



Psychology
♥
Politics



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Political Psychology Spring 2021 (PSY-493W)

Professor: Dr. Mark Brandt (he/him)
Email: brandt15@msu.edu
Office: XXX (send email to confirm that you'll join office hours)
Phone: NA
Office hours: Monday 4pm to 5pm
Course Location: XXX
last class period only: XXX

Email or office hours are the best ways to contact me. Plan at least 2 business days for email responses; however, sometimes the responses will be faster. Before emailing, check the syllabus.

Course Description: Political psychology aims to understand how our psychology influences our institutions and how our institutions influence our psychology. Political psychology is a broad field with feet in psychology, political science, communications, and sociology. Yes. Political psychology has four feet. This course will introduce students to the field of political psychology from a primarily social psychological perspective, although readings will come from and touch on a variety of disciplines. We will learn about the political psychology of persuasion, bias, prejudice, racism, collective action, and political engagement and how our identities, personalities, and contexts shape our political attitudes and behaviors. We will critically evaluate the relationship between our psychology and our institutions and how psychology can be levered to help our institutions better embody democratic values.

Learning Objectives:

- You will learn the content and methods of political psychology scholarship.
- You will be able to apply political psychology to understand past and present world events.
- You will learn how to communicate about political psychology topics and controversies.

Required Text:

Phoenix, D. L. (2019). *The Anger Gap: How Race Shapes Emotion in Politics*. Cambridge University Press. [MSU E-library version here](#)

All other readings will be posted on D2L

Activities: You will meet the learning objectives by...

- ...reading articles from academic journals, newspapers, and blogs
- ...participating in course lectures and discussions
- ...writing an Op-Ed
- ...analyzing a debate in political psychology

Attendance and Participation is required. You will receive 1 point for attending each meeting. *For full credit for the course you need to attend 38 meetings.* This is less than the number of meetings, which means that you can miss some meetings for any reason without any penalty. You do not need to explain your absence. Like really. You can just not show up and I won't say anything.

There are also several additional class activities that are worth additional points. By 9am on Saturday, January 16th you should complete the class attitudes survey. A link will be posted to D2L. It is worth 2 points. If you do not complete this assignment by 9am on the 16th, you can complete it by 9am on the 23rd for 1 point. After this, completing the survey is worth 0 points.

On Friday, February 12th the political psychologist Jan Voelkel (Stanford University) will discuss his work on moral reframing with the class. To facilitate the discussion, each student should write 1 discussion question. This question is worth 2 points. Your discussion question is due by 9am on Thursday, February 11th. If you do not turn in your question by this time, you have until 9am on Friday, February 12th to turn in your question. It will be worth 1 point. If you miss this entirely, you have the opportunity to write a discussion question, worth 1 point, for another class period. This will need to be arranged with Dr. Brandt. Rubric and further discussion question advice is near the end of the syllabus.

Writing is inevitably a social endeavor. To capitalize on this, we will have two, in-class writer's workshops. In these workshops, you will read a classmate's draft and give them feedback. They will also read your draft and give you feedback. This is not only a chance to improve your writing, but also a chance to earn 10 points for each writer's workshop (20 points in total). If you would like to complete additional writer's workshops with a new/different classmate, you may do this for 2 extra credit point (maximum of two times per paper).

Writing assignments are described in detail near the end of this syllabus. They make up the bulk of the possible points in the course. The op-ed writing assignment asks you to choose an empirical article in political psychology and write about it to make a persuasive point in an op-ed styled article. The debate writing assignments asks you to choose a debate in political psychology, analyze that debate, and come to a conclusion about the debate. Each writing assignment has multiple steps. You receive points for each step.

Extra Credit is possible. The *first type* of extra credit is always possible. You can write a discussion question about the reading, podcast, or video for a given meeting. This question must be turned in by 9am the day of the meeting we will be discussing the reading, podcast, or video for which you are writing a discussion question. Each question is worth 1 point. You can do this 5 times. Note that you cannot do it for meetings where we do not have any assigned readings etc to discuss. Rubric and further discussion question advice is near the end of the syllabus.

The *second type* of extra credit is always possible. You create a meme that illustrates a concept in the course. It is worth 1 point. You can do this 2 times. It should be turned in by the end of the day on Friday, April 16th.

The *third type* of extra credit is always possible and was already mentioned. You can complete additional writer's workshops with a member of the class. This partner should be different from prior partners that you've had for the writer's workshop. It will earn you 2 points and you can do it 2 times per paper (4 times in total).

The *fourth type* of extra credit is not guaranteed and may or may not occur. Some additional in-class activities may be counted as extra credit. This is at the discretion of Dr. Brandt. If you ask Dr. Brandt about this option it is less likely to occur, so just come to class, work hard, and it'll happen.

