

SOC/PSYCH 456

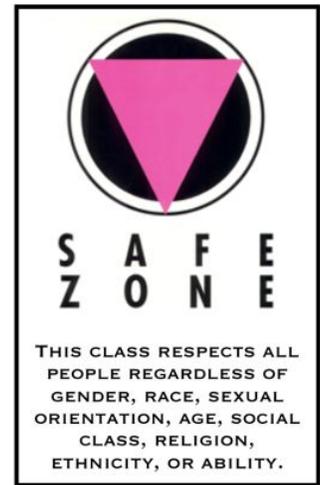
INTRODUCTION TO SOCIAL PSYCHOLOGY

Lecture MWF 12-12:50 Social Science 5106	Instructor: Kristinn Már (Ársælsson) TA: Ana Gonzales
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We want this course to be **helpful** for you. That means we are going to be **flexible** regarding course assignments and due dates, but demanding **effort and quality work**. Because we know students have different interests and goals, we cover a wide variety of topics, methods and theories. We encourage you to **raise your hand in class, come and talk, or email us** with questions and issues.

You will attend **three lectures** and **one discussion section** per week. Lectures introduce you to the course content, build on assigned readings, but also go beyond them. Discussion section is intended to clarify and deepen your understanding of the assigned readings and lectures. In both the lecture and discussion section, you will be challenged to apply social psychological concepts to life outside the classroom.

We, and the Department of Sociology, embrace the notion that intellectual community is **enriched and enhanced by diversity**, including race, ethnicity and national origins, gender and gender identity, sexuality, class, age, ability, and religion. We have different backgrounds and multiple layers to our different identities. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups!



CONTACT INFORMATION

****NOTE**** All announcements for the course will be distributed through **Canvas**. Check your personal settings in Canvas to make sure you get notifications!

	Name	Office Hours	Location	E-mail
Instructor	Kristinn Már	M: 1-2 PM W: 1-2 PM	7133 Sewell Social Science Building	kristinn.mar@wisc.edu
Teaching Assistant (TA)	Ana Gonzales	R: 2-3 PM F: 1-2 PM	7110 Sewell Social Science Building	algonzales2@wisc.edu

We aim to respond to emails within 48 hours on weekdays. If you have not received a response after 48 hours, please feel free to send a follow up email. It may take longer to reply to emails sent on weekends.

GRADE COMPONENTS & ASSESSMENTS

Credits. This is a 4-credit course. In accordance with the UW-Madison credit hour policy standards, this credit load is equivalent to 4 hours of instruction per week (i.e., in our case, 3 hours of lecture and 1 hour of discussion section) and 8 hours of work outside of the classroom.

Discussion Section Attendance, Participation and Short Presentation (20%): As with lecture, discussion section attendance is required. Your TA will take attendance each Tuesday. Each student is allowed one section absence without any penalty, no questions asked. If circumstances require you to miss more than one discussion section, please email or come see the TA. You will also hold a short presentation (3-5 minutes) on a course concept of your choice. Please see your section syllabus for more information about this portion of your grade.

Reading Reflections (24%): Each week, you are expected to write a 250-500 (strict) word reflection on the assigned (or optional) readings. Reflect on a) what you learned and found helpful, b) how the readings connect to other readings or broader themes, and c) weaknesses or what you found unconvincing. Post your reflections on Canvas before 11 AM on Monday the week of lectures on that unit. You can skip one reflection without penalty, no questions asked. If you need flexibility or to skip more reflection posts, contact the TA beforehand.

Quizzes (20%): There will be four quizzes in total, one after each part of the course. Quizzes will be multiple choice, true/false, and matching. Each quiz is worth 5% of your final grade. Quizzes are posted on Canvas and will be active from 1 PM on Monday to 5 PM on Thursday.. After you start the quiz you will have an hour to finish the quiz.

Writing Assignment (30%): You will complete one writing assignment over the course of the semester. For the assignment you choose from one of four available assignments: a) critical review, b) personal reflection, c) empirical investigation, or d) blog post. You can also suggest a further topic, subject to instructor approval. You will turn in a draft, receive feedback, revise your paper and turn in a final version for grading. At the beginning of the course you will select a course topic and your due date will be a week after lectures on that topic. Further information about the writing assignments will be posted on Canvas.

