

**Political Science 100M**  
Summer Session II, 2017  
Tu/Th 11:00am-1:50pm  
Warren Lecture Hall 2115

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Office Hours: Tu 2:30-4:30pm  
Social Sciences Building 341

## **Political Psychology**

Political psychology is a rapidly growing field of research located at the intersection of psychology and political science. Broadly, political psychology helps us understand how individuals think and feel about politics, and how these psychological factors shape political behavior. This course is designed to examine the major areas of research on how psychological factors explain important political phenomena, such as political participation, vote choice, polarization, partisanship, media consumption, political knowledge, political communication, and policy preferences.

### **Ultimate Learning Outcome**

By the end of this course, students should be able to develop and communicate in writing a well-reasoned argument about how psychological principles can explain political behavior and/or outcomes in the real world to an audience that best fits their career goals. For instance, this written piece could be a political blog post, a letter to the editor, a campaign strategy memo, a communications strategy memo, etc. You should be able to integrate key course concepts to defend your argument as well as acknowledge its limitations. *Students will demonstrate their achievement of this learning outcome through a final project.*

### **Mediating Learning Outcomes**

Students should be able to write a strong thesis statement and identify sources of evidence for their arguments. *Students will practice this skill with the short assignment in Week 3.*

Students should be able to make connections between course concepts and current events. For example, students should be able to read a news article about how individuals voted along party lines in the 2016 presidential election and make a connection to heuristics, as discussed in class. *Students will practice this skill with the short assignment in Week 2.*

### **Foundational Learning Outcomes**

Students should be able to express, both orally and in writing, the definitions and importance of key concepts in political psychology, such as: personality, genopolitics, psychophysiology, the Big 5, information processing, heuristics, motivated reasoning, framing effects, priming, partisanship, ideology, implicit attitudes, social identity theory, affective polarization, and social networks. *Students will demonstrate their mastery of key concepts on the midterm exam in Week 4, in class activities, and in the final project.*

## **Teaching Philosophy**

My approach to teaching is guided by three fundamental goals. First, I aim to foster the development of critical thinking skills. Second, I seek to prepare students to achieve their academic and professional goals by giving them opportunities to enhance the skillsets that most closely relate to their goals. Third, I strive to promote an inclusive classroom in which students of all demographic, ideological, or political backgrounds are comfortable engaging with one another in class discussions.

## **My Expectations**

I have high expectations for my students! This class will be challenging, but I am confident that you can succeed if you take the assignments seriously, actively engage with the material—and each other—in class, and seek help when needed. My goal is to make this course, including lectures and assignments, worth your time. I expect that you read the assigned material and complete short assignments before the beginning of class. I acknowledge that everyone learns differently, which is why I assess learning in a variety of ways. However, if at any point you feel that you are falling behind in the course, I encourage—and expect—you to talk with me so that we can work out a solution together. The sooner you come to me, the better I will be able to help you.

## **Course Requirements**

Students will be assessed based on a variety of assignments. Each student learns differently and comes to this class with different skillsets and interests. I aim to accommodate those differences while giving students the opportunity to improve in areas they are less comfortable. For instance, some students are shy and are uncomfortable speaking up in class, while others are eager to participate. To accommodate this, I allow students to earn participation points in a variety of ways, including discussions on the course discussion board, in-class activities, small group discussions, and large group discussions. That said, I encourage students to try to step outside their comfort zones in this course. Getting comfortable speaking in front of others is an important skill in any professional setting.

In addition to evaluating participation in multiple ways, I allow students to have some choice over how their assignments are weighted in their final grades. At the beginning of class on August 15<sup>th</sup>, students are required to submit a grade contract to me. On this contract, students can decide how they would like to weight the midterm exam and the final project. One of the assignments (midterm exam or final project) can be weighted at 25% while the other (final project or midterm exam) can be weighted at 35%. For example, if you think you show your learning better in writing than on tests, you might decide to weight your final project at 35% of your final grade and your midterm exam at 25%. You must decide how you want to weight your midterm and final project by the time you submit your grade contract on August 15<sup>th</sup>. You cannot change the weights after this date. The short assignments are fixed at 20% of your overall grade, and participation is fixed at 20% of your overall grade.

