		Universitas Negeri Surabaya Faculty of Education, Psychology Undergraduate Study Program					Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
POLITICAL PSYCHOLOGY		7320102176	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 24, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Students are able to understand the meaning of political psychology, the scope of study, and its development as a scientific discipline.
	PO - 2	Students are able to understand research methods in political psychology
	PO - 3	Students are able to understand the role of personality in political behavior
	PO - 4	Students are able to understand aspects of cognition, affection, attitudes and social identity in politics
	PO - 5	Students are able to understand political ideology and political leadership from a political psychology perspective
	PO - 6	Students are able to understand the role of the media and the formation of public opinion in politics and voter decision making
	PO - 7	Students are able to understand inter-group relations, conflict and prejudice in the world of politics
	PO - 8	Students are able to understand issues related to theory from a political psychology perspective
	PO - 9	Students are able to apply political psychology concepts to analyze cases that illustrate the role of cognition and affection in processing information related to voter decision making
	PO - 10	Students are able to apply political psychology concepts to analyze cases related to the role of political leadership and ideology, and political identity in determining the political behavior of citizens
	PO - 11	Students are able to apply political psychology concepts to analyze cases related to the role of the media as a tool of persuasion and propaganda in shaping public opinion and political behavior of voters
	PO - 12	Students are able to apply political psychology concepts to analyze cases related to inter-group relations, conflict and political prejudice
	PO - 13	Students are able to apply political psychology concepts to analyze cases related to terrorism and their resolution
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7
PO-8
PO-9
PO-10
PO-11
PO-12
PO-13

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																

Short Course Description	This course discusses the application of social psychology in various areas of life including education, conflict and peace, terrorism, politics, masses/crowds, organizations, media, courts, health, consumer behavior, as well as environmental and sustainable development issues. Lectures are carried out using a system of project assignments and field observations, case analysis, presentations and discussions, and reflection.

References

Main :

1. Yustisia, W. dkk. (eds.). (2021). Psikologi Politik. Kompas
2. Cottam, M. L. Dkk. (2016). Introduction to political psychology (3rd Edition). Routledge.
3. Sears, D. O., Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.

Supporters:

1. Staerklé, C. (2015). Political Psychology. Dalam International Encyclopedia of the Social & Behavioral Sciences (hlm. 427–433). Elsevier. https://doi.org/10.1016/B978-0-08-097086-8.24079-8
2. Rosema, Martin, & Bert N. Bakker (2017). Social psychology and political behaviour. In: Applied
3. Social Psychology: Understanding and Managing Social Problems. Second Edition (edited by Linda Steg, Kees Keizer, Abraham P. Buunk & Talib Rothengatter, pp. 319-341). Cambridge University Press.
4. Saloom & Rahmani. (2013). Pengantar Psikologi Politik. UIN Jakarta Press.

Supporting lecturer	Vania Ardelia, S.Psi., M.Sc.

Week-	**Final abilities of each learning**	**Evaluation**		**Help Learning, Learning methods, Student Assignments, [Estimated time]**	**Learning materials [References]**	**Assessment Weight (%)**

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the meaning of political psychology, the scope of study, and its development as a scientific discipline.	Students are able to explain the meaning of political psychology, the scope of the study, and its development as a scientific discipline.	**Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities	Discussion Contextual Instruction 2 x 50	Discussion Contextual Instruction 2 X 50	**Material:** Introduction to Political Psychology **References:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* **Material:** Introduction to Political Psychology **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.* **Material:** Introduction to Political Psychology **Bibliography:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* **Material:** Introduction to Political Psychology **Bibliography:** *Staerklé, C. (2015). Political Psychology. In International Encyclopedia of the Social & Behavioral Sciences (pp. 427–433). Elsevier. https://doi.org/...*	3%

| 2 | Students are able to understand research methods in political psychology | Students are able to explain research methods in political psychology | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Political Psychology Research Methods
Literature: *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Political Psychology Research Methods
References: *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Political Psychology Research Methods
Bibliography: *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 20% |

| 3 | Students are able to understand the role of personality in political behavior | Assessment rubric | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Personality in political behavior **Reference:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Personality in political behavior **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Personality in political behavior **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 3% |
| 4 | Students are able to understand aspects of cognition, affection, attitudes and social identity in politics | Students are able to explain the role of cognition, affection and social identity in political behavior | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** The role of cognition, affection and social identity in political behavior **References:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: The role of cognition, affection and social identity in political behavior **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: The role of cognition, affection, and social identity in political behavior **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction:* | 3% |

						Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.	
						Material: The role of cognition, affection and social identity in political behavior **References:** *Rosema, Martin, & Bert N. Bakker (2017). Social psychology and political behavior. In: Applied*	
						Material: The role of cognition, affection and social identity in political behavior **Reference:** *Social Psychology: Understanding and Managing Social Problems. Second Edition (edited by Linda Steg, Kees Keizer, Abraham P. Buunk & Talib Rothengatter, pp. 319-341). Cambridge University Press.*	

| 5 | Students are able to understand political ideology and political leadership from a political psychology perspective | Students are able to understand political ideology and political leadership from a political psychology perspective | **Criteria:** Assessment rubric

