, BYU, Provo, USA.</p> <ul style="list-style-type: none"> • Silva, B. C., Andreadis, I., Anduiza, E., Blanusa, N., Corti, Y. M., Delfino, G., . . . Littvay, L. (2016). <i>Presenting a Cross-nationally Validated Populist Attitudes Scale</i>. Paper presented at the ECPR General Conference, Prague. • Matthes, J., & Schmuck, D. The Effects of Anti-Immigrant Right-Wing Populist Ads on Implicit and Explicit Attitudes. <i>Communication Research</i>, 0(0), 0093650215577859. doi:doi:10.1177/0093650215577859 http://journals.sagepub.com/doi/pdf/10.1177/0010414013512600 • Bos, L., Sheets, P., & Boomgaarden, H. G. (2017). The Role of Implicit Attitudes in Populist Radical-Right Support. <i>Political Psychology</i>, n/a-n/a. doi:10.1111/pops.12401
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)
Week 12 (20/06/2018)	Racism
	<ul style="list-style-type: none"> • Chapter 11 “Biopolitics, Neuropolitics, Genopolitics”, Houghton, D. P. (2014). <i>Political psychology: situations, individuals, and cases</i>. New York: Routledge • Chapter 15 “The Psychology of Racism and Political Intolerance”, Houghton, D. P. (2015). <i>Political psychology : situations, individuals, and cases</i>. New York: Routledge. • Jost, J. T., Nam, H. H., Amodio, D. M., & Van Bavel, J. J. (2014). Political Neuroscience: The Beginning of a Beautiful Friendship. <i>Advances in Political Psychology</i>, 35, 3-42. http://onlinelibrary.wiley.com/doi/10.1111/pops.12162/pdf
I-CQs (choose one of the following)	<p>After the book chapter from Houghton, what is your impression, what might be some advantages and disadvantages of employing neuro-imaging techniques for studying prejudice and racism? (max. 500 words)</p> <p>In your own opinion, is racism similar or different than nationalism? What is your opinion on the research techniques on the study of racism and racial prejudice? (max. 500 words)</p>
Week 13 (27/06/2018)	Classical & Modern approaches in racism
	<ul style="list-style-type: none"> • Brandt, M. J., & Reyna, C. (2014). To Love or Hate Thy Neighbor: The Role of Authoritarianism and Traditionalism in Explaining the Link Between Fundamentalism and Racial Prejudice. <i>Political Psychology</i>, 35(2), 207-223. http://onlinelibrary.wiley.com/doi/10.1111/pops.12077/pdf • Schreiber, D., & Iacoboni, M. (2012). Huxtables on the Brain: An fMRI Study of Race and Norm Violation. <i>Political Psychology</i>, 33(3), 313-330. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9221.2012.00879.x/pdf • Cooley, E., Brown-Iannuzzi, J. L., Agboh, D., Enjaian, B., Geyer, R., Lue, N., & Wu, S. (2018). The Fluid Perception of Racial Identity: The Role of Friendship Groups. <i>Social Psychological and Personality Science</i>, 9(1), 32-39. doi:10.1177/1948550617703171 • Unal, F. (2016). Islamophobia & Anti-Semitism: Comparing the Social Psychological Underpinnings of Anti-Semitic and Anti-Muslim Beliefs in Contemporary Germany. <i>Islamophobia Studies Journal</i>, 3(2), 35-55.
RP:	Write a reaction paper to one of the pieces above or write a reaction paper that compares multiple pieces. (max. 500 words)
Week 14 (04/07/2018)	Wrap-up & Discussion of Topics discussed during the semester
	No presentation and/or lecture this week

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**Please add your last name to the file name when you are saving and submitting this assignment.
[Example: NRT_Smith_W02_A01.docx]**

Student name & Last name:

[List (copy/paste) I-CQ here]

or

[List (copy/paste) the piece(s) you are reacting to here in APA style]