Grades will thus consist of the following components:

- Participation: 20% of overall grade
  - In-class activities, small group discussions, large group discussions: 10%
  - TritonEd participation—reading commentary, discussion board: 10%
- Short Assignments: 20% of overall grade (2 assignments at 10% each)
- Comprehensive Assessments: 60% of overall grade, students can decide how to allocate this percentage between the
  - Midterm Exam (25% or 35%)
  - Final Project (35% or 25%)

**Participation:** Participation is assessed in two domains: in-class participation and TritonEd participation. Perfect attendance is not enough to earn an A in participation.

- In-class participation will be assessed using a rubric, which is posted on the course website on TritonEd. Students are expected to come to class prepared to engage with the lecture by asking and answering questions, participating in in-class simulations and activities, and participating in small and large group discussions. Class sessions will be much more meaningful—and enjoyable—if students are prepared and engaged in class.
- TritonEd participation will be assessed in two ways.
  - Reading Commentary: Students are expected to submit a short response to *one* reading per week. Students should select one of the assigned readings each week and submit a short, 1 paragraph response to it. The responses can include discussion questions, a critique of the reading, or connecting the reading to a current event. Reading commentary responses must be submitted to TritonEd by 9:00pm the night before class. For example, if you were writing a response to a reading assigned for class on August 10<sup>th</sup>, you must submit your response to TritonEd by 9:00pm on August 9<sup>th</sup>. *You must submit 5 reading responses total.*
  - Discussion Board Participation: Students can comment on each other's reading responses. This participation is encouraged, but not required. If you are generally hesitant to participate in class, this would be a good way for you to still engage.

**Short Assignments:** Students are expected to complete two short assignments throughout the course. Specific details for each assignment will be posted on TritonEd. These assignments are designed to give you practice working on the different skills you should be developing in this course, such as writing a thesis statement, and making connections between the course material and current events.

- Short Assignment 1: Due 11:00am on August 17<sup>th</sup>, submitted to TritonEd
  - Purpose: Connect course material to real world political events
  - Task: Identify two political events in the news over the past two years (e.g. anything during the 2016 presidential campaign, the 2016 presidential election, withdrawal from the Paris Accords, the House passing the AHCA, etc.). Explain each event in 2-3 sentences. Then, write one paragraph for each event, explaining how a psychological concept from class helps us better understand the event.
- Short Assignment 2: Due 11:00am on August 24<sup>th</sup>, submitted to TritonEd
  - Purpose: Learn how to write a thesis statement
  - Task: Pick one of the two events you wrote about for Short Assignment 1. Write a thesis statement about why the psychological explanation you found helps us understand the event.

**Midterm Exam:** Students will take a midterm exam in class on August 29th. The exam will cover all course material and readings through August 24<sup>th</sup>. The exam will be a combination of multiple choice, short answer, and an essay question in order to assess different levels of understanding. A detailed study guide will be provided to you one week before the exam.

**Final Project:** Students will complete a final project due on September 9<sup>th</sup> at 11:30am, submitted to TritonEd and Turnitin.com. Students have some flexibility over the format of the final project. I suggest that you choose a format that best suits your career goals. This assignment is designed in part to give you an option for a writing sample when you apply for jobs or graduate school. Your final project must be between 1,000 and 1,500 words. In this project, you must use concepts from this course to explain how political psychology helps us understand real world political phenomena. I will provide a handout with detailed information and a rubric for the final project, posted to TritonEd. Here are some examples:

- Write a political blog post explaining how political psychological concepts help us understand [POLITICAL PHENOMENON: i.e. the 2016 election, withdrawal from the Paris Accords, the AHCA, etc.]. You might consult [The Monkey Cage](#) for some examples.
- Write a campaign strategy memo explaining how political psychological concepts will help your candidate win. For this option, you could either choose a candidate to run in 2018, or you could write a memo to the campaign staff of a candidate who lost in 2016, explaining how they could have strategized differently, using political psychology.
- Write a communications strategy memo for [CURRENT POLITICIAN: i.e. President Trump, Senator Harris, Senator Feinstein, Congressman Scott Peters, Congressman Hunter, etc.]. Use concepts from this course to make recommendations to this politician's communications team.

## Course Policies

**Quality:** Final course grades will be assigned using the following grading scale. Detailed information on expectations for written assignments will be provided. Note that grades will not be rounded up. For instance, if your final percentage is 89.9, your course grade will be a B+.