Assignments, Due Dates, and Points

Attendance and Participation	Due Date	Points
Attendance	Each meeting	38
Attitudes Survey	01/16 9am	2
Jan Voelkel Discussion Questions	02/11 9am	2
Op-Ed Writer's Workshop	03/12	10
Debate Writer's Workshop	04/09	10
<i>Total Attendance and Participation</i>		62
Writing		
Op-Ed Select Topic On Time	01/29	2
Op-Ed 1 st Draft	02/19	30
Op-Ed Final Draft	03/19	30
Debate Select Topic On Time	02/26	2
Debate Final Draft	04/29	60
Debate Presentation	See schedule	20
<i>Total Writing</i>		144
Course Total		206

Distribution of Points for Grades

Total Points	Grade	
185+	4.0	Aim for this
175-184	3.5	Be happy with this
164-174	3.0	
154-163	2.5	
144-153	2.0	Try to avoid this
133-143	1.5	
123-132	1.0	Please not this
<123	0.0	

Note: There will be no “rounding up” because all of these values are already rounded up.

House Rules

I value *open* discussion of all of the relevant topics related to the day’s topic. I want to hear your thoughts and for you to feel comfortable expressing them in the class. A large part of what I enjoy about teaching this course is hearing your thoughts, opinions, and analysis of the topics we discuss.



All I ask is that you are *respectful* to your colleagues in the class and to people and groups not present in the class. Discussing politics can sometimes be a touchy issue. Therefore, I ask that we make sure that we all make an effort to be respectful to one another and to keep the discussions we have in the course confidential. Racism, sexism, anti-LGBTQ prejudice, religious prejudice, political prejudice etc will not be tolerated. In addition, smoking, fight clubs, dinosaur breeding, and minotaur hunting are forbidden.

Although I personally have strong political opinions and values, it does not matter to me whether or not we agree or disagree. The only values that are relevant to the course are those fundamental to democracy, including equality, political freedom, and rule of law.

Schedule & Readings

All class meetings are 11:30am to 12:20pm, unless otherwise noted

Content warning: We will discuss topics that can make people feel uncomfortable because of their own experiences with the topic, how the topic makes them feel about themselves, or because it contradicts how they have thought about the world.

Class	To Do
Week 1: Introduction	
Monday, January 11, 2021	<i>Read</i> <ul style="list-style-type: none">• The Syllabus
Wednesday, January 13, 2021	<i>Read</i> <ul style="list-style-type: none">• Edsall, “Why Trump Persists”, <i>The New York Times</i>
Friday, January 15, 2021	<i>Read</i> <ul style="list-style-type: none">• Jardina, “White identity politics isn’t just about white supremacy. It’s much bigger”, <i>The Monkey Cage</i>
	<i>Activity Due</i> <ul style="list-style-type: none">• Complete the class survey by 9am on Saturday
Week 2: Facing History	
Monday, January 18, 2021	<i>Suggestion:</i> Volunteer for a cause that addresses an injustice
No Class, Martin Luther King Jr. Day	
Wednesday, January 20, 2021	<i>Read</i>

		<ul style="list-style-type: none"> • [read first] Kossowska, “How to Read and Get the Most Out of a Journal Article”, <i>JEPS Bulletin</i> • [read second] Payne, B. K., Vuletich, H. A., & Brownlannuzzi, J. L. (2019). Historical roots of implicit bias in slavery. <i>Proceedings of the National Academy of Sciences</i>, 116(24), 11693-11698.
Friday, January 22, 2021	Read	<ul style="list-style-type: none"> • Richeson, “Americans Are Determined to Believe in Black Progress Whether it’s happening or not”, <i>The Atlantic</i>

Week 3: Ideology & Partisanship

Monday, January 25, 2021	Read	<ul style="list-style-type: none"> • Kinder, D. R. & Kalmoe, N. P. (2017). Converse’s claim. In <i>Neither liberal nor conservative: Ideological innocence in the American Public</i> (pp 11-21). University of Chicago Press.
Wednesday, January 27, 2021	Read	<ul style="list-style-type: none"> • Op-ed Writing: Tips and Tricks. The OpEd Project, https://www.theopedproject.org/oped-basics • Krupnikov & Ryan, “The read divide in America is between political junkies and everyone else”. <i>The New York Times</i> • Jefferson & Yan. “How the two-party system obscures the complexity of Black Americans’ politics” <i>FiveThirtyEight</i>
Friday, January 29, 2021	Watch	<ul style="list-style-type: none"> • Kahan, “Are Smart People Ruining Democracy?”, https://www.ted.com/talks/dan_kahan_are_smart_people_ruining_democracy_jan_2018
No class meeting. The video is the meeting		
	Activity Due	<ul style="list-style-type: none"> • Make op-ed topic & article choice

