

## The Personal, and Political

PSY 2213 [4-credits]

Spring 2021

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Class meets [online](#) Every Monday and Thursday, 1:40-3:30

Student (office) hours [online](#) Every Wednesday, 1:40-3:30pm (or by appointment)

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### COURSE DESCRIPTION & OBJECTIVES

What is political? How do we acquire political knowledge? How is political understanding shaped across generations? What is the relationship between power, gender, race, and politics? Why do people participate in social movements? What is a “peaceful protest”? In this course we will examine the interplay between people, power, and politics. We will consider participation in some large-scale social movements in the U.S. including the Civil Rights Movement, Women’s Liberation Movement, pro-choice and pro-life movements, gay, lesbian, and transgender rights, and white nationalist movements. We will use these movements as examples to examine how individuals shaped social structures, political systems, culture and history, while being shaped by them. This course will give you some familiarity with important classical and modern psychological and sociological theories relevant to politics and the functioning of political systems, as well as a sense of how social science research can be used evaluate theories and generate new knowledge. At the same time, the course emphasizes the need to take into account differences in the social contexts (cultures, nations, social classes, historical eras) when theorizing or doing research.

### LEARNING GOALS

- Identify the subfields of psychology (i.e., social, political, feminist, and liberation) in how they approach the relationship between the personal and political, and recognize the epistemological and methodological commonalities and differences between these approaches.
- Explain with psychological theories how socio-historical context influence and change individuals while social change is being created by individuals.
- Generate research questions to be answered through psychological empirical research.
- Discern the differences between survey and interview methodology and their appropriateness for answering different kinds of research questions.

### COURSE ACCESSIBILITY

Your success in this class is important to me. We all need different kinds of accommodations because we all learn differently. If there are aspects of this course that prevent you from learning with your optimum capacity or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I encourage you to talk to Katy Evans, the Academic Services and Accommodations Advisor, to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met.

## ATTENDANCE

Attendance in remote class is [required](#) for successful completion of coursework. In the event that you must miss a class, you should email and notify me ahead of time. However, this does not mean that your absence is excused and the deliverables and coursework must still be completed on their due dates. If you are experiencing a personal emergency, including a medical emergency, you must be in touch about that with me.

**A Note on Online Classroom and Attendance:** Ideally when we are in the classroom in person, it is easy to begin to recognize faces and get to know you as a student. In Zoom classroom, I rely on much less information to be able to get to know you and assess your work. If you cannot or will not turn on your camera in the zoom meetings, please let me know about that so we can discuss other ways of helping me assess your performance as a student.

## STUDENT (OFFICE) HOURS

I hold weekly [online](#) student hours (Wed 1:40-3:30pm). These hours are for you to drop in at any time, bring in course-related questions, get help for assignments, discuss topics related to your progress in the course, chat with me about life on campus, ask questions about graduate school or life after college. You are also welcome to contact me anytime to schedule an appointment outside these office hours if you cannot make it on Wednesdays 1:40-3:30 due to your weekly schedule. I strongly recommend that you come in and discuss your assignments and progress in the course at any time.

## BASIC NEEDS

Basic needs (food, housing, and wellness) have a direct impact on academic performance, mental-emotional-physical health, professional development, and holistic success. If you have a personal circumstance or need that will affect your learning or performance in this course, please let me or your faculty advisor know so that we can direct you to available resources to help support you during the term.

## COURSE EXPECTATIONS & EVALUATIONS

Participation	20%
Reflection Papers	40%
Full Draft of Final Paper: Research Proposal	40%

### PARTICIPATION [20%]

Active participation in the class discussions is one of the best ways of learning. That said, I understand that people are different in their comfort levels about speaking up in class. Rather than viewing these individual differences as fixed personality traits, we can try as a class and see if we will succeed in creating a more inviting, safe and brave space for everyone in the class. Psychology research shows that people who typically feel uncomfortable speaking up in group settings are more likely to talk when they feel supported by others. Therefore, your participation will be assessed not only based on how much you talk or how your contribution enhances the quality of class discussion, but also how you take care of each other during the discussion. We will all be working together towards building a multicultural community where every person feels they belong and comfortable sharing their thoughts.