<b>A:</b> Excellent work		<b>B:</b> Solid, above average work		<b>C:</b> Average work		<b>D:</b> Below average work		<b>F:</b> Substantially below expectations	
100-98	A+	89-87	B+	79-77	C+	69-67	D+	< 60	F
97-93	A	86-83	B	76-73	C	66-63	D		
92-90	A-	82-80	B-	72-70	C-	62-60	D-		

**Attendance:** Attendance in all class sessions is strongly encouraged. Especially in a summer course where there are only ten class sessions, attending each one is critical. I will not take attendance, but participation in class discussions, simulations, and activities makes up 10 percent of your course grade. In addition, exams will draw primarily on material covered in class, most of which is not covered in the course readings.

**Late Policies:** Late assignments will not be accepted without penalty. Late assignments will receive a five percentage point deduction to the grade on that assignment for each day late. Computer malfunctions will not be considered a legitimate excuse for submitting late assignments. I recommend regularly backing up your work on Dropbox, Google Drive, an external hard drive or flash drive, or some other system to save your work. For longer assignments, you might consider saving multiple drafts and emailing them to yourself as you work. In addition, I recommend that you take screenshots or otherwise document submissions to TritonEd or Turnitin to provide evidence that you submitted your assignment on time.

**Extra Credit:** Extra credit will rarely, if ever, be available. As a result, it is crucial that you do your best on each and every assignment.

**Grade Appeals:** I do not communicate about grades over email. If you are not in class the day an assignment or exam is passed back, it is your responsibility to make arrangements with me or the TA to pick it up. If you are unsatisfied with your grade on an assignment, you can appeal your grade within one week of the date the assignment was returned. To appeal your grade, you need to write a one-page, double-spaced explanation of why you think your work merits a higher grade. After reviewing the appeal, your assignment will be re-graded by either me or the TA, whoever did not grade the assignment the first time. Your grade can go up, stay the same, or go down on the re-grade. After your work is re-graded, I highly recommend that you schedule a meeting with me and/or your TA to discuss your work.

**Academic Integrity:** I expect that students take academic integrity as seriously as I do and that academic misconduct will not be an issue in this class. That said, instances of cheating, plagiarism, or other forms of academic dishonesty will be reported to the Academic Integrity Office. If you are unfamiliar with the University's policy on academic integrity, please consult this [website](#).

**Learning Disabilities:** Students with University-documented learning disabilities should make arrangements with the Office for Students with Disabilities (OSD) as soon as possible.

**Technology:** Please turn off your cell phones before coming to class. If you are expecting an important call, please tell me before class, keep your phone on vibrate, and leave quietly when you receive the call. I prefer that you do not use your laptop or tablet in class. There is increasing [evidence](#) that students perform better academically when laptops are banned from classrooms. If you feel that you must use your laptop, please be courteous to your peers and avoid looking at distracting content that is unrelated to the course.

## Course Calendar

Readings should be completed prior to lecture on each day. The learning outcomes should give you a sense for what you should learn that day between the lecture and the readings. All readings will be available on TritonEd.