Form of Assessment : Project Results Assessment / Product Assessment | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Political ideology and political leadership from a political psychology perspective. **Reference:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Political ideology and political leadership from a political psychology perspective **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Political ideology and political leadership from a political psychology perspective. **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 3% |

| 6 | Students are able to understand the role of the media and the formation of public opinion in politics and voter decision making | Assessment rubric | **Criteria:** Assessment rubric

Form of Assessment : Project Results Assessment / Product Assessment | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** The role of the media in forming public opinion in politics
Reference: *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: The role of the media in forming public opinion in politics
References: *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: The role of the media in forming public opinion in politics
References: *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 3% |

| 7 | Students are able to understand inter-group relations, conflict and prejudice in the world of politics | Students are able to explain intergroup relations, prejudice and conflict in a political context | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Groups, prejudice and conflict in a political context **Reference:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Groups, prejudice and conflict in a political context **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Groups, prejudice, and conflict in a political context **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 3% |
| 8 | Midterm exam | Assessment rubric | **Criteria:** Assessment rubric

Form of Assessment : Test | Sub-Summative Exam 2 X 50 | Sub-Summative Exam 2 X 50 | **Material:** Political Psychology **Literature:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* | 20% |

| 9 | Students are able to understand inter-group relations, conflict and prejudice in the world of politics | Students are able to explain intergroup relations, prejudice and conflict in a political context | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Groups, conflict and prejudice in the world of politics
Reference: *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Groups, conflict and prejudice in the world of politics
References: *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Groups, conflict, and prejudice in the world of politics
References: *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 3% |

10	Students are able to understand issues related to theory from a political psychology perspective	Students are able to explain the causes of terrorism, prevention and recovery from a political psychology perspective	**Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities	Discussion Contextual Instruction 2 X 50	Discussion Contextual Instruction 2 X 50	**Material:** Terrorism and Political Psychology **References:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* **Material:** Terrorism and Political Psychology **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.* **Material:** Terrorism and Political Psychology **Bibliography:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.*	1%

11	Students are able to apply political psychology concepts to analyze cases that illustrate the role of cognition and affection in processing information related to voter decision making	1. Students are able to use political psychology theories and concepts to analyze cases 2. Students are able to propose case resolution strategies based on a political psychology perspective	**Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities	Discussion Contextual Instruction 2 X 50	Discussion Contextual Instruction 2 X 50	**Material:** The role of cognition and affection in processing information related to voter decision making. **Reference:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* **Material:** The role of cognition and affection in processing information related to voter decision making. **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.* **Material:** The role of cognition and affection in processing information related to voter decision making. **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.*	1%

| 12 | Students are able to apply political psychology concepts to analyze cases related to the role of political leadership and ideology, and political identity in determining the political behavior of citizens | 1. Students are able to use political psychology theories and concepts to analyze cases related to the role of leadership and political ideology in determining the political behavior of citizens 2. Students are able to propose case resolution strategies based on a political psychology perspective | **Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Leadership and Political Ideology **References:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* --- **Material:** Leadership and Political Ideology **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.* --- **Material:** Leadership and Political Ideology **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 2% |
| 13 | Students are able to apply political psychology concepts to analyze cases related to the role of the media as a tool of persuasion and propaganda in shaping public opinion and political behavior of voters | 1. Students are able to use political psychology theories and concepts to analyze cases related to the role of the media as a tool of persuasion and propaganda in shaping public opinion and voters' political behavior. 2. Students are able to propose case resolution strategies based on a political psychology perspective | **Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities | Contextual Instruction Discussion 2 X 50 | Contextual Instruction Discussion 2 X 50 | **Material:** Media and Politics **Literature:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* --- **Material:** Media and Politics **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.* --- **Material:** Media and Politics **Bibliography:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 2% |

| 14 | Students are able to apply political psychology concepts to analyze cases related to inter-group relations, conflict and political prejudice | 1. Students are able to use political psychology theories and concepts to analyze cases
2. Students are able to propose case resolution strategies based on a political psychology perspective | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Relations between groups and politics **References:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Relations between groups and politics **References:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Relations between groups and politics **References:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 1% |
| 15 | Students are able to apply political psychology concepts to analyze cases related to terrorism and their resolution | 1. Students are able to use political psychology theories and concepts to analyze terrorism cases
2. Students are able to propose strategies for resolving terrorism cases based on a political psychology perspective | **Criteria:** Assessment rubric

Form of Assessment : Participatory Activities | Discussion Contextual Instruction 2 X 50 | Discussion Contextual Instruction 2 X 50 | **Material:** Terrorism and Politics **Literature:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass*

Material: Terrorism and Politics **Bibliography:** *Cottam, ML et al. (2016). Introduction to political psychology (3rd Edition). Routledge.*

Material: Terrorism and Politics **Bibliography:** *Sears, DO, Huddy, L., & Jervis, R. (Eds.). (2003). Introduction: Theoretical Foundations of Political Psychology (In Oxford Handbook of political psychology, 2nd ed). Oxford University Press.* | 1% |

| 16 | Final exams | Able to do Summative Exams well | **Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities, Tests | Summative Exam 2 X 50 | Summative Exam 2 X 50 | **Material:** Political Psychology **Literature:** *Yustisia, W. et al. (eds.). (2021). Political Psychology. Compass* | 30% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	58%
2.	Project Results Assessment / Product Assessment	6%
3.	Test	35%
		99%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.