PSCI 4221: POLITICAL PSYCHOLOGY
Spring 2022
Class Meeting: MWF 09:05-09:55
Classroom: HALE 230

Instructor of Record	**Teaching Assistant**
Pavel Bacovsky, Ph.D.	Chris Jackson
Pavel.Bacovsky@colorado.edu	Christopher.Jackson@colorado.edu
Office Hours: TH 12:30-16:30	Office Hours: W 13:00 – 15:00
KTCH 114F or via Zoom by request	KTCH 411 or via Zoom by request
Book extra appointments at	Book extra appointments at
https://profpavel.youcanbook.me/	https://chja6843.youcanbook.me/

Hello and welcome to Political Psychology! In this course, we will investigate how people think and feel about politics. We will consider the role of underlying psychological processes on shaping political behavior of both citizens and elites. We will start with a birds-eye overview of political psychology as a discipline. We will look at how scholars have answered questions in this field. Then we will dive into the psychological roots of political behavior. We will pay special attention to the role socialization, personality, and genetics play in citizens' and elites' decision-making process. From there, we will focus on the mechanisms of how people structure their political beliefs and make political decision. We will investigate topics such as emotion, cognition, bias, and persuasion. Finally, we will look at political psychology of groups. We will study reasons why people dislike others, the psychological origins of political conflicts, and the pathways to compromise and cooperation.

REQUIRED TEXT
There is no dedicated textbook for this course. Instead, the readings include a selection of journal articles and book chapters which you can access via the course Canvas website. Please complete your reading assignments before class. Also, please bring you readings with you as we will regularly discuss their contents during class.

COURSE REQUIREMENTS[1]
This course is driven by the theory of gamified learning and its three core principles, so the assignments are handled differently from what you might be used to. It might all look complicated at first, but do not fret. I will make sure you understand what is going on, and Canvas will explain the assignments in a lot more detail.

Here are the three principles of gamified learning in a bit more detail:
1. **The Principle of Leveling Up:** You begin with zero points, and everything you successfully try will earn you experience points (XP). As you earn XP, you will "level up" and the higher your level is, the higher grade you will earn. You cannot "lose" XP in this class because you have not earned any until you tried to earn them.

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[1] Many thanks to Dr. Jenny Wolak, Dr. Michaele Fergusson, and Dr. Maryellen Weimer for their excellent insights into course design in terms of both material and structure.

2. **The Principle of Safe Failures**: I want you to try new challenges, regardless of your personal confidence about your abilities. Everything I this class earns you XP, even an assignment that does not go so well. And even if you totally bomb something, you can always try something else.

3. **The Principle of Multiple Paths and Optionality**: Like any good video game, I will let you "play" this course your own way. You will have complete control over what you want to try and when you want to try. You should not try everything, either.

Common Quests

Everyone is expected to complete the majority of the common assignments. Although your final course grade is determined by the total points accumulated, you od must meet the minimum in each category, as specified below, to pass the course.

Quest Log and Essay – 150 XP possible; 25 XP minimum

This two-part assignment is designed to help you find your way around the—admittedly unusual—class structure. The first part of the assignment is the **Quest Log**, where make your decision about which quest paths you plan to focus on. Use the worksheet available on Canvas to simplify your decision-making. The second part is a **short essay** in which you react to the **Quest Log** and the general course design. Why have you selected your Quest Path? What do you think your choices show about your learning preferences? Why do you think a teacher would give students the freedom to choose assignments? How do you think this strategy will affect your performance in the class? The essay should be one page long (single-spaced). Both parts of the quest are **due on Canvas by 23:59 on Sunday, January 30**.

Learning Log #1 – 150 XP possible; 15 XP minimum

Take the following two quizzes offered by the Psychology Department at the University of Central Florida: (1) The Emotional Intelligence Test, and (2) The Emotional Reactivity Quiz. The quizzes are available here: https://sciences.ucf.edu/psychology/myemotions-hxus/. Discuss your results from both tests. Did you learn something new about yourself? Do you think the test results describe you correctly? Why or why not? What, if anything, do you notice about your reliance on emotion when making political decisions? Refer to course readings and lectures when drafting your answer. The essay should be two pages long (single-spaced) and is **due on Canvas by 23:59 on Sunday, February 27.**

Mid-Semester Check-in Essay – 150 XP possible; 15 XP minimum

Revisit your game plan outlined in your **Quest Log** and take stock of how you are doing in this class so far. How many points do you have now? Are this course structure and grading system having any impact on your learning? Include some examples to illustrate the impact you have described. Discuss what specific topics and readings "made you think" thus far. The essay should be two pages long (single-spaced), and is **due on Canvas by 23:59 on Sunday, March 6**.