Week 4: Polarization

Monday, February 1, 2021	Read	<ul style="list-style-type: none"> • Mason, L. (2018). Ideologues without issues: The polarizing consequences of ideological identities. <i>Public Opinion Quarterly</i>, 82 (S1), 866–887.
Wednesday, February 3, 2021	Read	<ul style="list-style-type: none"> • Westfall, J., Van Boven, L., Chambers, J. R., & Judd, C. M. (2015). Perceiving Political Polarization in the United States Party Identity Strength and Attitude Extremity Exacerbate the Perceived Partisan Divide. <i>Perspectives on Psychological Science</i>, 10(2), 145-158.
Friday, February 5, 2021	Watch	<ul style="list-style-type: none"> • “How Social Media Divides Us”, https://youtu.be/sPcFmfa0qFU • Cikara, “Combating polarization”, https://youtu.be/p6alagHytpo
No class meeting. The video is the meeting		
Last day to drop with refund		

Week 5: Persuasion

Monday, February 8, 2021	Listen	<ul style="list-style-type: none"> • “The elaboration likelihood model”, <i>You Are Not Smart</i> https://youarenotsmart.com/2018/09/11/yanss-134-the-elaboration-likelihood-model/
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Wednesday, February 10, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Robson, “The science of influencing people: Six ways to win an argument”, <i>The Guardian</i>
Friday, February 12, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Willer & Voelkel, “Why progressive candidates should invoke conservative values”, <i>New York Times</i> <p><i>Activity Due at 9am on Thursday</i></p> <ul style="list-style-type: none"> • Questions about moral reframing for Jan Voelkel <p>In-class activity</p> <ul style="list-style-type: none"> • Discussion with Jan Voelkel, author work on moral reframing
<hr/>	
Week 6: The Anger Gap I	
Monday, February 15, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Phoenix, Chapter 1
Wednesday, February 17, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Phoenix, Chapter 2
Friday, February 19, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Plagiarism, What is it? https://ombud.msu.edu/sites/default/files/content/Plagiarism-What-is-it.pdf <p><i>Browse</i></p> <ul style="list-style-type: none"> • Academic Phrasebank, http://www.phrasebank.manchester.ac.uk <p><i>Activity Due</i></p> <ul style="list-style-type: none"> • 1st Draft Op-Ed
<hr/>	
Week 7: The Anger Gap II	
Monday, February 22, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Phoenix, Chapter 3
Wednesday, February 24, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Phoenix, Chapter 4
Friday, February 26, 2021	<p><i>Watch</i></p> <ul style="list-style-type: none"> • Slaughter, “No Strangers to Hardship: African Americans, Inequality, and the Politics of Resilience”, Minority Politics Online Seminar Series https://www.dropbox.com/s/24yq87m9l7jvcrl/zoom_1.mp4?dl=0
No class meeting. The video is the meeting	<p><i>Activity Due</i></p> <ul style="list-style-type: none"> • Rank Choices for Debate Assignment
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Week 8: The Anger Gap III	
Monday, March 1, 2021	<p><i>Read</i></p> <ul style="list-style-type: none"> • Phoenix, Chapters 5 & 6 <p><i>My Activity Due</i></p> <ul style="list-style-type: none"> • I give you the debate topics
Wednesday, March 3, 2021	<p>No Class, “spring break”</p> <p>Half-way there!</p>
Last day to drop with no grade reported	
Friday, March 5, 2021	<p><i>Catch up day</i></p> <p><i>My Activity Due</i></p> <ul style="list-style-type: none"> • I return your Op-Ed first drafts
No class meeting. Catch up on work.	
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Week 9: Climate Change

Monday, March 8, 2021

Read

- Jylhä, K. M., & Hellmer, K. (2020). Right-Wing Populism and Climate Change Denial: The Roles of Exclusionary and Anti-Egalitarian Preferences, Conservative Ideology, and Antiestablishment Attitudes. *Analyses of Social Issues and Public Policy*.

Wednesday, March 10, 2021

Read

- Singal, "'Solution aversion' can help explain why some people don't believe in climate change", *The Cut*
- Hauser & Rand, "Cooperating with the future", *Practical Ethics*

Friday, March 12, 2021

In-class Activity

- Op-Ed writers workshop
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Week 10: Propaganda and Conspiracy

Monday, March 15, 2021

Listen

- "Expert guide to conspiracy theories, Part 2", *The Anthill*. <https://theconversation.coxm/who-believes-in-conspiracy-theories-and-why-listen-to-part-two-of-our-expert-guide-134170>

Read

- Pennycook & Rand, "Why do people fall for fake news", *The New York Times*

Wednesday, March 17, 2021

In-class Activity

- Bad news game

Friday, March 19, 2021

Listen

No class meeting. The podcast is the meeting

- "Expert guide to conspiracy theories, Part 5", *The Anthill*. <https://theconversation.com/how-dangerous-are-conspiracy-theories-listen-to-part-five-of-our-expert-guide-136070>

Activity Due

- Op-Ed final drafts
-

Week 11: The Police

Monday, March 22, 2021

Read

- Pierson, E., Simoiu, C., Overgoor, J., Corbett-Davies, S., Jenson, D., Shoemaker, A., ... & Goel, S. (2020). A large-scale analysis of racial disparities in police stops across the United States. *Nature Human Behaviour*, 4, 736-745.

