POLITICAL SCIENCE 433 – Political Psychology (Seminar)
Fast and Slow Processes of Political Thinking

Mondays and Wednesdays 9:30AM—12 noon
David Turpin Building A, Room A357
May 13 - June 28, 2019
Instructor: Joseph Fletcher
Contact: josephf@uvic.ca
Office hours: Monday & Wednesday 12:15-1:00 PM, DTB Rm A334
Website: PolPsy.ca

This course will investigate fast and slow processes in political thinking. The focus will be on implicit versus explicit attitudes toward indigenous, immigrant and homeless populations. The psychological approaches covered also include framing, moral dumbfounding and mirror neurons.

Students are expected to have some familiarity with the field Political Psychology, ideally by having completed Political Science 323—Political Psychology. This is not a strict requirement, as the course materials for Pol 323 are available online, but students who have not taken Pol 323 may be at somewhat of a disadvantage. If you have concerns about your preparation for this course, please consult with the instructor immediately after the first class.

This is a seminar, meaning that attendance and participation are essential. In this case emphasis will placed upon groups of students presenting and facilitating discussion on alternative weeks and everyone presenting a measurement instrument for non-conscious (fast) thinking during the subsequent class. Consequently the course will be intensively participatory.

There are no exams. Students working either individually or in groups will be evaluated upon oral and written presentations, as well as ongoing seminar participation.

Suggested background readings (optional) include:

Daniel Kahneman, 2011. Thinking, Fast and Slow Victoria Public Library 153.4 KAH;
Efrén O. Pérez, 2016. Unspoken Politics: Implicit Attitudes & Political Thinking UVic JA74.5 P47
COURSE TOPICS (see below for readings schedule)

1. Introduction
2. Framing and Emotions
3. Moral Dumbfounding
4. Indirect Measurement
5. Implicit Attitudes
6. Mirror Neurons

COURSE REQUIREMENTS

a) Co-Introduce/facilitate Topic Discussion (15%)
b1) Political Framing Experiment Design (15%)
b2) Political Dumbfounding Vignette (10%)
b3) Partially Structured Narrative (10%)
b4) IAT design (15%)
b5) Mirror narrative (10%)
c) Participation and engagement 10%
d) Complete student study (5%)
e) Summary paper focused on political implications (10%)

Class Format

Generally speaking there will be two types of classes in this course. Type 1 will introduce and discuss a particular research approach of indirect or implicit attitude assessment. Type 2 sessions will enable to students present their own suggestions for indirect/implicit attitude measurement regarding indigenous, immigrant and homeless persons. The purpose of this format is to prepare students for the workplace and/or study at the graduate level. Note that the readings and class discussions focus on how to use these measures. Our approach will be to use these measures, not critique them. Articles critical of each approach are covered in POL 323 and may be found on its course outline.

For the introductory and discussion sessions (type 1) a number of students will be designated to co-introduce the topic and facilitate class discussion. In type 2 class sessions, everyone will present specific research design ideas. For either type of class, students may work in groups or individually. For this system to work, and for students to benefit from it,
each member of the seminar must complete the required reading prior to each class meeting and be prepared to discuss them.

Assignment details

Requirement a) Co-introduction and facilitation = 15%

Up to five students will share the introduction and facilitation role during each Type 1 class. Introductions should, first and foremost, highlight the main contribution of the required reading as well as identify something of interest in an additional reading. It is not necessary to summarize the required readings in any detail, as we can assume that everyone has done the required reading. Rather, the emphasis should be on briefly situating the reading(s) in our ongoing concern with measuring implicit rather than explicit attitudes. These introductions, and more particularly facilitation efforts, should point toward further research steps with particular emphasis on political applications. Introductions should be quick and to the point, taking no more than 3 and 4 minutes to deliver. That’s around 500 words. A copy of prepared, practiced and timed notes is to be submitted to the instructor. Participating student names and numbers must appear prominently on the first page. Reading prepared remarks is fine, so long as you practice their effective delivery, e.g, looking up, eye contact. No PowerPoint or other audio/visuals beyond a single sheet or two projected using the classroom document camera.

Facilitation should also be pre-planned with three written suggestions as to possible prompts or questions to stimulate further discussion, focusing particularly on possible political implications. These should be included in the submission to the instructor.

Co-introduction and session facilitation schedule

<table>
<thead>
<tr>
<th>Class session</th>
<th>Topic</th>
<th>St 1</th>
<th>St 2</th>
<th>St 3</th>
<th>St 4</th>
<th>St 5</th>
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<tbody>
<tr>
<td>1: May 15</td>
<td>Framing/Emotion</td>
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<tr>
<td>4: May 27</td>
<td>Dumbfounding</td>
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<tr>
<td>6: June 3</td>
<td>Semi-structured</td>
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<tr>
<td>8: June 10</td>
<td>Implicit/IAT</td>
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<tr>
<td>9: June 12</td>
<td>P&amp;P Implicit</td>
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<tr>
<td>11: June 19</td>
<td>Mirror Neurons</td>
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Requirements b1-5 Measurement designs

Working either in groups or individually students will create and present five measurement designs for assessing non-conscious attitudes. These include:

1.) a framing experiment design (15%)
2.) a dumbfounding vignette (10%)
3.) a partially structured narrative (10%)
4.) an IAT design (15%)
5.) a mirror narrative (10%)
Each of these should focus upon attitudes toward political issues related to indigenous peoples, immigrants or the homeless.