Learning Log #2 – 150 XP possible, 15 XP minimum

Take two of the following four Implicit Association Tests (IATs) offered by Project Implicit at Harvard University: (1) Race IAT, (2) Presidents IAT, (3) Gender-Science IAT, and (4) Gender-Career

IAT. The tests are available here: https://implicit.harvard.edu/implicit/takeatest.html. Discuss the results of your tests. What did you learn about yourself, if anything? Do you think the test results describe you correctly? Why or why not? *Note:* You may take one additional IAT of your choosing, but that must be in addition to the two from the list above, and your quality of responses must remain consistent. Refer to course readings and lectures when drafting your answer. The essay should be two pages long (single-spaced), and is **due on Canvas by 23:59 on Sunday, April 10**.

End-of-Semester Reflection – 150 XP possible; 15 XP minimum
   As we approach the end of the term, reflect on when you signed up for this course. Did the course meet your expectations? If you were to sign up for the class again, what would you do differently? Saying that you would drop the course is fine, so long as you explain why. If you are doing well in the course, to what would you attribute your success? What important things, if any, have you learned? The essay should be two pages long (single-spaced), and is **due on Canvas by 23:59 on Sunday, April 24**.

Optional Quests
   There are three different quest paths which you can explore. You cannot complete all of them for points; you will choose which **quest path** you will focus on.

Conversations about Political Psychology – 3,000 XP possible
"Hey! Listen!" – Na'vi, *The Legend of Zelda: Ocarina of Time*
   In addition to our in-lecture conversations, the course will utilize a social media tool called Slack where students can post and comment on the course materials and their relationship to events in the real world. Students can initiate discussion topics with as many as 10 longer posts for up to **150 XP** each (with a maximum of one such post per week). You can earn points as well by commenting on posts, which as many as 20 comments earning up to **50 XP** each. If you want to maximize your points haul, you should make your first post by **17:00 on Friday, January 21**. Additionally, you will submit a reflective portfolio for another possible **500 XP**, which is **due on Canvas by 23:59 on Sunday, May 1**. Further details are outlined on a separate handout available on Canvas.

Boss Battles – 3,000 XP possible
"Do a barrel roll!" – Peppy Hare, *Star Fox 64*
   In games, a significant gameplay segment is often capped with a tougher challenge that makes you use all the skills and tools you acquired during that gameplay. We emulate it in this course in the form of three tests that evaluate how well you paid attention and understood the material covered in the previous weeks. There are three Boss Battles, each worth **1,000 XP**. They will be administered on Canvas on the following dates:

- Boss Battle #1: **February 18 at 10:00 – February 21 at 23:59**.
- Boss Battle #2: **April 1, 10:00 – April 4, 23:59**.
- Boss Battle #3: **April 30, 00:00 – May 3, 23:59**

   The Boss Battles will be open-note and open-book. They will consist of a combination of short multiple-choice quiz, term ID, and a longer essay. You will have as much time as you want in

the given time frame to complete the exam. However, once the exam period is over, you will not be able to submit the exam, so starting at 23:00 on the night the Boss Battle concludes is not advised.

Scholar in Training – 3,000 XP possible
"Every puzzle has an answer." – Professor Layton, *Professor Layton and the Curious Village*

I will ask you to write an essay that assesses the existing literature on a topic or question concerning campaigns and elections (pending my approval). This essay should be six to eight double-spaced pages in length and will be due at the end of the term. The central goal of this paper will be to assess and summarize the research about a particular political science topic: to identify the central question or questions, highlight the most important literature related to the topic, and comment about the strengths and weaknesses of the current research in the area. Further details are outlined on a separate handout available on Canvas. Three main deadlines will be of relevance here:

- **Friday, February 18 at 23:59:** Submit a short one- to two-page memo explaining what topic you would like to investigate in your literature review paper. You will receive feedback about whether your topic is too specific or too general.
- **Friday, April 1 at 23:59:** Submit a properly formatted annotated bibliography of at least 5 sources relevant to your topic that are *NOT* readings from the syllabus. This assignment should motivate you to work on the paper before the end of the semester. It also gives us a chance to suggest additional readings to you.
- **Thursday, April 28, at 23:59**: The final draft of the literature review is due.