Lecture Attendance (6%): Attendance in lecture is required, and you will sign in each day when you arrive. However, you can miss — for good reasons of course — up to three lectures, no questions asked. If you need to miss more than three classes due to special circumstances, please email or come see the instructor. Slides are posted on Canvas and you are welcome to come to office hours with questions regarding topics from lectures you missed. You might also consider acquiring contact information from one or two classmates at the beginning of the semester who are willing to share notes.

Extra Assignment (+10%): At any point during the course you can select to write an extra assignment to boost your grade. In this assignment you will read, summarize and reflect on a recent social psychology publication. As with the other writing assignments, you will get the opportunity to turn in your paper, receive feedback, revise your paper and then turn in a final version. Further information about the extra assignment will be posted on Canvas.

Grading Scale

A	AB	B	BC	C	D	F
90-100%	89-85%	80-84%	75-79%	70-74%	60-69%	59% and below

24-Hour Policy on Grading: Please wait 24 hours before scheduling an appointment with the TA or instructor about grades on assignments or quizzes. It is understandable that when a student receives a grade they did not expect, they want to address it. However, 24 hours gives the student time to reflect, read comments, carefully look over the assignment, and decide what exactly they want to address.

COURSE OBJECTIVES

- Familiarity with the study of social psychology: Students will be introduced to foundational texts and a variety of recent studies and theories covering a range of topics, including health, gender, politics and education.
- Critical evaluation of the strengths and weaknesses of social psychological research: Students will learn how to evaluate theoretical arguments as well as the strengths and weaknesses of different methods and data.
- Accessible writing on complex issues: Students will learn how to clearly summarize extant research and then critique it, supporting their arguments with evidence.
- Train students to be reflexive: by identifying and learning about the various social influences on their own attitudes, behaviors, and personalities. These influences include family, friends, mass media, groups, and culture.
- The importance of social psychology for broader research agendas. Students will learn how social psychological research relates to long-standing intellectual themes.

DEPARTMENTAL LEARNING OBJECTIVES

Beyond the specific substantive and methodological content covered in the course, the course has been designed to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- **Critically Evaluate Published Research:** Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- **Communicate Skillfully:** Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- **Critical Thinking about Society and Social Processes:** Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order, structure, and consider the underlying social mechanisms that may be creating a situation. They can identify evidence that may adjudicate between alternate explanations for phenomena as well as develop proposed policies or action plans in light of theory and data.
- **See Things from a Global Perspective:** Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- **Work effectively in groups:** Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.

ACCOMMODATIONS

Your experience in this class is important to us! If you have already established accommodations with the McBurney Disability Resource Center (MDRC), please use the new McBurney Connect online portal to send a Faculty Notification Letter (FNL) for this course to both the instructor and TA. If you are unsure how to do this, talk with your McBurney accommodation specialist for instructions. (Note that the digital FNL system has replaced the previous hard-copy McBurney VISA system.) Please send your FNLs to the instructor and TA at your earliest convenience, but no later than **Friday, January 31st**. This deadline is that both your instructor and TA are able to provide you with the accommodations necessary to allow you to engage with and thrive in the course. If you have not yet established services through the McBurney Center, but have a temporary health condition or permanent disability that requires accommodations (this includes but is not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), I encourage you to contact the MDRC at 608-263-2741 to make an appointment. General information for students can be found at <https://mcburney.wisc.edu>. The McBurney Center offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. It is important to your instructor, your TA, the Department of Sociology, and UW-Madison as a whole to create inclusive and accessible learning environments for you as students!

NOTE: Even if you don't have accommodations through the McBurney Center, feel free to talk to either the instructor or your TA about anything that affects your performance in this course. This includes (but is not limited to) things like "I'm a single parent," "I have to work to support myself," and "I have a hard time speaking up in discussion sections."

Notification of Sports, Religious, & Other Conflicts: Please alert your instructor and TA of any anticipated absences due to participation in team sports (documentation required), religious holidays (no documentation required), or for any other reason no later than **Friday, January 31st**.

ACADEMIC INTEGRITY

A lack of familiarity with the University's policies around plagiarism and academic dishonesty does not constitute an excuse for violating them. You can read more about UW-Madison's policies [here](#). Write your own papers and cite all your sources.

COMMENTS OR CONCERNS?

