POLI 433: Political Psychology
Instructor: Joseph Fletcher (josephf@uvic.ca)
Dates: May 11 - June 26
Schedule: Monday & Wednesday 9:30-12 noon
CRN: 31183

This course explores fast and slow processes in political thinking. The focus will be on implicit versus explicit attitudes towards Indigenous, immigrant and homeless populations in our time of pandemic.

Class Resources

Three distinct websites will be utilized in this course.

BlackBoard Collaborate is where we will hold our virtual meetings.

CourseSpaces is where you submit your work for the course. It will also contain scheduling information.

PolPsy.ca is where to find links to required and recommended readings, as well as details on scheduling and assignments.

Getting Started

Class sessions for his seminar will be conducted online using BlackBoard Collaborate. Registered Students may access our online class session at:
https://ca.bbcollab.com/guest/1ba4db9cb743460a89f68aa0edefc4d9
The UVic Technology and Integrated Learning (TIL) office recommends using Google Chrome to access BlackBoard Collaborate. Chrome can be downloaded at:
google.com/chrome<https://www.google.com/chrome/
Questions can be directed to TILhelp@uvic.ca

A reference guide for using BlackBoard Collaborate is available at:
https://www.uvic.ca/til/assets/docs/til-uvic-blackboard-collaborate-ultra-participant-reference-guide.pdf

Prior to the start of term, I will be available on BlackBoard Collaborate at 1pm on Tuesday, May 5th and Thursday, May 7. During the term office hours will be held at 1pm on each Tuesday and Thursday.

Class Format

 After the first class session, there will be two types of online classes.

Type 1—Topic Introduction and Discussion

Several students will be designated as presenters to co-introduce a particular approach to implicit or indirect attitude assessment and facilitate discussion. For this system to work well students must sign up for a presentation slot no later than the introductory class session. Presenters may work in small groups or individually.

Prior to each Type 1 session, members of the seminar must post a brief reflective note on the relevant Course Spaces forum. These must be posted *no later than 6pm* of the evening prior to class. Presenters students may draw upon these forum postings as well as their own work in preparing their presentations.

Type 2—Sharing Measurement Designs

In each of our Type 2 session, all seminar participants will present their own work toward an implicit/indirect attitude measurement. These presentations are to take the form of no more than a small number of slides (2-3) to be shared via BlackBoard Collaborate. Break-out sessions during our class time will facilitate the formation and working of groups. Students may present their research design ideas design ideas either as part of a group or individually.

The purpose of the Type 1 and Type 2 format is to prepare students for the workplace and/or study at the graduate level. Note that the readings and class discussions focus on the creation and use of such measures. Our approach will thus be to *create* and pre-test such measures, not to critique their philosophic underpinnings. Such criticisms are covered in POL 323 and some relevant readings may be found on its course outline.

CLASS TOPICS AND READINGS SCHEDULE
(subject to change)

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

Monday, May 11 (session 1):

Introduction

Choose Presentation dates

*COVID and the Amygdala Strait

*Covid Decisions Natl Post

*Covid-Fast&Slow Wired

*Low&HighRoadImages

Joseph LeDoux, 2002. "Emotion, Memory and the Brain", *Scientific American*.
http://people.brandeis.edu/~teuber/emotion.pdf

Selections from The Emotional Brain LeDoux Ch 1-3 17-58; LeDoux Ch 3-5 69-136; LeDoux Ch 6-7 143-180; LeDoux Ch 7 202-224; LeDoux Ch 8-9 230-302.

Wednesday May 13 (session 2)--Type 1

Overview of Fast and Slow Thinking

Discuss Framing

*Kahneman Ch. 1,2 & 34 Kahneman

*https://erikreads.files.wordpress.com/2014/04/thinking-fast-and-slow-book-summary.pdf

Kahneman in 3 Apr'20 New Yorker podcast

Fast And Slow Thinking Explained

Joseph Fletcher and Jennifer Hove, (2012). "Emotional Determinants of Support for the Canadian Mission in Afghanistan: A View from the Bridge." *Canadian Journal of Political Science* 45: 33-62. HOH JF&JH

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

Ted Brader et al. (2008). What triggers public opposition to immigration? Anxiety, group cues and immigration threat. *American Journal of political science*, 52 (4), 959-978. http://pscourses.ucsd.edu/ps100da/Brader%20What%20Triggers%20Public%20Opposition%20to%20Immigration.pdf.pdf

Monday May 18 (Victoria Day—no class)

Wednesday May 20 (session 3)--Type 2

Present Framing Experiment Designs

Monday May 25 (session 4)--Type 1

Discuss Dumbfounding & Taboos

*Jonathan Haidt, 2012.*The Righteous Mind*. NY: Vintage, Ch 2. Haidt; HaidtCh2endnotes