Date	Topic, Guiding Questions, Deadlines	Readings	Learning Outcomes
August 8, 2017	<b>Introduction</b> <ul style="list-style-type: none"> <li>• What is Political Psychology?</li> <li>• How do we study political psychology?</li> </ul>	<ul style="list-style-type: none"> <li>• Cottam, Martha L., Elena Mastors, Thomas Preston, and Beth Dietz. 2015. <i>Introduction to Political Psychology</i>, 3<sup>rd</sup> Edition, Chapter 1 (<b>pages 1-14</b>)</li> <li>• Krosnick, Jon A. and Kathleen M. McGraw. 2002. "Psychological Political Science Versus Political Psychology True to Its Name: A Plea for Balance," in Kristen Renwick Monroe (Ed.) <i>Political Psychology</i>, <b>pages 79-83</b></li> <li>• Total Pages: ~ 20</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the course requirements, policies, and expectations</li> <li>• Explain the difference between political psychology and psychological political science</li> <li>• Provide examples of how political psychology has been used in academia and the real world</li> <li>• Describe common methods used to study political psychology, such as lab experiments, surveys, and physiological studies.               <ul style="list-style-type: none"> <li>○ Explain the difference between causation and correlation</li> <li>○ Explain the importance of random assignment for causal identification</li> </ul> </li> </ul>
August 10, 2017	<b>Individual differences: Personality, genetics, and psychophysiology</b> <ul style="list-style-type: none"> <li>• How do individual, psychological differences impact political behavior?</li> <li>• Why should we care about individual differences as they relate to political behavior?</li> </ul>	<ul style="list-style-type: none"> <li>• Mondak, Jeffery J. 2010. <i>Personality and the Foundations of Political Behavior</i>, <b>pages 24-26; 47-65; 118-120; 176-178</b></li> <li>• Hatemi, Peter K. and Rose McDermott. 2011. <i>Man is by Nature a Political Animal</i>, <b>pages 34-37</b></li> <li>• Smith, Kevin B. and John R. Hibbing. 2011. "The Mind-Body Connection: Psychophysiology as an Approach to Studying Political Attitudes and Behaviors." In Peter K. Hatemi and Rose McDermott (eds). <i>Man is by Nature a Political Animal</i>, <b>pages 224-229</b></li> <li>• <b>Total Pages: ~ 35</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Big 5 personality characteristics</li> <li>• Identify some of the key forms of political behavior that correlate with different personality types and explain the intuition behind these correlations (e.g. Why are extraverts more likely to vote?)</li> <li>• List some political behaviors and attitudes that correlate with genetics</li> <li>• Identify the main psychophysiological measures used to study political behavior and explain why they are useful.</li> <li>• Describe some of the relationships between psychophysiology and political behavior</li> <li>• Evaluate why we should care about individual differences in personality, psychophysiology, and genetics as they relate to political behavior.</li> </ul>
August 15, 2017	<b>GRADE CONTRACTS DUE</b> <b>Voting</b>	<ul style="list-style-type: none"> <li>• <i>Why do people vote?</i></li> <li>• READ FIRST: Brady, Henry E., Sidney Verba,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common forms of political participation</li> <li>• Explain the resource model of political</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the psychological motivations behind why people vote and participate in politics?</li> <li>• What are the psychological motivations behind how individuals choose which candidates to support?</li> </ul>	<p>and Kay Lehman Schlozman. 1995. "Beyond SES: A Resource Model of Political Participation." <i>American Political Science Review</i> 89(2): 271-294. <b>Read pages 271-272</b></p> <ul style="list-style-type: none"> <li>• Mondak, Jeffery J. 2010. <i>Personality and the Foundations of Political Behavior</i>, <b>Read pages 152-164</b></li> <li>• Loewen, Peter John and Christopher T. Dawes. 2012. "The Heritability of Duty and Voter Turnout." <i>Political Psychology</i> 33(3): 363-373. <b>Read pages 363-365, 368-371</b></li> <li>• <b>How do individuals choose a candidate?</b></li> <li>• Green, Donald, Bradley Palmquist, and Eric Schickler. 2002. <i>Partisan Hearts &amp; Minds: Political Parties and the Social Identities of Voters</i>, <b>Read pages 1-13.</b></li> <li>• <b>Total Pages: ~34</b></li> </ul>	<p>participation</p> <ul style="list-style-type: none"> <li>• Explain the psychological correlates of political participation</li> <li>• Describe the most common ways in which individuals choose candidates to support</li> <li>• Evaluate whether these psychological factors that motivate voting behavior are more or less influential than other factors, such as resources</li> </ul>
August 17, 2017	<p><b>SHORT ASSIGNMENT 1 DUE</b> <b>(Mis)information Processing</b></p> <ul style="list-style-type: none"> <li>• How do individuals process political information? Why does it matter?</li> <li>• Do individuals have enough information to make rational voting decisions?</li> <li>• How do political rumors, conspiracy theories, and misinformation impact political behavior? Can we correct misinformation?</li> </ul>	<ul style="list-style-type: none"> <li>• Redlawsk, David P. 2002. "Hot Cognition or Cool Consideration? Testing the Effects of Motivated Reasoning on Political Decision Making." <i>Journal of Politics</i> 64(4): 1021-1044. <b>Read pages 1021-1026; 1039-1041</b></li> <li>• Lau, Richard and David P. Redlawsk. 2001. "Advantages and disadvantages of cognitive heuristics in political decision making." <i>American Journal of Political Science</i> 45(4): 951-971. <b>Read pages 951-954; 966-969</b></li> <li>• Nyhan, Brendan and Jason Reifler. 2010. "When Corrections Fail: The Persistence of Political Misperceptions." <i>Political Behavior</i> 32: 303-330. <b>Read pages 303-309; 323-324</b></li> <li>• <b>Total Pages: ~24</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main theories explaining how individuals process political information (e.g. online processing, motivated reasoning)</li> <li>• Describe the levels of political knowledge in the U.S. and how political knowledge relates to other forms of political behavior</li> <li>• Identify and explain the most common heuristics (information shortcuts) used in political decision-making</li> <li>• Analyze whether individuals have enough information to make rational voting decisions</li> <li>• Explain the psychological mechanisms behind belief in misinformation</li> <li>• Evaluate whether misinformation can be corrected</li> </ul>
August 22, 2017	<p><b>The Media</b></p> <ul style="list-style-type: none"> <li>• What role does the media play in informing the public? Is the media able to persuade the public?</li> <li>• How do individuals process information from the</li> </ul>	<ul style="list-style-type: none"> <li>• Iyengar, Shanto. 1987. "Television News and Citizen Explanations of National Affairs." <i>American Political Science Review</i> 81(3): 815-832</li> <li>• Chong, Dennis and James N. Druckman. 2007. "Framing Theory." <i>Annual Review of Political Science</i> 10: 103-126. <b>Read pages 103-110;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the following key terms: framing effects, priming, and selective exposure. Explain how these concepts relate to how individuals engage with information from the media</li> <li>• Explain and evaluate the main theories for why individuals choose certain information sources</li> </ul>