Formula for effective class participation: Reading the assigned readings and writing reflection papers before class. You are encouraged to bring up points you discussed in the reflection papers during class discussions.

## REFLECTION PAPERS [40%]

Reflection papers are a tool for you to engage with the readings deeply and critically, and an opportunity to formulate your thoughts and new questions before speaking up in class.

There are 10 reflection papers due by class time on different weeks (sometimes before a Thursday class sometimes before a Monday class; all are clearly indicated in the course schedule below on the "Assignments due" column). You are allowed to skip one reflection paper out of 10 throughout the semester. You can decide to skip whichever week you want to skip. I expect to have 9 submissions by the end of the semester. Late reflection papers will not be accepted.

Formula for effective writing: Although relatively more informal in style, I expect reflection papers to have a clear argument structure, as well as creative and generative elaborations on the arguments and findings of the authors we read. Your paper should include a clear introduction paragraph, body section, and a conclusion. Use the Questions in the Questions column on the course schedule as a guide to write your reflections. Look over the questions before starting to read the articles, and keep the questions in mind as you read. Feel free to expand on the questions in reflecting on the readings and audio-visual sources. [2-3 pages long, double space, Times New Roman, [APA style](#). Please share your assignment in .doc (Microsoft word) or google doc format. No other format will be accepted.]

## FINAL PAPER: RESEARCH PROPOSAL [40%]

The full draft of the final paper is due on the last day of the class, however, components of the final paper are due on different days before the full draft, and your performance will be assessed both based on the process (timely submission of each component and incorporating feedback to the final version) and the quality of the final full draft. I will give feedback and/or meet with you after the submissions of the three components below. You are supposed to incorporate those feedback to the final version.

Final Paper Component 1: Research question + Methods section Draft, due by April 15

Final Paper Component 2: Hypothesis (or expected results) Draft, due by April 22

Final Paper Component 3: Annotated Bibliography, due by May 3

Full Draft, due by May 24

A research proposal is a proposal to conduct research. It includes (1) an introduction section (with review of the previous literature, theoretical approaches and previous research findings on your topic, the goals of the proposed research and why you think this research is important and what questions this research aims to answer), (2) a methods section (with a description of the targeted participants, and measurement instruments, e.g. an interview protocol or scale descriptions for survey research), (3) hypotheses or expected results (most survey research proposals include hypotheses if they use deductive methodology, not all interview research includes hypotheses since they could be using induction, but even in that case they may mention expected results). A template for a full draft will be provided. Full draft with revisions to the research question, methods, and hypothesis incorporated is due by May 24. [6-9 pages long, double space, Times New Roman, [APA style](#), Please share your assignment in .doc (Microsoft word) or google doc format. No other format will be accepted.]

### **WARNING!**

This is a reading and writing intensive course. You will be expected to read and write a lot throughout the semester. The reading and writing density is going to increase incrementally.

## EXTENSIONS

If you need an extension for a certain assignment you need to get in touch with me ahead of time (at least 3 days before it is due). Note that in-class presentations will be difficult to reschedule.

## ETHICS & ACADEMIC INTEGRITY

Plagiarism of any form will not be tolerated in this course. Failure to abide by this rule may result in failure in the class and/or expulsion depending on severity. For more information, please visit the [academic and artistic ethics policy](#) of the college.

All written assignments are required to follow [APA formatting and style](#). Please get more information and help from the Crossett Library peer writing tutors to learn about academic writing and styles.

## COURSE RESOURCES

We will use Google drive, Zoom, and Populi each for different functions in this class. Below are explanations for how/when to use each.

### GOOGLE DRIVE

There are several folders shared with the entire class in the drive. I describe each of them below. There will also be a folder with your name, and this is shared only between you and me. This is where you will upload all your assignments throughout the semester (this helps declutter the email inbox).

**Readings:** This is where you will find all the weekly **readings** for the class. Please note that some weeks we have audio-visual material to be streamed before coming to the class. The links to these are provided in the syllabus (if you are viewing the syllabus through Populi the links may not work, download the syllabus to your computer to be able to click on them.) Always refer to the syllabus before accessing the weekly material.