Bonus Quests

These quests are not required in any shape or form. However, they can help boost your grade, and may aid in earning you the ever-elusive power-up.

Tutorials – 50 XP each

All good games feature tutorials to get the player acquainted with the basic gameplay mechanics. Therefore, I will give you an option to try out all three quest paths before you commit at the end of Week 3. To get the full benefit of these tutorial quests, you will want to complete them as soon as possible, ideally by the end of Week 2.

- Tutorial #1: Practice Conversation – Submit one long post and at least one comment in the *#random* channel in our course Slack. These posts can be about anything but must meet the standard of a good post outlined in the separate handout and **must be PG-13**.
- Tutorial #2: Practice Boss Battle – In this tutorial, you will see a sample of 1 multiple choice and 1 term ID that appeared on a past Boss Battle. We will grade your submission just like we would on the regular Boss Battle.
- Tutorial #3: Practice Annotated Bibliography Entry – In this tutorial, you will look up an academic article on a political psychology topic that interests you. You will then provide a properly formatted bibliography entry (using APA or APSA citation format) and write a short annotation for the article.

Attendance – 1 XP per lecture

In my previous courses, I required a minimum level of attendance. However, in the recognition of the current global health situation, I have moved away from this requirement. I also believe that it is up to you, the student, to decide whether you want to get the full benefit of the course by attending the lectures or whether you have other priorities. So, instead of penalizing non-attendance, I decided to reward attendance. You will receive 1 XP bonus for every lecture you attend.

Extra Quests

Since you have so many options in this course, extra quests (or what you folx call "extra credit") are highly unlikely. Don't expect to slack off all semester, and then hope that I or my TA will offer you extra credit opportunities. Please refer to the following visual aid for details on this policy:

(Credit: Brian Harrison, Ph.D., @brianfharrison)

Power-Ups

I want you to learn and I am willing to reward students who make extra effort in the course to learn. Accordingly, I and the TA will award students with Power-Ups at my discretion to recognize students who go above and beyond to learn in the course. For example, you might earn a Power-Up for regularly attending office hours and TA workshops, for showing significant improvement after meeting with us about an assignment, or for a particularly spirited display of course participation. You may also earn a Power-Up for consistently high attendance, willingness to share notes with absent peers, or willingness to share exemplary answers from your Boss Battles.

Summary of Grading

You can earn over 4,000 XP in this class, but you are not expected or even encouraged to earn that many points. In fact, it is highly unlikely that you will earn perfect scores on most (or any) of your assignments. But you don't need to! Here is how your points will translate into letter grades at the end of the semester:

A	Earn at least 2,500 XP
A-	Earn at least 2,300 XP
• Students must earn the minimum amount of points for all common assignments. • Students must earn at least one Power-Up over the course of the semester.	
B+	Earn at least 2,000 XP
B	Earn at least 1,700 XP
B-	Earn at least 1,400 XP
• Students must earn the minimum amount of points for all common assignments.	
C+	Earn at least 1,100 XP
C	Earn at least 900 XP
C-	Earn at least 700 XP
• Students must earn the minimum amount of points for all common assignments.	
D+	Earn at least 500 XP
D	Earn at least 300 XP
D-	Earn at least 150 XP
• Students must earn the minimum amount of points for all common assignments.	
F	Earn less than 150 XP OR fail to meet minimum points for common assignments

Late Assignments

Because you have so many choices in this course, if you know you will not have time to complete an assignment, I recommend you give up and do something else. However, my general policy is as follows:

1. Any work submitted late will have its points reduced by ten percent of the original points for every six (6) hours of lateness.
2. No work that is submitted more than forty-eight hours after the due date will be accepted.
3. Assignments may be accepted late for full credit in ONLY two cases:
    • In the event of *extraordinary circumstances* and with prior approval by the professor; OR
    • in the event of personal, family, or medical emergencies, with approval by the professor.

One such *extraordinary circumstance* is a conflict due to religious observances. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, you must notify me of any such conflicts by the end of the second week of classes so we can work out alternatives. See the campus policy regarding religious observances for full details.
NOTE: Extensions will not be permitted on the submission of final assignments (e.g. those due after the last lecture), except in the case of documented personal, family, or medical emergencies.