Wednesday, March 24, 2021

Read

- Wood, G., Tyler, T. R., & Papachristos, A. V. (2020). Procedural justice training reduces police use of force and complaints against officers. *Proceedings of the National Academy of Sciences*, 117, 9815-9821.
- Mazumder, "What protests can (and can't) do", *FiveThirtyEight*

Friday, March 26, 2021

Listen

No class meeting. The podcast is the meeting

- "Legitimate Authority (with Sara Benesh)", *Tatter*, <https://tatter.fireside.fm/61>
-

Week 12: Demographic Change

Monday, March 29, 2021 *Read*

- Craig, M. A., & Richeson, J. A. (2014a). More diverse yet less tolerant? How the increasingly diverse racial landscape affects White Americans' racial attitudes. *Personality and Social Psychology Bulletin*, 40, 750–761.

Wednesday, March 31, 2021 *Read*

- Enos, “How the demographic shift could hurt Democrats, too”, *The Washington Post*
- Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, 369(6505), 866-870.

Friday, April 2, 2021 *Watch*
No class meeting. The video is the meeting

- Richeson, “Paradox of diversity”
<https://youtu.be/KBCPXMvp3IQ?t=182>

Week 13: Morality & Politics

Monday, April 5, 2021 *Listen*

- “Moral Combat”, *Hidden Brain*,
<https://omny.fm/shows/hidden-brain/moral-combat>

Wednesday, April 7, 2021 *Read*

- Van Bavel & Brady, “Twitter’s Passion Politics”, *New York Times*
- Zaki & Cikara, “Don’t be afraid to virtue signal – It can be a powerful tool to change people’s minds”, *Time*

Friday, April 9, 2021 *In-class Activity*

- Debate writers workshop

My Activity Due

- I return your Op-Ed final drafts

Week 14: Sexual Politics

Monday, April 12, 2021 *Read*

- Hoffarth, M. R., Hodson, G., & Molnar, D. S. (2018). When and why is religious attendance associated with antigay bias and gay rights opposition? A justification-suppression model approach. *Journal of Personality and Social Psychology*, 115(3), 526.

Wednesday, April 14, 2021 *Read*

- Flores, A. R., Haider-Markel, D. P., Lewis, D. C., Miller, P. R., Tadlock, B. L., & Taylor, J. K. (2018). Challenged expectations: Mere exposure effects on attitudes about transgender people and rights. *Political Psychology*, 39(1), 197-216.

Friday, April 16, 2021
No class meeting. Working on your debate paper and presentation is the meeting.

- Use this time to work on your debate paper and presentations 🤖

Week 15: Debate Presentations!

Monday, April 19, 2021 Groups 1 and 2 Present

Wednesday, April 21, 2021 Groups 3 and 4 Present

Friday, April 23, 2021 No class!

Exam Time

April 29, 2021, 12:45pm-
2:45pm

Groups 5 through 8 Present

Activity due

- Debate paper
-

Commit to Integrity: Academic Honesty

Article 2.III.B.2 of the [Academic Rights and Responsibilities](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the *[insert name of unit offering course]* adheres to the policies on academic honesty as specified in [General Student Regulations](#) 1.0, Protection of Scholarship and Grades; the [all-University Policy on Integrity of Scholarship and Grades](#); and [Ordinance 17.00, Examinations](#). See [Spartan Life Online](#) (splife.studentlife.msu.edu) and/or the [MSU Web site](#) (msu.edu) for more. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Me of Any Accommodations Needed

[From the Resource Center for Persons with Disabilities](#) (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Disruptive Behavior

Article 2.III.B.4 of [Student Rights and Responsibilities](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings)." Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

Assignments

 This section is really useful for you 



Discussion questions (both the assigned and the extra credit discussion questions) need to consist of a clearly defined question that moves the discussion beyond the contents of the reading. A good discussion question cannot be a leading question (e.g., that makes the correct answer known) and cannot be answered with a simple "yes" or "no" (unless there is room for follow-up). Instead, good discussion goes beyond the specific reading, video, or podcast to draw out connections and implications. You might consider the following types of questions:

- Challenge questions: interrogate assumptions, conclusions or interpretations
- Relational questions: ask for comparisons of themes, ideas, or issues
- Action questions: call for a conclusion or action
- Extension questions: expand the discussion
- Hypothetical questions: pose a change in the facts or issues
- Priority questions: seek to identify the most important issue(s)

It is often tempting to ask too many questions at once. This can make the questions less useful for encouraging discussion and may confuse which issue is the most important to

consider when discussing the question. Questions should be written with correct grammar and clear language.