**Resources:** The syllabus, templates, guidelines, or rubrics for assignments that are linked in the syllabus live in this folder. You can click on the link in the syllabus or directly go to the google drive to access these.

**Submissions:** You will be sharing your completed assignments with me in this folder by their due dates. Inside the Submissions folder there is a folder with *your name*, and it is private between you and me. So, you are supposed to upload your completed assignments inside the folder with your name.

### ZOOM

We will use Zoom for our twice weekly [online](#) meetings, every Monday and Thursday 1:40-3:30pm. Each of you will receive a google calendar invite with the Zoom link and the password. Make sure you accept the invitation to save the meeting times in your google calendars. We will also use zoom for student office hours, or for any scheduled appointments between you and me.

### POPULI

I will mark your attendance in Populi. The syllabus will also will up in there, but the most up-to-date version of the syllabus will also always be uploaded in the Google Drive.

QUESTIONS	DATE	TOPIC	PREP BEFORE THE CLASS	ASSIGNMENT DUE
<b>1.What is the relationship between the personal and political?</b> <b>2.What does oppression mean?</b> <b>3.What is the role of psychology in understanding oppression?</b>	Feb 18 – Th	Introductions	Read the Syllabus.	
	Feb 22 – Mon	Critical psychological approaches to the connections between personal and political	Read: Moane, G. (2006). IX. Exploring Activism and Change: Feminist Psychology, Liberation Psychology, Political Psychology. <i>Feminism &amp; Psychology</i> , 16(1), 73–78. Andrews, M. (2006). Breaking down barriers: Feminism, politics, and psychology. <i>Feminism &amp; Psychology</i> , 16(1), 13–17. Frye, M. (2007). <i>Oppression</i> . <i>Note: Readings for today are not too heavy. However, please note that the readings are going to get increasingly dense and longer.</i>	Reflection Paper 1: Reflect on Questions 1-3 based on the assigned readings. Due by class time: [Feb 22, 1:40 EST]
	Feb 25 – Th	No synchronous meeting on this day		
<b>4.What is the relationship between individual and collective memories? (What are collective memories)?</b> <b>5.What is the role of narratives (stories) in psychology?</b>	Mar 1 – Mon	Master and Counter Narratives	Read: Wertsch, J. V., (2002). Collective memory: A term in search of a meaning. In <i>Voices of collective remembering</i> (pp. 30-46). Cambridge Press. Wertsch, J. V., (2002). State Production of Official Historical Narratives. In <i>Voices of collective remembering</i> (pp. 67-86). Cambridge Press. Andrews, M. (2002). Counter-narratives and the power to oppose. <i>Narrative Inquiry</i> , 12(1), 1–6.  Watch/Listen: Adichie, C. N. (2009). <a href="#">The danger of a single story</a> (TedTalk, ~ 19 minutes).	Reflection Paper 2: Reflect on Questions 4-5 based on the assigned readings. Due by class time: [Mar 1, 1:40 EST]
	Mar 4 – Th		Find: One example of a master narrative, and one example of a counter narrative to talk about in the class. (The master and counter narratives can be part of the same topic/issue or different).	2-minutes long mini-presentation in class about the example narratives. [Due in class and will be evaluated as a component of participation].