Jonathan Haidt et al 2000. "Moral Dumfounding: When Intuition Finds No Reason haidt.bjorklund

McHugh, C., et al. (2017). Searching for Moral Dumbfounding: Identifying Measurable Indicators of Moral Dumbfounding. Collabra: Psychology, 3(1): 23, DOI: https://doi.org/10.1525/collabra.79 https://www.researchgate.net/publication/320219266_Searching_for_Moral_Dumbfounding_Identifying_Measurable_Indicators_of_Moral_Dumbfounding

Bryan Caplan (2005). "Tetlock and Taboo". https://www.econlib.org/archives/2005/04/tetlock_and_tab.html

*Paul H. Schoemaker and Phillip E. Tetlock. (2012)."Taboo scenarios," California Management Review 54/2. Vol. 54, p. 5-24. https://www.researchgate.net/profile/Paul_Schoemaker/publication/289661696_Taboo_Scenarios_HOW_TO_THINK_ABOUT_THE_UNTHINKABLE/links/00463536ecec7a28a7000000/Taboo-Scenarios-HOW-TO-THINK-ABOUT-THE-UNTHINKABLE.pdf

Tetlock, Philip. (1996). "Coping with Trade-offs: Psychological Constraints and Political Implications" in Arthur Lupia et al., *Elements of Reason: Cognition, Choice and the Bounds of Rationality*: Cambridge University Press. http://faculty.haas.berkeley.edu/tetlock/vita/Philip%20Tetlock/Phil%20Tetlock/1999-2000/2000%20Coping%20With%20Tradeoffs.pdf

Wednesday May 27 (session 5)--Type 2

Present Dumbfounding examples

Monday June 1 (session 6)--Type 1

Discuss Semi-Structured Measures

 *Patrick Vargus et al., 2004. *"Using Partially structured Attitude Measures…"* Personality and Social Psychology Bulletin Vol 30(2) 197-211. [Vargus et al.](#) or
https://pdfs.semanticscholar.org/76a9/2228d87670ce74169fe43ccc0f902a64e084.pdf

Stuart Oskamp and P. Wesley Shultz, 2005. "Implicit and Indirect Measures of Attitudes" Chapter 4 of *Attitudes and Opinions,* Third edition. pp 69-71. [Oskamp Indirect&Implicit](#)

Patrick Vargus et al., 2007. "Armed only with paper and pencil" in Bernd Wittenbrink and Norbert Schwartz eds., *Implicit Measures of Attitudes,* Guilford. [Vargus 2.2](#)
or
https://books.google.ca/books?hl=en&lr=&id=7YZ4-2f1bNoC&oi=fnd&pg=PA103&ots=4oFQYkNjED&sig=VNrFZmCZ3f8zTF93wsSEjryrLag&redir_esc=y#v=onepage&q&f=false

Denise Sekaquaptewa et al., 2010. "A Practical Guide to Paper and Pencil Implicit Measures of Attitudes". In Bertram Gawronski & B. Keith Payne (Eds.), *Handbook of Implicit Social Cognition.* Guilford. [Vargus3](#)

Wednesday June 3 (session 7)--Type 2

Present Semi Structured measures

Monday June 8 (session 8)--Type 1

Discuss implicit measures

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

*http://www.iatsoftware.net/

*Efrén O. Pérez, 2016. *Unspoken Politics: Implicit Attitudes and Political Thinking*. Cambridge University Press, *Ch 5 (80-96), 7 (134-147).* [Perez](#)

Bertrand Gawronski and Adam Hahn 2019. "Implicit Measures: Procedures, Use, and Interpretation." In Hart Blanton et al *Measurement in Psychology*. Taylor and Francis. (pp 29-55). [GH2019Measurement](#) or
https://www.researchgate.net/publication/315810266_Implicit_measures_Procedures_use_and_interpretation

Aleksander Ksiazkiewicz and James Hedrick. 2013. "An introduction to Implicit Attitudes in Political Science." PS: Political Science and Politics 3: 525-31.

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

IPT—Implicit Priming Test
https://cooltool.com/implicit_test

Jennifer Eberhardt, 2019. *Biased: Uncovering the hidden prejudice that shapes what we see, think and do*. Penguin.

Cassino, Dan et al 2014). "Implicit Political Attitudes" *Oxford Handbook of Political Communication. Casino et al*

Wednesday June 10 (session 9)--Type 1

Implicit Measures Continued (Paper versions)

*Bethany Alberson 2011. "Religious Appeals and Implicit Attitudes" *Political Psychology*, 32 (1) Alberson Implicit

Kristi M. Lemm "Assessin Implicit Cognitions with a Paper Format Implicit Association Test
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.553.7664&rep=rep1&type=pdf

Brigitte Bardin "Testing of a Paper and Pencil Personalized Single Category Implicit Association Test SCIATP https://www.rips-irsp.com/articles/10.5334/irsp.35/

Monday June 15 (session 10)--Type 2

Present implicit attitude measures

Wednesday June 17 (session 11)--Type 1

Discuss Mirror Neurons

*Marcus Holmes, 2018. *Face-to-Face Diplomacy: Social Neuroscience and International Relations*. Cambridge, UK: Cambridge University Press. 39-61, 75-80. Holmes1, Holmes 2.