All discussion questions will be graded with this rubric:

Clear question that demonstrates understanding of the reading(s) and moves the discussion beyond the contents of the reading	Full Points
Question demonstrates understanding of the reading(s) and moves discussion beyond contents of reading(s), but is not clear	¾ Points
Question demonstrates understanding of the reading(s)	½ Points
Question demonstrates partial understanding of the reading(s)	¼ Points
Off topic, offensive, incomplete, or otherwise not following the assignment	0 Points

Meme is a word coined by Richard Dawkins in his book *The Selfish Gene*. Now it can refer to a number of things that might go viral on the internet. The meme extra credit option asks you to make a meme illustrating a concept from the course. It can be any political psychology topic from the course (i.e. you can't use my musings about my cat for your meme). Although meme's can take many forms, for this assignment I recommend the classic image + text style of meme (see right). However, if you'd like to make a gif or a tiktok styled meme you can.

GO TO WIKIPEDIA TO CHECK A SINGLE FACT



REALIZE 3 HOURS LATER YOU KNOW EVERYTHING ABOUT THE SOVIET UNION

All meme's will be graded with this rubric:

Demonstrates understanding of course content using a meme format	Full Points
Demonstrates partial understanding of course content using a meme format	½ Points
Off topic, offensive, incomplete, or otherwise not following the assignment	0 Points

The op-ed writing assignment requires that you write an op-ed to express an opinion/make a point using a political psychology article. An op-ed is an opinion piece often printed opposite the editorial page (hence, op-ed) in print media. Of course, now that many newspapers and magazines are primarily online, this name doesn't exactly make sense. Nonetheless, an op-ed is an opinion piece.

Your op-ed should...

- Take a position on (makes an argument for) a position regarding a social, political, educational, or cultural issue. Op-eds are not reportage or literature reviews. Please review <http://www.theopedproject.org/>, the lecture slides, and read a few newspaper op-ed sections for examples and more background.

- Cite and describe at least one political psychology study relevant for your topic. Using a description-plus-link style to cite the study (e.g., “As Tyler Okimoto and Victoria Brescoll showed in a recent study, women who were seeking power were less likely to receive votes...” You can make the “showed” word a hyperlink to their study). The description of the study will be brief (you don’t have much space!) and used to support your point.
- Be between 600 and 1000 words.
- Follow general guidelines for writing op-eds: from lecture in class and from the op-ed project. Note that these are not rigid formulas, but rather suggestions and heuristics to follow.
- Be about a topic that interest you. You can form a thesis based on the topics discussed in class, topics from other courses on related topics, or your prior interests and experiences.
- Ground your opinion in political psychology. That is, back up your argument with at least one study from political psychology. If you are unsure if a study “counts” as political psychology ask me.
- Use a recent event as a hook. The best hooks are often things that your reader (i.e. the general public) can find interest in. Therefore, rather than using a unique personal experience as a hook, use an event or experience that people are more broadly aware of. Traditionally, these are events from the news (e.g., global, local etc). For example, rather than leading with “Last week I experienced...” you might lead with “Last week in a small town in northern Michigan...”.

The assignment has several stages.

First, you are asked to turn in your topic and the study you will be using to support your thesis. For this, you will need to turn in your thesis (one or two sentences **max**) and the complete APA citation for the article(s) you will be using to support your thesis. I will give you feedback based on these two things. Note that you can change your topic after this if you so choose. You will receive full points for turning this in on time. You can turn in your topic late for half credit as long as it is turned in before you turn in your first draft.

Second, you will turn in a completed 1st draft of your op-ed to me. This will receive a grade and it will receive feedback from me. This draft needs to be a good attempt! However, it will not be graded with the same high standards as the final draft. Note that although this is called a 1st draft, you will need more than 1 draft for yourself. When I write, I often go through several drafts before I share a draft with other people. If you do not turn it in on time, you can turn it in late with a 1 point penalty per day. However, you cannot turn in the first draft after the final draft is due. If you turn it in late, I cannot guarantee timely feedback (sorry!).