	<p>media?</p> <ul style="list-style-type: none"> <li>Why do individuals choose information sources?</li> </ul>	<p><b>120-122</b></p> <ul style="list-style-type: none"> <li>Merolla, Jennifer, S. Karthick Ramakrishnan, and Chris Haynes. 2013. “‘Illegal,’ ‘Undocumented,’ or ‘Unauthorized’: Equivalency Frames, Issue Frames, and Public Opinion on Immigration.” <i>Perspectives on Politics</i> 11(3). <b>Read pages 789-801</b></li> <li><b>Total Pages: ~ 30</b></li> </ul>	
August 24, 2017	<p><b>SHORT ASSIGNMENT 2 DUE</b></p> <p><b>Campaigns</b></p> <ul style="list-style-type: none"> <li>How do campaigns use psychology to win elections?</li> <li>Is social pressure an effective technique to boost turnout? For whom?</li> <li>Are campaign ads effective? When, for whom, which type, and why?</li> </ul>	<ul style="list-style-type: none"> <li>Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment.” <i>American Political Science Review</i> 102(1). <b>Read pages 33-42, review treatment mailers on pages 43-46</b></li> <li>Martin, Paul s. 2004. “Inside the Black Box of Negative Campaign Effects: Three reasons Why Negative Campaigns Mobilize.” <i>Political Psychology</i> 25(4). <b>Read pages 545-557</b></li> <li><b>Total Pages: ~ 22</b></li> </ul>	<ul style="list-style-type: none"> <li>Define the following key terms: persuasion, turnout, social pressure, field experiment</li> <li>Describe how social pressure can be used to increase turnout and when it might be less effective</li> <li>Explain whether (and when) campaign ads are effective</li> <li>Evaluate the effectiveness of common campaign strategies from a psychological perspective</li> </ul>
August 29, 2017	<p><b>MIDTERM EXAM</b></p> <p><b>Irrelevant and Apolitical Influences on Political Behavior</b></p> <ul style="list-style-type: none"> <li>Do “irrelevant” events influence political behavior?</li> </ul>	<ul style="list-style-type: none"> <li>Healy, Andrew J., Neil Malhotra, and Cecilia Hyunjung Mo. 2010. “Irrelevant events affect voters’ evaluations of government performance.” <i>Proceedings of the National Academy of the Sciences</i> 107(29): 12804-12809. <b>Read full article</b></li> <li>Busby, Ethan C., James N. Druckman, and Alexandria Fredendall. 2017. “The Political Relevance of Irrelevant.” <i>Journal of Politics</i> 79(1): 346-350. <b>Read full article</b></li> <li><b>Total Pages: ~ 11</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify examples of “irrelevant” political events that can impact political behavior</li> <li>Explain the psychological mechanisms behind individuals’ responses to irrelevant events</li> </ul>
August 31, 2017	<p><b>Polarization</b></p> <p><b>Affective polarization</b></p> <ul style="list-style-type: none"> <li>What is affective polarization?</li> <li>What are the consequences of affective polarization?</li> <li>How (and why) are liberals and conservatives different</li> </ul>	<ul style="list-style-type: none"> <li>Iyengar, Shanto and Sean J. Westwood. 2015. “Fear and Loathing across Party Lines: New Evidence on Group Polarization.” <i>American Journal of Political Science</i> 59(3): 690-707. <b>Read full article</b></li> <li>Haidt, Jonathan and Chris Wilson. 2014. “Can TIME Predict Your Politics? See how your preferences in dogs, Internet browsers, and 10</li> </ul>	<ul style="list-style-type: none"> <li>Define the following key terms: polarization, affective polarization, social polarization, sorting, moral foundations theory, apolitical differences</li> <li>Compare and contrast liberals and conservatives on both political and apolitical dimensions</li> <li>Explain the main theories about why liberals and conservatives are different</li> </ul>