Marcus Holmes, 2013. "The Force of Face to Face Diplomacy: Mirror Neurons and the Problem of Intentions." *International Organization* 67: 829-61.
http://www.marcusholmes.com/papers/Holmes_IO_Mirror_Neurons.pdf
Summarized by Joshua Keating in *Slate*, Oct 23, 2013.

Marco Iacoboni, 2008. *Mirroring People: The New Science of How We Connect with Others*.
Mirroring People

Monday June 22 (session 12)--Type 2

Present Mirror Neuron Narratives

Wednesday June 24 (session 13)

Summary

UVic Pol 433 Evaluation Scheme/Summer 2019

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%)
c1) Participation through CourseSpaces forum postings (10%)
c2) Participation via BlackBoard Collaborate (5%)
d) Summary paper focused on political implications (10%)

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 indirectly measurement of implicit rather than explicit attitudes. These introductions, and more particularly facilitation efforts, should point toward further research steps with emphasis on political applications. In this way the presenter should offer a general example to seminar participants as to how to work toward their own research designs for the subsequent class. Introductions should be concise and to the point, taking no more than 3 or 4 minutes to deliver. That's around 500 words. A copy of prepared, practiced and timed notes is to be submitted to the instructor on CourseSpaces. Presenter/facilitator's names and student numbers must appear prominently on the first page of the submission. Reading prepared remarks is fine, so long as you practice their effective delivery, e.g., looking up and connecting with your audience. No PowerPoint or other audio/visuals are required beyond a few sheets shared with the class using BlackBoard Collaborate's file sharing tool.

Facilitation should also be pre-planned with two or 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--Type 1 sessions

Session: Date	Topic	St 1	St 2	St 3	St 4	St 5
2: May 13	Framing/Emotion					
4: May 25	Dumbfounding					
6: June 1	Semi-structured					
8: June 8	Implicit/IAT					
9: June 10	P&P Implicit					
11: June 17	Mirror Neurons					

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:

b1) a framing experiment design (15%)
b2) a dumbfounding vignette (10%)
b3) a partially structured narrative (10%)
b4) an IAT design (15%)
b5) a mirror narrative (10%)

Each of these should focus upon attitudes toward *political* issues related to indigenous peoples, immigrants or the homeless and where possible with reference to the circumstances of pandemic.

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 few sheets suitable for file sharing via BlackBoard Collaborate.

A copy of the design and presentation sheet, with identifying student name(s) and number(s), should be submitted via CourseSpaces to the instructor no later than 8am on the morning of the presentation.

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

Measurement proposal topics Schedule--Type 2 sessions

Session: Date	Topic	*Indigenous*	*Immigrant*	*Homeless*
3: May 22	Framing/Emotion			
5: May 29	Dumbfounding			
7: June 5	Semi-structured			
10: June 17	Implicit/IAT			
12: June 24	Mirror Neurons			

Requirement c Participation & Engagement = 15%

c1. Prior to each Type 1 class session, each student is to post on CourseSpaces a short comment or reflection regarding the required readings for that session. These comments/reflections should be brief consisting of only two paragraphs. The first paragraph should be analytic; the second synthetic. The analytic paragraph should discuss the required reading in terms of its constituent elements. In other words, what are the essential components of the intellectual contribution made by the author(s). The synthetic comment/reflection should draw a connection between the reading and the overall focus of the course. Students will be able to see each others comments/reflections only after the forum is closed.

c2. Ongoing participation in class discussion is expected. This requires regular attendance via BlackBoard Collaborate. 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.

Requirement d) Summary paper = 10%

At the close of the course students will prepare a very brief (max 750 words) summary of one important thing learned about fast and slow thinking in our course and describe how it has influenced their thinking about politics regarding indigenous, immigrant or homeless populations. Papers should be submitted as a .pdf or .doc attachment via CourseSpaces no later than 3pm on Friday, June 26. As with all assignments in the course, papers may be either individual or joint efforts. As a rehearsal for the paper, students should be prepared to make an informal three minute presentation on the paper topic during the final class session on Wednesday, June 24.

UVic Statement regarding 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.

UVic PERCENTAGE GRADING SCALE

Passing Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	**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.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	**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.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	**Satisfactory**, or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

Failing Grades	Grade Point Value	Percentage	Description
F	0	0 – 49	**Unsatisfactory** performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

N GRADE: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

UVic 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.