The first draft will be graded with the following rubric

	Full Points	Also Full Points	$\frac{3}{4}$ Points	$\frac{1}{2}$ Points	$\frac{1}{4}$ Points
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Focus: 7 pts.	Response maintains focus on topic/subject throughout response.	Response may exhibit minor lapses in focus on topic/subject.	Response may lose or may exhibit major lapses in focus on topic/subject.	Response may fail to establish focus on topic/subject.	Response lacks focus.
Persuasive strategies: 10 pts.	The writer uses effective strategies to appeal to the reader's values and beliefs.	Most of the writer's appeals to the readers' values and beliefs are effective.	The writer's appeals to the readers' values and beliefs are uneven, though overall they are adequate.	One or more of the writer's appeals to the readers' values and beliefs are significantly inadequate.	The writer did not use any effective appeals to the readers' values and beliefs.
Evidence: 10 pts.	The writer's organization and logic is strong. Research effectively supports the argument and is correctly cited, both in-text and on Reference page or notes.	Most of the writer's organization and logic is strong. Most of the research supports the argument and is correctly cited both in-text and on Reference page or notes.	The writer's organization and logic is uneven, though overall they are adequate. The research is uneven in quality, though overall it is adequate, and it is mostly correctly cited both in-text and on Reference page or notes.	The writer has at least one major problem with organization and/or logic. Significant portion of research fails to support the argument and/or is incorrectly cited either in-text and on Reference page or notes.	The writer did not use effective organization and/or logic. No research and/or fails to support the argument and/or is incorrectly cited either in-text or on Reference page or notes.
Writing and Grammar: 3 pts.	There are few, if any, errors. Writing is clear and concise.	There are a few surface errors but they are not distracting. Writing is clear and concise.	Some surface errors are distracting, though they don't impede overall communication. Writing is mostly clear and/or a bit wordy.	Surface errors sometimes make it difficult to understand the writer's message. Writing is generally unclear and/or wordy.	Surface errors make it very difficult to understand the writer's message. Writing is unclear and/or wordy.

Third, after taking into account my feedback and the feedback of your peers in our in-class writing workshop, you will turn in your final draft.

The final draft will be graded with the following rubric

	Full Points	¾ Points	½ Points	¼ Points	0 Points
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Focus: 6 pts.	Response maintains focus on topic/subject throughout response.	Response may exhibit minor lapses in focus on topic/subject.	Response may lose or may exhibit major lapses in focus on topic/subject.	Response may fail to establish focus on topic/subject.	Response lacks focus.
Persuasive strategies: 9 pts.	The writer uses effective strategies to appeal to the reader's values and beliefs.	Most of the writer's appeals to the readers' values and beliefs are effective.	The writer's appeals to the readers' values and beliefs are uneven, though overall they are adequate.	One or more of the writer's appeals to the readers' values and beliefs are significantly inadequate.	The writer did not use any effective appeals to the readers' values and beliefs.
Evidence: 9 pts.	The writer's organization and logic is strong. Research effectively supports the argument and is correctly cited, both in-text and on Reference page or notes.	Most of the writer's organization and logic is strong. Most of the research supports the argument and is correctly cited both in-text and on Reference page or notes.	The writer's organization and logic is uneven, though overall they are adequate. The research is uneven in quality, though overall it is adequate, and it is mostly correctly cited both in-text and on Reference page or notes.	The writer has at least one major problem with organization and/or logic. Significant portion of research fails to support the argument and/or is incorrectly cited either in-text and on Reference page or notes.	The writer did not use effective organization and/or logic. No research and/or fails to support the argument and/or is incorrectly cited either in-text or on Reference page or notes.
Writing and Grammar: 6 pts.	There are few, if any, errors. Writing is clear and concise.	There are a few surface errors but they are not distracting. Writing is clear and concise.	Some surface errors are distracting, though they don't impede overall communication. Writing is mostly clear and/or a bit wordy.	Surface errors sometimes make it difficult to understand the writer's message. Writing is generally unclear and/or wordy.	Surface errors make it very difficult to understand the writer's message. Writing is unclear and/or wordy.

If you do not turn in the final draft on time, you can turn it in late with a 1 point penalty per day. However, you cannot turn in the final draft after the final exam date.

Example op-eds can be found...

- In the newspaper (e.g., <https://www.nytimes.com/column/gray-matter>)
- In the course readings for this course
- Or the examples below

- <https://time.com/4583843/stop-hate-influencers/>
- <https://www.nytimes.com/2016/06/23/opinion/sunday/sheryl-sandberg-on-the-myth-of-the-catty-woman.html>
- <https://www.nytimes.com/2015/08/23/opinion/sunday/richard-a-friedman-how-changeable-is-gender.html>
- <https://www.washingtonpost.com/news/posteverything/wp/2018/04/23/starbucks-wont-have-any-idea-whether-its-diversity-training-works/>

There are many places to find political psychology articles, including psychology (e.g., *Psychological Science*), social psychology (e.g., *Personality and Social Psychology Bulletin*), political science (e.g., *Journal of Politics*), and political psychology (e.g., *Political Psychology*) journals. See below for a variety of political psychology articles from recent issues of several journal. You do not need to use these articles, but they will help give you an idea of the types of articles that are acceptable. (apologies for the messy citations; the information was pulled from Google)

Example articles...