The Department of Sociology embraces the notion that intellectual community is enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, age, ability, and religion. Your suggestions are encouraged and appreciated! Please let us know ways to improve the effectiveness of the course for you personally or for other students.

The Department of Sociology distributes student evaluations of all instructors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor (kristinn.mar@wisc.edu) or the chair of the department (socchair@ssc.wisc.edu). The main office of the Department of Sociology is located at 8128 Sewell Social Science.

CAMPUS RESOURCES



UW-Madison Writing Center: For course papers and general writing guidance, students may wish to visit the campus writing center. Excellent writing instructors on staff offer group classes and one-on-one meetings to help with all aspects of the writing process, from brainstorming to polishing a final draft. Even the best writers have room for improvement!
6171 Helen C. White Hall. (608) 263-1992. www.writing.wisc.edu.



Student Technology Training Program: Free technology training for all students. Call (608) 265-6624 or email sts@doit.wisc.edu. www.doit.wisc.edu/training/student.



McBurney Disability Resource Center: Students with disabilities, visible and invisible, should contact the McBurney Disability Resource Center.
702 W Johnson St #2104. (608) 263-2741. www.mcburney.wisc.edu.



University Counseling and Consultation Services (C&CS): School (and life) can be stressful! To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services.
333 East Campus Mall, 7th Floor. (608) 265-5600 (option 2).
www.uhs.wisc.edu/services/counseling.



End Violence on Campus (EVOC): EVOC exists to prevent violence as well as to support survivors of sexual assault, intimate partner violence, and stalking. Please contact EVOC to learn more about their services or to make an appointment.
8th Floor of 333 East Campus Mall. (608) 265-1483. evoc@uhs.wisc.edu.

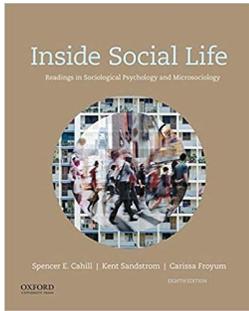


Greater University Tutoring Services (GUTS): volunteer tutors at GUTS provide assistance with academic courses, study skills, conversational English, and intercultural exchange. They provide free tutoring and mentoring to hundreds of students and university affiliates each semester.
333 East Campus Mall, 4th floor, Office # 4413. (608) 263-5666. <http://www.guts.wisc.edu>.



Multicultural Student Center (MSC): the primary mission of the MSC is to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, can realize an authentic Wisconsin Experience.
716 Langdon Street, Red Gym, Second Floor. (608) 262-4503. <https://msc.wisc.edu>.

COURSE SCHEDULE AND READINGS



There is one required textbook for the course:

- Cahill, Sandstrom, & Froyum. 2017. *Inside Social Life: Readings in Sociological Psychology and Microsociology*. 8th edition. New York, NY: Oxford University Press.

NOTE: On the following pages, this textbook is referred to as “CSF Textbook.”

All other readings will be available on Canvas.

Course Schedule

Part I: The Basics

- Unit 1: Getting Started
- Unit 2: Three Intellectual Themes
- Unit 3: Methods of Social Psychology

Part II: The Self in Society

- Unit 4: The Self and Socialization
- Unit 5: Attitudes
- Unit 6: Emotions
- Unit 7: Health and Illness

Part III: Ourselves & Others — Embedded in Social Structure

- Unit 8: Social Influence & Persuasion
- Unit 9: Organizations
- Unit 10: Class, Economic Behavior and Games

Part IV: Group Membership and Identity

- Unit 11: Identity and Group Boundaries
- Unit 12: Race & Ethnicity
- Unit 13: Gender & Sexuality
- Unit 14: Politics and Ideology

PART I: THE BASICS OF SOCIAL PSYCHOLOGY

Unit 1: Getting Started

Unit 1 Readings

****Note**:** The required readings this week are light because next week readings should be completed by Monday Jan 27th.

