COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	DEPT OF PHILOSOPHY AND SOCIAL STUDIES
LEVEL OF STUDIES	Undergraduate

COURSE CODE	ΚΨΓ382	**SEMESTER**	5 at least

COURSE TITLE	Political Psychology

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	Available on UoC-eLearn as of September 2020

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Upon completion of the course, students should be able to:
- Be aware of basic theoretical approaches and concepts in political psychology, on certain topics
- Understand the broader societal and political implications of lay and scientific concepts used in political discourse
- Combine information and make judgments about contested social issues
- Be critical and reflect upon ideological discourses regarding human relations

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*

- Personal project
- Teamwork
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This seminar focuses on three broad topics in political psychology:

- Political manipulation and control in modern societies. Questions to be addressed include: how may people obey others in the name of personal freedom? What special forms of control does the recourse to democracy produce, in both interpersonal and international contexts?
- Ideological beliefs rationalizing social inequalities. Why and how do people in disadvantaged position tolerate or even justify inequalities which turn against them?
- Collective identities, power and political action. How are social identities intertwined with oppression, as well as social change?

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use powerpoint in class. Upload and exchange educational material via eLearn.	
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	*Activity*	*Semester workload*
	seminars	26
	study of literature	70
	teamwork	30
	written assignments	44
	final essay	80
	Course total	250
STUDENT PERFORMANCE EVALUATION	• Final essay: 50% of final grade	

| Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	• Student personal file (written assignments): 25% of final grade • Oral presentation: 25% of final grade

(5) ATTACHED BIBLIOGRAPHY

Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology, 33,* 1-27.

Joule, R. V., Beauvois, J. L., & Deschamps, J. C. (2002). *Petit traité de manipulation à l'usage des honnêtes gens.* Grenoble: PUG.

Reicher, S. (2004). The context of social identity: Domination, resistance, and change. *Political Psychology, 25,* 921-945.

Reicher, S., & Haslam, S.A. (2006). Rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology, 45,* 1-40.

Simon, B., & Oakes, P. (2006). Beyond dependence: An identity approach to social power and domination. *Human Relations, 59,* 105-139.

Simon, B., & Klandermans, B. (2001). Politicized collective identity: A social psychological analysis. *American psychologist, 56,* 319-331.

Staerklé, C. (2005). L'idéal démocratique perverti: Représentations antagonistes dans la mise en altérité du non-Occident. In M.Sanchez-Mazas & L.Licata (Eds.), L'Autre: Regards psychosociaux (pp. 117-148). Grenoble: PUG.