- Eisner, L., Turner-Zwinkels, F., & Spini, D. (2020). The Impact of Laws on Norms Perceptions. *Personality and Social Psychology Bulletin*, 0146167220959176.
- Eom, K., Saad, C. S., & Kim, H. S. (2020). Religiosity moderates the link between environmental beliefs and pro-environmental support: The role of belief in a controlling god. *Personality and Social Psychology Bulletin*, 0146167220948712.
- Yantis, C., & Bonam, C. M. (2020). Inconceivable Middle-Class Black Space: The Architecture and Consequences of Space-Focused Stereotype Content at the Race–Class Nexus. *Personality and Social Psychology Bulletin*, 0146167220960270.
- Onyeador, I. N., Daumeyer, N. M., Rucker, J. M., Duker, A., Kraus, M. W., & Richeson, J. A. (2020). Disrupting beliefs in racial progress: Reminders of persistent racism alter perceptions of past, but not current, racial economic equality. *Personality and Social Psychology Bulletin*, 0146167220942625.
- Bai, H. (2020). When racism and sexism benefit Black and female politicians: Politicians' ideology moderates prejudice's effect more than politicians' demographic background. *Journal of Personality and Social Psychology*.
- Ganzach, Y., & Schul, Y. (2020). Partisan ideological attitudes: Liberals are tolerant; the intelligent are intolerant. *Journal of Personality and Social Psychology*.
- Ruisch, B. C., Anderson, R. A., Inbar, Y., & Pizarro, D. A. (2020). A matter of taste: Gustatory sensitivity predicts political ideology. *Journal of Personality and Social Psychology*.
- Pavetich, M., & Stathi, S. (2020). Meta-humanization reduces prejudice, even under high intergroup threat. *Journal of Personality and Social Psychology*.
- Wolak, J. (2020). Self-Confidence and gender gaps in political interest, attention, and efficacy. *The Journal of Politics*, 82(4), 1490-1501.

- Bakker, B. N., Lelkes, Y., & Malka, A. (2020). Understanding partisan cue receptivity: Tests of predictions from the bounded rationality and expressive utility perspectives. *The Journal of Politics*, 82(3), 000-000.
- Walker, H. L. (2020). Targeted: The Mobilizing Effect of Perceptions of Unfair Policing Practices. *The Journal of Politics*, 82(1), 119-134.
- Kertzer, J. D. (2020). Re-Assessing Elite-Public Gaps in Political Behavior. *American Journal of Political Science*.
- Frymer, P., & Grumbach, J. M. (2020). Labor unions and white racial politics. *American Journal of Political Science*.
- Guay, B., & Johnston, C. (2020). Ideological asymmetries and the determinants of politically motivated reasoning. *American Journal of Political Science*, 1-60.

The debate writing assignment requires that you write a paper discussing and taking a position on a debate in the field of political psychology. There are multiple debates in the field, so to help simplify things you are required to write about one of the four debates below.

Your debate paper should...

- Describe the contours of the debate. For example, consider, what are the two primary positions in the debate? What does each of the positions claim? What kind of evidence do the positions use in favor of their position?
- Describe why the two sides of the debate disagree. For example, consider what type of evidence do they disagree about? Do they rely on different types of data? Do they have different standards of evidence? Do they use different definitions?
- Describe how the debate can be resolved. This can take a number of forms. For example, you might “resolve” the debate by suggesting that one side is more correct. In such a case, you need to describe why one position is more convincing than the other? What type of evidence would change your mind? You might also resolve the debate by suggesting a new way of looking at the debate, or identifying conditions where one perspective might be more or less likely to be right. How exactly you resolve the debate is up to you. Although this will contain your own opinion and analysis, it should be a principled analysis that is well justified using citations, scientific principles, or (air tight) logic.
- Incorporate and include at least 7 citations. This includes the two that I give you with the debate topics and other relevant citations that you find in your own literature search. You are encouraged to integrate more citations if they help you analyze the debate.
- Be between 5 and 7 pages (not including the pages for the title page, abstract, and references). I will not grade anything that appears past the 7th page. You should use double-spaced type, 12in font with Times New Roman or Palatino Linotype, 1 inch margins, and US Letter sized pages.

The debate writing assignment has three steps.

First, you will rank your preferences for topic. Based on these rankings, I will then assign topics. You will receive points for turning in your ranked preferences on time. Due to the nature of this task, it is not possible to make-up these points.

Second, you will write your paper. A first draft of your paper is necessary for our in-class writer's workshop. If you do not have a draft finished by this time, you will not be able to earn the points from this in-class activity. You will be able to use the feedback from this in-class activity to improve your paper. The paper is due at the exam time.