- CSF Textbook:
 - “Introduction”

Optional Readings

- Gergen (2008): “On the Very Idea of Social Psychology”
- House (1977): “The Three Faces of Social Psychology”

Jan 22 (W): Introduction to the Course

Jan 24 (F): What do Social Psychologists do and is it important?
- Unit 1 Readings completed by today

Unit 2: Three Intellectual Themes

Unit 2 Readings

- CSF Textbook:
 - #2 Handel, Cahill and Elkin (2007): “Human Neural Plasticity and Socialization”
 - #1 Gergen (2015): “Together we Construct Our Worlds”
 - #18 Gubrium and Holstein (2000): “The Self in a World of Going Concerns”
 - #26 Jones (2008): “Working “The Code” in the Inner City”
 - #34 Sharp (2014): “Escaping Symbolic Entrapment, Maintaining Social Identities”

Optional Readings

- Fowler, Baker and Dawes (2008): “Genetic Variation in Political Participation”
- Dawes et. al. (2014): “The Relationship between Genes, Psychological Traits, and Political Participation”
- CSF Textbook
 - #3 Sandstrom (2018): “Symbols and the Creation of Reality”
 - #5 Susan Blackmore (1999): “The Meme Machine”
- C. Wright Mills (1959): “The Sociological Imagination”

Jan 27 (M) Nature vs Nurture vs Free Will — Genes, Social Structure and Agency
- Unit 2 Readings completed by today
- Unit 2 Reflections Post due by 11 AM

Jan 29 (W) How do we become who we are? — Attitudes, Emotions and Social Locations

Jan 31 (F) Conflict and Comfort: Identity and Group Dynamics
- Notifications of Accommodations (McBurney FNLs) and Absences (Sports Team Letters, Religious Observances) due to both the instructor and TA by 5 PM

Unit 3: Methods of Social Psychology — Strengths and Weaknesses

Unit 3 Readings

- CSF Textbook:
 - #37 Amir Marvasti (2009): “Being Middle Eastern American in the Context of the War on Terror”
- Zucker (1977): “The Role of Institutionalization in Cultural Persistence”

- Gerber, Green and Larimer (2008): “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment”

Optional Readings

- Schaeffer & Presser (2003): “The Science of Asking Questions”
- Gelman (2011): “Causality and Statistical Learning”
- Kelman (1967): “Human use of Human Subjects”

Feb 3 (M) Descriptive or Causal: Mechanisms, Validity and Replication

- *Unit 3 Readings completed by today*
- *Unit 3 Reflections Post due by 11 AM*

Feb 5 (W) Ethnographies, Interviews and Lab-Experiments

Feb 7 (F) Field-Experiments and Survey Data Analysis

PART II: SOCIALIZATION & THE SELF

Unit 4: The Self and Socialization

Unit 4 Readings

- CSF Textbook:
 - #16 Mead (1934): “The Self as Social Structure”
 - #19 Goffman (1959): “The Presentation of Self”
 - #4 Zerubavel (2007): “The Rules of Denial”
 - #30 Vasquez-Tokos (2015): “Disciplined Preferences: Explaining the (Re)Production of Latino Endogamy”

Optional Readings

- Rouse (2012): “Self and Social Identity”
- CSF Textbook:
 - #15 Cooley (1902): “The Self as Sentiment and Reflection”
 - (#23) Gottschalk (2010): “The Presentation of Self in Virtual Spaces”

Feb 10 (M) The Self

- *Unit 4 Readings completed by today*
- *Unit 4 Reflections Post due by 11 AM*
- *Quiz 1 open on Canvas from 1 PM on Monday to 5 PM on Thursday*

Feb 12 (W) Socialization

Feb 14 (F) Cognitive, Embodied and Social Boundaries

Unit 5: Cognition and Attitudes

Unit 5 Readings

- Spencer, Logel and Davies (2016): “Stereotype Threat”
- Craig and Richeson (2014): “On the Precipice of a “Majority-Minority” America: Perceived Status Threat from the Racial Demographic Shift Affects White Americans’ Political Ideology”
- CSF Textbook:
 - #29 Barker and Galardi (2015): “Autism Spectrum Disorder and the DSM-5”
 - #38 Rudrappa and Collins (2015): “Altruistic Agencies and Compassionate Consumers: Moral Framing of Transnational Surrogacy”

Optional Readings

- Krendl, Richeson, Kelley and Heatherton (2008): “The Negative Consequences of Threat: A Functional Magnetic Resonance Imaging Investigation of the Neural Mechanisms Underlying Women’s Underperformance in Math”
 - Druckman and Bolsen (2011): “Framing, Motivated Reasoning, and Opinions about Emergent Technologies”
 - Howe and Krosnick (2017): “Attitude Strength”
-