Grade Appeals

If you think you have been graded unfairly on any given assignment or component, you will need to do the following:

1. Wait 24 hours after receiving the grade before approaching the TA (or me).
2. Provide an explanation in writing to the TA for why the grade you received was unfair. Make an argument and give evidence to support your case. Your TA will then review this written appeal and come to a decision.
3. If you are still not satisfied, you may escalate the issue to the professor (me). You must provide a written explanation in which you explain why you think the grade you received was unfair and why you disagree with the TA's re-evaluation. I will then review this written appeal and come to a decision.

Grade appeals must be submitted no more than 14 days after receipt of the grade. Be advised that in all cases of grade appeals, I reserve the right to raise, maintain, or lower the grade upon review. Students dissatisfied with the result of the appeal to the professor may appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy.

COURSE TECHNOLOGY

In this class we will be using two different kinds of classroom technology. I will walk through these in class, but if you have ANY questions about how to use these, or if you are concerned about the accessibility of any of these technologies, please talk to me.

This course uses Slack, which is currently not available to users using assistive technology or have not yet been reviewed fully for accessibility. If you use assistive technology to access the course material please contact me and Disability Services at 303-492-8671 or dsinfo@colorado.edu as soon as possible to discuss other effective means for providing equal alternate access.

Canvas

The default CU Boulder "learning management system" we are using is Canvas. We will be using Canvas primarily to distribute class-related documents at the beginning of the semester and to submit your graded assignments. Once we have established our Slack team (see below), any additional class-related documents will also be distributed through that application.

Slack

We will be using a communication application called Slack (which is available for free and across platforms) as the main way that we communicate with one another outside of class. This will be where course announcements are made, as well as where the Conversations about Political Psychology assignment takes place.

Technology in the Classroom

Portable technology is welcome in both lecture and discussion. You are not required to use any, but you are welcome to do so – with sound and ringers turned off, of course. With this freedom comes the responsibility to behave in a professional way with your technology. Tech use unrelated to class is disruptive, distracting—to you, your peers, and your instructors—and, in short, asshole-ish. Don't be an asshole. **If you are, you will lose 100 XP for each instance.**

WEEK	CONTENT	READINGS & QUESTS
Unit 0: Preliminaries		
Week 1 Jan 10 – Jan 14 REMOTE	Introduction to the Course Assignments, course structure, Q&A.	*Readings* • Syllabus. • Scholar in Training Handout • Conversations about Political Psychology Handout • Optional: Nadworny, E. 2019. College Students: How To Make Office Hours Less Scary. *NPR*. Retrieved from https://www.npr.org/2019/10/05/678815966/college-students-how-to-make-office-hours-less-scary.
Unit 1: Psychological Roots of Political Behavior		
Week 2 Jan 18 – Jan 21 REMOTE	Political Socialization: Socialization from parents and schools. Socialization in adulthood. Role of new media.	*Readings* • Easton, D., & Dennis, J. (1965). The child's image of government. *The Annals of the American Academy of Political and Social Science*, *361*(1), 40-57. • Abendschön, S. (2017). Children and Politics. *American Behavioral Scientist*, 61(2), 163–166. • Lane, D. S., Thorson, K., & Xu, Y. (2021). Uninterested and unequal?: Examining SES-based gaps in youth political behavior on social media. *Information, Communication & Society*, 1–19. https://doi.org/10.1080/1369118X.2021.1968923. *Quests* • Tutorial Quests, January 23 at 23:59 on Canvas
Week 3 Jan. 24 – Jan 28 BACK TO IN-PERSON	Biological Roots of Political Behavior: Nature vs. nurture. Genetic explanations of political behavior.	*Readings* • Alford, J. R., Funk, C. L., & Hibbing, J. R. (2005). Are political orientations genetically transmitted?. *American Political Science Review*, *99*(2), 153-167. • Oxley, D. R., et al. (2008). Political attitudes vary with physiological traits. *Science*, *321*(5896), 1667-1670. • Hatemi, P. K., Alford, J. R., Hibbing, J. R., Martin, N. G., & Eaves, L. J. (2009). Is there a "party" in your genes?. *Political Research Quarterly*, *62*(3), 584-600. *Quests* • Quest Log & Essay, January 30 at 23:59 on Canvas
Week 4 Jan 31 - Feb 4	Conformity and Situational Pressures: Social and situational pressures to conform. Dispositions vs. situations.	*Readings* • Slater, L. (2005). *Opening Skinner's box: Great psychological experiments of the twentieth century*. WW Norton & Company. Chapter 2. • Gerber, A. S., Green, D. P., & Larimer, C. W. (2008). Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment. *American Political Science Review*, *102*(1), 33-48.