The debate paper will be graded with the following rubric

	Full Points	¾ Points	½ Points	¼ Points	0 Points
Articles 10 points	Information is gathered from multiple, research-based sources beyond those given in the course	Information is gathered from a few sources beyond those given in the course.	Information is gathered from a limited number of sources beyond those given in the course.	Information is gathered from a single source beyond those given in the course.	Information only includes sources given in the course.
Theme 10 points	Well organized, demonstrates logical sequencing and structure.	Well organized, but requires reader to "be in the head" of the writer to understand sequencing or structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.
Background / Foundation 12 points	The positions in the debate are accurately described and thoroughly evaluated.	The positions in the debate are described and evaluated	The positions in the debate are described somewhat inaccurately and are not fully evaluated	The positions in the debate are described in accurately and not evaluated.	The debate is not described nor evaluated
Own Position 12 points	Own position is clearly articulated and well justified using an analysis of the research literature.	Own position is articulated, but is not as well justified using an analysis of the research literature.	Own position is not clearly articulated and justified without reference to the research literature.	Takes a position without any justification.	Does not take a position
Reference Sheet 2 points	Information is cited properly and in APA format.	Information is cited properly.	Information is cited, but has errors.	Information is cited incorrectly.	Information is not cited

Length 2 points	Adheres to 5 – 7 page criteria.				Does not adhere to 5 – 7 page criteria
Format 2 points	Font, spacing, and APA format are correct.		Font, spacing, or APA format is correct.		Font, spacing, and APA format are incorrect.
Grammar 10 points	No or few spelling &/or grammar mistakes.		Noticeable spelling & grammar mistakes.		Grammar and spelling mistakes prevent a full understanding of the paper

Third, I will create small groups consisting of students working on the same debate. These people will work together to create a presentation about the debate and their analysis of the debate. The presentations will be given during the last week of the class and during the exam time. All group members must participate in the presentation. The presentation should be between 10 and 15 minutes long; there will be time for questions and discussion after each presentation. Although I suspect that many people will use a typical PowerPoint presentation for this, it can actually take any format. For example, if you create an elaborate skit that can be performed for the class and accomplish the goals of the assignment, go for it. If you create a musical with an intricate dance that can accomplish the goals of the assignment, amazing. My point is that using a PowerPoint presentation is acceptable and good, but that you are also free to be more creative if you'd like.

The debate presentation will be graded with the following rubric

	Full Points	¾ Points	½ Points	¼ Points	0 Points
Delivery: 4 points	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points Includes all group members	Consistent use of direct eye contact with audience, but still returns to notes Speaks with satisfactory variation of volume and inflection Includes all group members	Displays minimal eye contact with audience, while reading mostly from the notes Speaks in uneven volume with little or no inflection	Holds no eye contact with audience, as entire report is read from notes Speaks in low volume and/ or monotonous tone, which causes audience to disengage	Incomplete. If student does not attend group presentation, the student will receive a 0 (unless otherwise excused).

Content/ Organization: 12 points	Demonstrates full knowledge by answering all class questions with explanations and elaboration Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	Is at ease with expected answers to all questions, without elaboration Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	Is uncomfortable with information and is able to answer only rudimentary questions Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	Does not have grasp of information and cannot answer questions about subject Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions	Incomplete. Does not address debate.
Enthusiasm/ Audience Awareness: 4 points	Demonstrates strong enthusiasm about topic during entire presentation Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	Shows some enthusiastic feelings about topic Raises audience understanding and awareness of most points	Shows little or mixed feelings about the topic being presented Raises audience understanding and knowledge of some points	Shows no interest in topic presented Fails to increase audience understanding of knowledge of topic	Incomplete. Offensive. Rude etc.

Your choice of topics for the debates are below

Are liberals or conservatives more biased reasoners?

Ditto, P. H., Liu, B. S., Clark, C. J., Wojcik, S. P., Chen, E. E., Grady, R. H., ... & Zinger, J. F. (2018). At least bias is bipartisan: A meta-analytic comparison of partisan bias in liberals and conservatives. *Perspectives on Psychological Science*, 1745691617746796.

Baron, J., & Jost, J. T. (2018). False Equivalence: Are liberals and conservatives in the US equally "biased". *Perspectives on Psychological Science*.

Is authoritarianism primarily found on the political left or the political right?

- Womick, J., Rothmund, T., Azevedo, F., King, L. A., & Jost, J. T. (2019). Group-based dominance and authoritarian aggression predict support for Donald Trump in the 2016 US presidential election. *Social Psychological and Personality Science*, 10(5), 643-652.
- Conway III, L. G., Houck, S. C., Gornick, L. J., & Repke, M. A. (2018). Finding the Loch Ness monster: Left-wing authoritarianism in the United States. *Political Psychology*, 39(5), 1049-1067.

Are liberals or conservatives more prejudiced?

- Hodson, G., & Dhont, K. (2015). The person-based nature of prejudice: Individual difference predictors of intergroup negativity. *European Review of Social Psychology*, 26, 1-42.
- Brandt, M. J., & Crawford, J. T. (2020). Worldview conflict and prejudice. In *Advances in Experimental Social Psychology*(Vol. 61, pp. 1-66). Academic Press.

Do liberals and conservatives have different moral foundations?

- Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, 96(5), 1029-1046.
- Schein, C., & Gray, K. (2015). The unifying moral dyad: Liberals and conservatives share the same harm-based moral template. *Personality and Social Psychology Bulletin*, 41(8), 1147-1163.