Feb 17 (M) Stigma and Social Locations
- Unit 5 Readings completed by today
- Unit 5 Reflections Post due by 11 AM

Feb 19 (W) Status Threat

Feb 21 (F) Motivated Reasoning

Unit 6: Emotions

Unit 6 Readings

- CSF Textbook:
 - #7 Hochschild (1979): “Emotion Work and Feeling Rules”
 - #8 Berns (2011): “Closure Talk”
 - #9 Vaccaro, Schrock and McCabe (2011): “Managing Emotional Manhood”
- Mason (2014): ““I Disrespectfully Agree”: The Differential Effects of Partisan Sorting on Social and Issue Polarization”

Optional Readings

- CSF Textbook:
 - #10 Jackson and Wingfield (2013): “Getting Angry to get Ahead”
 - #39 Martin (2013): “The Politics of Sorrow and Identity in the Aftermath of Murder”
-

Feb 24 (M) Emotion Work
- Unit 6 Readings completed by today
- Unit 6 Reflections Post due by 11 AM

Feb 26 (W) Social Dimensions of Emotions

Feb 28 (F) Affect and Attitudes

Unit 7: Health and Illness

Unit 7 Readings

- CSF Textbook:
 - #14 Loe and Cuttino (2008): “Grappling with the Medicated Self: The Case of ADHD College Students”
 - #36 Goffman (1961): “The Moral Career of the Mental Patient”
 - #31 Chambliss (2006): “Protecting the Routine from Chaos”

Optional Readings

- Wang (2019): “The Collected Schizophrenias: Essays”

- Jamison (1997): “An Unquiet Mind”
 - Saks (2015): “The Center Cannot Hold: My Journey Through Madness”
 - Thoits (1985): “Self-Labeling Processes in Mental Illness: The Role of Emotional Deviance”
-

Mar 2 (M) Medicalization and the Self
 - Unit 7 Readings completed by today
 - Unit 7 Reflections Post due by 11 AM

Mar 4 (W) Social Roles of Patients and Practitioners

Mar 6 (F) Review, Assignments and Questions

PART III: OURSELVES & OTHERS

Unit 8: Social Influence & Persuasion

Unit 8 Readings

- Zimbardo (2007): “Revisiting the Stanford Prison Experiment: A Lesson in the Power of the Situation”
- Brookman and Butler (2015): “The Causal Effects of Elite Position-Taking on Voter Attitudes: Field Experiments with Elite Communication”
- CSF Textbook:
 - #20 Grazian (2007): “The Girl Hunt”
 - #21 Adler and Adler (1989): “The Gloried Self”

Optional Readings

- Haney, Banks and Zimbardo (1973): “A Study in Prisoners and Guards in a Simulated Prison”
 - Milgram (1965): “Some Conditions of Obedience and Disobedience to Authority”
 - Haslam and Reicher (2012): “Contesting the “Nature” of Conformity: What Milgram and Zimbardo’s Studies Really Show“
-

Mar 9 (M) Context and Legitimacy
 - Unit 8 Readings completed by today
 - Unit 8 Reflections Post due by 11 AM
 - Quiz 2 open on Canvas from 1 PM on Monday to 5 PM on Thursday

Mar 11 (W) Follow the Leader

Mar 13 (F) Group Interaction

Unit 9: Organizations

Unit 9 Readings

- Zucker (1977): “The Role of Institutionalization in Cultural Persistence” (Review: This paper was assigned in Unit 3)
 - DiMaggio and Powell (1983): “Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields
 - CSF Textbook:
 - #33 Froyum (2012): “Professional Emotional Labor as a Racial Project”
 - #27 Desmond (2011): “Making Firefighters Deployable”
-

Mar 23 (M) The Organizational Setting
 - Unit 9 Readings completed by today

- *Unit 9 Reflections Post due by 11 AM*

Mar 25 (W) Microfoundations of Institutional Similarity

Mar 27 (F) Role of Organizations in Reproducing Inequality

Unit 10: Class, Economic Behavior and Games

Unit 10 Readings

- Seeman (1959): "On the Meaning of Alienation"
- CSF Textbook:
 - #22 Snow and Anderson (1993): "Salvaging the Self from Homelessness"
 - #32 Kusenbach (2009): "Salvaging Decency"
- Charness, Rigotti and Rustichini (2007): "Individual Behavior and Group Membership"