<p>6.How do social changes shape individual? 7.What are the different socio-historical events that affected you at different stages of life? 8.What the different family events that affected you at different stages of life?</p> <p>9. What are the similarities between how Delgado and Abdulhadi talk about their childhood and the beginnings of their activism? 10.How does Stewart &amp; Healy framework help us understand Delgado's and Abdulhadi's experiences? 11. If Stewart &amp; Healy and Martin Barò were at a dinner table together, how would they talk about Delgado and Abdulhadi's childhoods? 12.How is adolescence/youth and</p>	Mar 8 – Mon	Impact of socio-historical events as a function of life stage	<p>Read: Stewart, A.J. &amp; Healy, J.M. (1989). Linking individual development and social changes. <i>American Psychologist</i>, 44, 30-42. Zucker, A. &amp; Stewart, A.J. (2007). Growing up and growing older: Feminism as a context for women's lives. <i>Psychology of Women Quarterly</i>, 31,137-145</p>	Reflection Paper 3: Reflect on Questions 6-8 based on the assigned readings. You can choose to focus on one or all three of the questions. Due by class time: [Mar 8, 1:40 EST]
	Mar 11 – Th	Experiencing events in Childhood I	<p>Read: Baró, M. (1994). <i>War and the psychological trauma of Salvadoran children</i>. In <i>Writings for a Liberation Psychology</i>. (pp. 122-136).</p> <p>Watch/Listen: Interview with feminist activist <a href="#">Violate Delgado</a> from Nicaragua (~100 minutes: Transcription of the interview is available <a href="#">here</a>).</p>	
	Mar 15 – Mon	No synchronous meeting on this day		
	Mar 18 – Th	Experiencing events in Childhood II	<p>Read: Marshall D.J., Sousa C. (2017) <i>Decolonizing Trauma: Liberation Psychology and Childhood Trauma in Palestine</i>. In Skelton T., Harker C., Hörschelmann K. (Eds) <i>Conflict, Violence and Peace. Geographies of Children and Young People</i>, vol 11. Springer, Singapore.</p> <p>Watch: Interview with feminist activist <a href="#">Rabab Abdulhadi</a> from Palestine and USA (~85 minutes: Transcription of the interview is available <a href="#">here</a>).</p>	Reflection Paper 4: Reflect on Questions 9-11 based on the assigned readings and videos. Due by class time: [Mar 18, 1:40 EST]
	Mar 22 – Mon	Experiencing events in youth/adolescence I	<p>Read: Erikson, E. (1964). "Adolescence." <i>The life cycle: Epigenesis of identity</i>. In <i>Identity, Youth and Crisis</i>. (pp. 128-135). Alwin, Cohen, &amp; Newcombe (1991). Newcomb's Bennington studies: The impressionable years. In <i>Political Attitudes over the life span: The Bennington women after fifty years</i>. (pp.30-52)</p>	

<p>early adulthood characterized by different authors we read so far?</p> <p>13. What is unique of this life stage in terms of how people experience socio-historical events?</p> <p>14. How do you reflect on your experiences with socio-historical events in this period of life?</p> <p>15. How do adults respond to socio-historical and personal events compared to other life stages?</p> <p>16. What do authors say about the persistence and change of attitudes and behaviors in adulthood?</p> <p>17. How do you think other demographics such as class, race and caste might be affecting how adults respond to socio-historical events?</p> <p>18. How does one define a generation?</p> <p>19. How is your generation different</p>	Mar 25 – Th	Experiencing events in youth/adolescence II	<p>Read: Duncan, L. E., &amp; Agronick, G. S. (1995). The Intersection of Life Stage and Social Events: Personality and Life Outcomes. <i>Journal of Personality and Social Psychology</i>, 69(3), 558–568.</p> <p>Watch: Interview with feminist activist <a href="#">Loretta Ross</a> from USA (~80 minutes: Transcription of the interview is available <a href="#">here</a>).</p>	Reflection Paper 4: Reflect on Questions 12-14 based on the assigned readings and videos. Due by class time: [Mar 25, 1:40 EST]	
	Mar 29 – Mon	Experiencing events in adulthood I	<p>Read: Alwin, Cohen, &amp; Newcomb (1991). Persistence and change. The Bennington Women in Midlife. In <i>Political Attitudes over the life span: The Bennington women after fifty years</i>. (pp.52-65)</p> <p>Cole, E. &amp; Stewart, A. (1996). Meanings of political participation among Black and White Women: Political identity and social responsibility. <i>Journal of Personality and Social Psychology</i>. 71(1), 130-140.</p>		
	Apr 1 – Th	Experiencing events in adulthood II	<p>Read: Fahs, B. (2007). Second Shifts and Political Awakenings. In <i>Journal of Divorce &amp; Remarriage</i>.</p> <p>Interview with feminist activist <a href="#">Shahjehan Aapa</a> from India (~90 minutes: Transcription of the interview is available <a href="#">here</a>).</p>	Reflection Paper 5: Reflect on Questions 15-17 based on the assigned readings and videos. Due by class time: [Apr 1, 1:40 EST]	
	Apr 5 – Mon	The Problem of Generations I	<p>Read: Mannheim, K. (1952). The sociological problem of generations. In <i>Essays on the sociology of knowledge</i> (pp. 163-195). New York: Oxford University Press.</p>		
	Apr 8 – Th	No synchronous meeting on this day			
	Apr 12 – Mon	The Problem of Generations II	<p>Read: Duncan, L. E., &amp; Stewart, A. J. (2000). A generational analysis of Women’s Rights Activists. <i>Psychology of Women Quarterly</i>, 24, 297–308.</p>	Reflection Paper 6: Reflect on Questions 18-20 based on the assigned readings. Due	