	on apolitical dimensions?	<p>other items predict your partisan leanings.” <i>TIME Magazine</i> 9 January 2014. Available at: <a href="http://time.com/510/can-time-predict-your-politics/">http://time.com/510/can-time-predict-your-politics/</a> <b>Read full article and take the quiz</b></p> <ul style="list-style-type: none"> <li>Nicholson, Stephen P., Chelsea M. Coe, Jason Emory, and Anna V. Song. 2016. “The Politics of Beauty: The Effects of Partisan Bias on Physical Attractiveness.” <i>Political Behavior</i> 38: 883-898. <b>Read full article</b></li> <li><b>Total Pages: ~ 30</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the consequences of affective polarization</li> </ul>
September 5, 2017	<p><b>Social Networks, Political Discussion, and Social Media</b></p> <ul style="list-style-type: none"> <li>How do individuals experience political discussions?</li> <li>Why and with whom do individuals discuss (or avoid discussing) politics?</li> <li>How do individuals engage with politics on social media?</li> </ul>	<ul style="list-style-type: none"> <li>Sinclair, Betsy. 2012. <i>The Social Citizen: Peer Networks and Political Behavior</i>, <b>Read Chapter 1, pages 1-19</b></li> <li>Lyons, Jeffrey, Anand E. Sokhey, Scott D. McClurg, and Drew Seib. 2016. “Personality, Interpersonal Disagreement, and Electoral Information.” <i>Journal of Politics</i> 78(3): 806-821. <b>Read pages 806-809, 815-819</b></li> <li>Barbera, Pablo, John T. Jost, Jonathan Nagler, Joshua A. Tucker, and Richard Bonneau. 2015. “Tweeting From Left to Right: Is Online Political Communication More Than an Echo Chamber?” <i>Psychological Science</i> 26(10): 1531-1542, <b>Read pages 1531-1532; 1539-1540; look at the figures on pages 1538-1539</b></li> <li><b>Total Pages: ~ 34</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the ways in which social networks impact political behavior</li> <li>Define the following key terms: political discussion network, name generator, homophily, homogeneous discussion network, heterogeneous discussion network, conflict avoidance, social anxiety, political discussant, echo chamber, opinion leader, political informant</li> <li>Explain how social media has (or has not) changed the way in which individuals learn about and discuss politics</li> <li>Propose ideas for how campaigns and elected officials can use social media to engage with citizens</li> </ul>
September 7, 2017	<p><b>Implicit vs. Explicit Attitudes</b></p> <ul style="list-style-type: none"> <li>What is the difference between implicit and explicit attitudes? How do they each impact behavior?</li> <li>What are the psychological explanations for racial bias?</li> <li>Wrapping up the course: Should we care about psychology in understanding politics?</li> </ul>	<ul style="list-style-type: none"> <li>Kam, Cindy D. 2007. “Implicit Attitudes, Explicit Choices: When Subliminal Priming Predicts Candidate Preference.” <i>Political Behavior</i> 29(3): 343-367. <b>Read full article</b></li> <li>Perez, Efen. 2015. <i>Unspoken Politics: Implicit Attitudes and Political Thinking</i>. <b>Read excerpt from Chapter 4</b></li> <li><b>Total Pages: ~32</b></li> </ul>	<ul style="list-style-type: none"> <li>Define the following key terms: implicit attitude, explicit attitude, implicit bias, explicit bias, linked fate, social identity theory, contact hypothesis, self-monitoring</li> <li>Describe the psychological mechanisms that might explain racial bias in the U.S.</li> <li>Evaluate whether we should care about psychology in understanding politics</li> </ul>
September 9, 2017	<b>FINAL PROJECTS DUE 11:30AM, SUBMITTED TO TRITONED</b>		