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[2] The schedule is always subject to change.

WEEK	CONTENT	READINGS & QUESTS
Week 5 Feb 7 – Feb 11	<u>Personality:</u> Authoritarianism. Citizen personality. Presidential personality.	*Readings* • Carney, D. R., Jost, J. T., Gosling, S. D., & Potter, J. (2008). The secret lives of liberals and conservatives: Personality profiles, interaction styles, and the things they leave behind. *Political Psychology, 29*(6), 807-840. • Barber, J. D. (2009). *The Presidential Character: Predicting performance in the White House*. New York, NY: Routledge. Chapters 1 and 2.
Week 6 Feb 14 – Feb 18	<u>Rationality and Self-Interest:</u> Assumptions of citizen rationality. Self-interest.	*Readings* • Monroe, K. R., & Maher, K. H. (1995). Psychology and Rational Actor Theory. *Political Psychology, 16*(1), 1-21. • Doces, J. A., & Wolaver, A. (2021). Rationality and Risk: Experimental Evidence from Côte d'Ivoire. *Political Psychology*. https://doi.org/10.1111/pops.12757 *Quests* • Boss Battle #1, February 18 at 10:00 – February 21 at 23:59 on Canvas. • Scholar in Training Topic Memo, February 18 at 23:59 on Canvas.
Unit 2: Political Psychology of Decision-Making		
Week 7 Feb 21 – Feb 25	<u>Emotion:</u> Feeling versus thinking. Emotions and affect.	*Readings* • Marcus, G. E., Neuman, W. R., & MacKuen, M. (2000). *Affective Intelligence and Political Judgment*. University of Chicago Press. Chapters 4 and 5. *Quests* • Learning Log #1, February 27 at 23:59 on Canvas.
Week 8 Feb 28 – Mar 4	<u>Political Cognition:</u> Memory, schemas, and associative networks. Information processing.	*Readings* • Graber, D. A. (2001). *Processing politics: Learning from television in the Internet age*. University of Chicago Press. Chapter 2. • Steenbergen, M. R., & Lodge, M. (2003). Process Matters: Cognitive Models of Candidate Evaluation. In M. B. MacKuen & G. Rabinowitz (Eds.), *Electoral democracy* (pp. 125–171). Ann Arbor, MI: University of Michigan Press. *Quests* • Mid-Semester Check-in Essay, March 6 at 23:59 on Canvas.
Week 9 Mar 7 – Mar 11	<u>Political Decision-Making & Heuristics:</u> Inference. Heuristics and short cuts. Civic competence.	*Readings* • Lodge, M., & Taber, C. S. (2013). *The Rationalizing Voter*. Cambridge University Press. Chapter 1. • Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin. Chapter 1 and 5.

WEEK	CONTENT	READINGS & QUESTS
Week 10 Mar 14 – Mar 18	Motivation and Bias: Motivated reasoning. Bias in decision-making.	*Readings* • Taber, C. S., & Lodge, M. (2006). Motivated skepticism in the evaluation of political beliefs. *American Journal of Political Science*, *50*(3), 755-769. • Nyhan, B., & Reifler, J. (2010). When corrections fail: The persistence of political misperceptions. *Political Behavior*, *32*(2), 303-330.
Week 11 Mar 21 - Mar 25	Spring Break: No Class	*Quests* • Have fun and relax. This is a mandatory assignment.
Week 12 Mar 28 – Apr 1	Persuasion: Political persuasion. Attitude change.	*Readings* • Valentino N. A, & Nardis, Y. (2013). Political Communication: Form and Consequence of the Information Environment. In L. Huddy, D. O. Sears, & J. S. Levy (Eds.), *The Oxford Handbook of Political Psychology* (pp. 559-590). Oxford, UK: Oxford University Press. • Nai, A. (2020). The Trump Paradox: How Cues from a Disliked Source Foster Resistance to Persuasion. *Politics and Governance*, 8(1), 122–132. https://doi.org/10.17645/pag.v8i1.2428 *Quests* • Boss Battle #2, April 1, 10:00 – April 4, 23:59 on Canvas. • Scholar in Training Annotated Bibliography, April 1 at 23:59 on Canvas.
	Unit 3: Political Psychology of Groups	
Week 13 Apr 4 – Apr 8	Group Identity: Social identities. In-group and out-group sentiments. Nationalism and patriotism.	*Readings* • Mlodinow, L. (2013). *Subliminal: How your unconscious mind rules your behavior*. Vintage. Chapter 8. • Iyengar, S., Sood, G., & Lelkes, Y. (2012). Affect, Not Ideology: A Social Identity Perspective on Polarization. *Public Opinion Quarterly*, *76*(3), 405-431. *Quests* • Learning Log #2, April 10 at 23:59 on Canvas.
Week 14 Apr. 11 – Apr 15	Stereotypes & Prejudice: Political impressions and stereotypes.	*Readings* • Mlodinow, L. (2013). *Subliminal: How your unconscious mind rules your behavior*. Vintage. Chapter 7. • Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of personality and social psychology*, *56*(1), 5-18. • Issenberg, S. (2012, June 1). It All Comes Down to Race. *Slate*. Retrieved from https://slate.com/news-and-politics/2012/06/racialization-michael-teslers-theory-that-all-political-positions-come-down-to-racial-bias.html