<p>than or similar to your parents' or elders' generation in terms of their political attitudes and behaviors? What factors, do you think, could be driving these differences/similarities?</p>			<p>Hagai, E. Ben, Annechino, R., Young, N., &amp; Antin, T. (2020). Intersecting sexual identities, oppressions, and social justice work: Comparing LGBTQ Baby Boomers to Millennials who came of age after the 1980s AIDS epidemic. <i>Journal of Social Issues</i>, 76(4), 971–992.</p>	<p>by class time: [Apr 12, 1:40 EST]</p>
<p>20. How do the authors help you understand your siblings, parents, or elders who are part of a different age cohort than you?</p> <p>21. Why do some people participate in social movements while others do not? What is the social psychological evidence?</p>	<p>Apr 15 – Th</p>	<p>Psychology of Groups: The role of Collective and Politicized Identities</p>	<p>Read: Miller, A. H., Gurin, P., Gurin, G., &amp; Malanchuk, O. (1981). Group consciousness and political participation. <i>American Journal of Political Science</i>, 25(3), 494–511. Hopkins, N., Kahani-Hopkins, V., &amp; Reicher, S. (2006). VI. Identity and social change: contextualizing Agency. <i>Feminism &amp; Psychology</i>, 16(1), 52–57. Young, J. &amp; Hegarty, P. (2020). <a href="#">Psychology has a sexual harassment problem</a>. <i>The Psychologist</i>.</p> <p>Note: In this class, apart from psychology of politics, we will talk about politics of psychology. The last reading particularly focuses on that. While you are thinking about politicized identities and groups, also think about the psychology as a discipline and its identity.</p>	<p>FINAL Paper Component 1: Draft of your research question and methods section. More information coming!</p>
<p>22. How important is group (politicized) consciousness for political participation?</p> <p>23. How can we interpret contemporary social movements from the lens of relative deprivation theory?</p>	<p>Apr 19 – Mon</p>	<p>Psychology of Groups: Perceived Injustice</p>	<p>Read: Bernstein, M., &amp; Crosby, M. (1980). An empirical examination of relative deprivation theory. <i>Journal of Experimental Social Psychology</i>, 16, 442–456. Abeles, R. P. (1976). Relative Deprivation, Rising Expectations, and Black Militancy. <i>Journal of Social Issues</i>, 32(2), 119–137. Garza, A. (2013) Herstory of the Black Lives Matter Movement. Martin Luther King Jr. (1967). The role of the behavioral scientist in the civil rights movement. <i>Speech given at the American Psychological Association's Annual Convention in Washington D.C. in September 1967.</i></p>	<p>Reflection Paper 7: Reflect on Questions 21-23 based on the assigned readings. Due by class time: [Apr 19, 1:40 EST]</p>