These designs will consist of several elements:
1. a very brief background on the approach and political concern (1 paragraph);
2. a concise rendering of the proposed measure or indicator;
3. a statement of the hypotheses underlying the measure.

Presentation of these measurement designs will consist of no more than a three minute oral summary using no more than a single sheet suitable for projection via document camera.

A hard copy of the design and presentation sheet, with identifying student name(s) and number(s), should be submitted to the instructor immediately following the presentation.

Due to time constraints, missed presentations will not be able to be made up in subsequent classes. If you expect to miss a class, carefully consider partnering with a student who will be present.

### Measurement proposal topics Schedule

<table>
<thead>
<tr>
<th>Class session</th>
<th>Topic</th>
<th>Indigenous</th>
<th>Immigrant</th>
<th>Homeless</th>
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<tbody>
<tr>
<td>3: May 22</td>
<td>Framing/Emotion</td>
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<tr>
<td>5: May 29</td>
<td>Dumbfounding</td>
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<tr>
<td>7: June 5</td>
<td>Semi-structured</td>
<td></td>
<td></td>
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<tr>
<td>10: June 17</td>
<td>Implicit/IAT</td>
<td></td>
<td></td>
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<tr>
<td>12: June 24</td>
<td>Mirror Neurons</td>
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**Requirement c Participation & Engagement = 10%**

Ongoing participation in class discussion is expected. This requires regular attendance. Students will be evaluated on their contributions to class discussion, their displayed understanding of the readings, and their ability to listen and engage with others constructively and collegially.

**d) Student study = 5%**

In light of the extreme brevity of a summer course, combined with strict University policy regarding research with human subjects, none of the measures/instruments we develop in class will be used to collect data during the course. Nevertheless, *for instructional purposes only*, we will pilot test some of our interesting instruments on ourselves.

**e) Summary paper = 10%**

At the close of the course students will prepare a very brief (max 750 words) summary of their thinking about measuring implicit attitudes toward indigenous, immigrant or
homeless populations.

CLASS TOPICS AND READINGS SCHEDULE
(subject to change see PolPsy.ca for updates)

Asterisks (*) indicate required reading for all. Other readings are recommended, especially for co-facilitators.

Monday, May 13 (session 1):
Introduction
Choose focus on Indigenous, Immigrant or Homeless

*Low&HighRoadImages
http://people.brandeis.edu/~teuber/emotion.pdf

Selections from The Emotional Brain

Wednesday May 15 (session 2)
Overview of Fast and Slow Thinking

Discuss Framing
*Kahneman Ch. 1,2 & 34


Joseph Fletcher and William Schatten (Early Version) “Ambivalence and Emotion in Framing” Framing JF&WS

A recent UWO course highlighting framing
https://politicalscience.uwo.ca/undergraduate/docs/outlines/2018-19/POL%204417G.pdf

Anant Jain’s Summary of Kahneman.

Monday May 20 (Victoria Day—no class)

Wednesday May 22 (session 3)
Present Framing Experiment Designs
Monday May 27 (session 4)
Discuss Dumbfounding & Taboos


Wednesday May 29 (session 5)
Present Dumbfounding examples

Monday June 3 (session 6)
Discuss Semi-Structured Measures


[https://pdfs.semanticscholar.org/76a9/2228d87670ce74169fe43ccc0f902a64e084.pdf](https://pdfs.semanticscholar.org/76a9/2228d87670ce74169fe43ccc0f902a64e084.pdf)

Wednesday June 5 (session 7)
Present Semi Structured measures

**Monday June 10 (session 8)**

*Discuss implicit measures*

*Implicit Association Test at [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)*
Take one or more of the tests.

*http://www.iatsoftware.net/

, Ch 5 (80-96), 7 (134-147)


Haley A. Strass 2016. Appendix B of her Graduate Thesis
[https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=6200&context=etd](https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=6200&context=etd)

IPT—Implicit Priming Test


[https://cooltool.com/implicit_test](https://cooltool.com/implicit_test)


**Wednesday June 12 (session 9)**

*Implicit Measures Continued (Paper versions)*

*Bethany Alberson
[https://www.rips-irsp.com/articles/10.5334/irsp.35/print/](https://www.rips-irsp.com/articles/10.5334/irsp.35/print/)*
Monay June 17 (session 10)
Present implicit attitude measures

Wednesday June 19 (session 11)
Discuss Mirror Neurons


Monday June 24 (session 12)
Present Mirror Neuron Narratives

Wednesday June 26 (session 13)
Summary Session

PLAGIARISM AND ACADEMIC INTEGRITY

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.
Please see the (revised) academic integrity policy: http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html

SPECIAL NEEDS
The University of Victoria offers programs and support for students challenged by learning difficulties. If you require special accommodations, please contact the professor at the beginning of the course, if you have not already, or the Centre for Accessible Learning: https://www.uvic.ca/services/cal/

COURSE EXPERIENCE SURVEY (CES)
Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey will help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. The department will provide you with more detailed information nearer the time of the survey.
### PERCENTAGE GRADING SCALE

#### Pass grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 90</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
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#### Failing grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
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