Optional Readings

- Cramer (2012): "Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective"
 - Marx (1944: 270-82): "Philosophical and Economic Manuscripts"
-

Mar 30 (M) Class and Alienation
- *Unit 10 Readings completed by today*
- *Unit 10 Reflections Post due by 11 AM*

Apr 1 (W) Economic Status

Apr 3 (F) Game Theory, Groups and Identity

PART IV: GROUP MEMBERSHIP AND IDENTITY

Unit 11: Identity and Group Boundaries

Unit 11 Readings

- Tajfel and Turner (1979): "An Integrative Theory of Intergroup Conflict"
- Abdelal et. al. (2006): "Identity as a Variable"
- Bonikowski and DiMaggio (2016): "Varieties of American Popular Nationalism"

Optional Readings

- Simmel (1908): "Conflict"
 - Pachucki, Pendergrass and Lamont (2007): "Boundary Processes: Recent Theoretical Developments and New Contributions"
-

Apr 6 (M) Groups & Intergroup Conflict
- *Unit 11 Readings completed by today*
- *Unit 11 Reflections Post due by 11 AM*
- *Quiz 3 open on Canvas from 1 PM on Monday to 5 PM on Thursday*

Apr 8 (W) Identity

Apr 10 (F) Varieties of Identity

Unit 12: Race & Ethnicity

Unit 12 Readings

- Bonilla-Silva (2015): "The Structure of Racism in Color-Blind, "Post-Racial" America"
- DeAngelis (2009): "Unmasking 'Racial Microaggressions'"
- CSF Textbook:
 - #17 Chhuon & Hudley (2010): "The Ethnic Options of Identity Negotiations of Cambodian American Students"

Optional Readings

- Piston (2010): "How Explicit Racial Prejudice Hurt Obama in the 2008 Election"
 - Goldman (2016): "Explaining White Opposition to Black Political Leadership: The Role of Fear of Racial Favoritism"
 - Liu (1999): "The Accidental Asian: Notes of a Native Speaker"
-

Apr 13 (M) Racism Without Racists
- Unit 12 Readings completed by today
- Unit 12 Reflections Post due by 11 AM

Apr 15 (W) Racial and Ethnic Identity

Apr 17 (F) Guest Lecturer

Unit 13: Gender & Sexuality

Unit 13 Readings

- Messner (2000): "Barbie Girls Versus Sea Monsters: Children Constructing Gender"
- CSF Textbook:
 - #11 Martin (1998): "Becoming a gendered body"
 - #12 Waskul et al. (2007): "Women and their Clitoris"

Optional Readings

- Ellemers (2018): "Gender Stereotypes"
 - Netchaeva, Kouchaki and Sheppard (2015) "A Man's (Precarious) "Place: Men's Experienced Threat and Self-Assertive Reactions to Female Superiors"
-

Apr 20 (M) Constructing Gender
- Unit 13 Readings completed by today
- Unit 13 Reflections Post due by 11 AM

Apr 22 (W) Gendered Stereotypes

Apr 24 (F) Sexuality

Unit 14: Politics and Ideology

Unit 14 Readings

- Druckman, Peterson and Slothuus (2013): "How Elite Partisan Polarization Affects Public Opinion Formation"
- Iyengar and Westwood (2014): "Fear and Loathing across Party Lines: New Evidence on Group Polarization"
- Carney, Jost, Gosling and Potter (2008): "The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles, and the Things They Leave Behind"

Optional Readings

- Már and Gastil (Forthcoming): “Tracing the Boundaries of Motivated Reasoning: How Deliberative Minipublics can Help Improve Voter Knowledge”
-

Apr 27 (M)	Polarization <ul style="list-style-type: none">- <i>Unit 14 Readings completed by today</i>- <i>Unit 14 Reflections Post due by 11 AM</i>- <i>Quiz 4 open FOLLOWING WEEK on Canvas from 1 PM on Monday to 5 PM on Thursday</i>
Apr 29 (W)	Political Identity
May 1 (F)	<i>Review, Assignments and Questions</i>

****There is no final exam for this course. The revised writing assignment is due May 8th at 5 PM.****

**** The above syllabus is subject to change. Students will be alerted to any alterations.****