<p><b>24. Why do some people not want social change?</b></p> <p><b>25. What is the relationship between social identities, power and social (in)justice?</b></p> <p><b>26. How can we understand the role of power and privilege in legitimizing the systems that benefits those who are in positions of power?</b></p>	Apr 22 – Th	Psychology of Groups: Entitlement, Deservingness, and Status Quo Maintenance	Read: Major, B. (1994). From social inequality to personal entitlement: The role of social comparisons, legitimacy appraisals, and group membership. <i>Advances in Experimental Social Psychology</i> , 26, 293–355.	FINAL Paper Component 2: Draft of your hypothesis (or expected results) section. More information coming!
	Apr 26 – Mon	Power, Privilege and Marginality	Read: Apfelbaum, E. (1979). Relations of domination and movements for liberation: An analysis of power between groups. In W. G. Austin & S. Worchel (Eds.), <i>The Social Psychology of Intergroup Relations</i> (pp. 188–204). Brooks/Cole Publishing Company.  Blankenship, B. T., Frederick, J. K., Savaş, Ö., Stewart, A. J., & Montgomery, S. (2017). Privilege and Marginality: How Group Identification and Personality Predict Right- and Left-Wing Political Activism. <i>Analyses of Social Issues and Public Policy</i> .  Watch: Interview with Benjamin Blankenship about the research paper above. (~ 5minutes)	Reflection Paper 8: Reflect on Questions 24-26 based on the assigned readings. Due by class time: [Apr 26, 1:40 EST]
<p><b>From here on, questions will be posted later.</b></p>	Apr 29 – Th	How did we get here?	Read: Morris, S. G. (2020). Empathy and the liberal-conservative political divide in the U.S. <i>Journal of Social and Political Psychology</i> , 8(1), 8–24.  Brandt, M. J., Wisneski, D. C., & Skitka, L. J. (2015). Moralization and the 2012 U.S. presidential election campaign. <i>Journal of Social and Political Psychology</i> , 3(2), 211–237.  Watch: Video: <a href="#">"Why are you so angry?"</a>	
	May 3 – Mon	Psychology of Leaders	Read: Winter, D. G. (2018). What Does Trump Really Want? <i>Analyses of Social Issues and Public Policy</i> , 18(1), 155–171	FINAL Paper Component 3: Annotated bibliography. More information coming!
	May 6 – Th	Populism	Read:	

			<p>Gaffney, A. M., Hackett, J. D., Rast, D. E., Hohman, Z. P., &amp; Jaurique, A. (2018). The State of American Protest: Shared Anger and Populism. <i>Analyses of Social Issues and Public Policy</i>, 18(1), 11–33.</p> <p>Müller, J. (2020). <a href="#">Please Stop Calling Bernie Sanders a Populist. New York Times.</a></p> <p>Postel, C. (2020). <a href="#">If Trump and Sanders are both populists, what does populist mean?</a></p>	
May 10 – Mon	White Supremacy and Violence	<p>Read:</p> <p>Hogg, M. A., Kruglanski, A., &amp; van den Bos, K. (2013). Uncertainty and the Roots of Extremism. <i>Journal of Social Issues</i>, 69(3), 407–418.</p> <p>Pettigrew, T. F. (2017). Social psychological perspectives on Trump supporters. <i>Journal of Social and Political Psychology</i>, 5(1), 107–116.</p> <p>Listen:</p> <p>Interview with Alexandra Stern “<a href="#">What the first Trump-Biden presidential debate means for the proud boys.</a>”</p>	Reflection Paper 9: More information coming!	
May 13 – Th	Strategies and Practices for Social Change: Liberation, Intergroup Contact, Coalition-building and allyship	<p>Read:</p> <p>Moane, G. (2003). Bridging the personal and the political: Practices for a Liberation Psychology. <i>American Journal of Community Psychology</i>, 31(1/2), 91–101.</p>		
May 17 – Mon		<p>Read:</p> <p>Pettigrew, T. F., &amp; Tropp, L. (2011). The Origins of Intergroup Contact Theory. In <i>When Groups Meet: The Dynamics of Intergroup Contact</i> (pp. 1–12). Psychology Press.</p>	Reflection Paper 10: More information coming!	
May 20 – Th		<p>Read:</p> <p>Kendrick Brown &amp; Joan Ostrove (2013) What does it mean to be an ally?: The perception of allies from the perspective of people of color.</p>		
May 24 – Mon	REVIEW		Full Draft of Final Paper with feedback incorporated after each component submission.	
May 27 – Th	No synchronous meeting on this day			