WEEK	CONTENT	READINGS & QUESTS
Week 15 Apr 18 – Apr 22	<u>Conflict and Cooperation:</u> Understanding the roots of group conflict. Social, political, and evolutionary roots of cooperation.	*Readings* • Green, D. P., & Wong, J. S. (2009). Tolerance and the Contact Hypothesis: A Field Experiment. In E. Borgida, C. M. Federico, & J. L. Sullivan (Eds.), *Political Psychology of Democratic Citizenship* (pp. 228–246). New York, NY: Oxford University Press. • Petersen, M. B. (2012). Social welfare as small-scale help: evolutionary psychology and the deservingness heuristic. *American Journal of Political Science*, *56*(1), 1-16. *Quests* • End-of-Semester Reflection Essay, April 24 at 23:59 on Canvas.
Week 16 Apr 25 – Apr 28	<u>Group Decision-Making:</u> Deliberative decision-making. Groupthink, quality of group decision-making.	*Readings* • Sunstein, C. R. (2008). Why Groups go to Extremes. Washington, DC: AEI Press. Pages 1-25. • Janis, I. L. (1982). *Groupthink: Psychological studies of policy decisions and fiascoes*. Boston: Houghton Mifflin. Chapters 1 and 2. *Quests* • Boss Battle #3, May 3 at 23:59 on Canvas. • Scholar in Training Literature Review, April 28 at 23:59 on Canvas. • Discussion Board Portfolio, May 2 at 23:59 on Canvas.

Our amazing TA, **Chris Jackson**, will be an invaluable resource for you. There are three ways he can help you succeed in this class. Here are the details he wants you all to know:

1. Email consultation: Send Chris an email if you have any questions about assignments, the readings, or the course schedule at Christopher.Jackson@colorado.edu and he will get back to you within 24 hours.
2. Office Hours: Sign up or drop by his 1:1 office hours to chat about the readings and lectures, get individualized help on assignments, or discuss a grade. Details about office hours are on the front page of the syllabus.
3. Workshops: Think of these like a mini (and really productive) recitation! In a small group, you and your TA will go over criteria for upcoming Quests, and Chris will offer advice or templates to help you break down the work. Then, you will work together to begin the assignment. These are great to join if you want to improve your work, need a little push to get started, or want to meet and work with others in the class! The schedule of the workshops is as follows:

WEEK #	LOGISTICS	QUEST PATH	DESCRIPTION
Week 1	January 12 13:00- 15:00 On Zoom	All	**Choosing the Right Quest Track for You** Not sure which track to choose? Come discuss the pros and cons of each in conjunction with your personal work style and preferences. Leave this session with your Quest Log complete and an outline for your Quest Log Essay.
Week 2	January 19 13:00- 15:00 On Zoom	Conversations	**Writing an Awesome Discussion Post** What makes some slack posts more engaging than others? Come learn how to write an intriguing post. Leave this session with a draft of a longer post for this week's discussion.
Week 5	February 9 13:00 – 15:00 Room: TBD	Scholar in Training	**Choosing a Topic** Not sure what to study in this track? Discuss how to choose an appropriately scoped and interesting topic. Leave with a topic idea and an outline of your Topic Memo.
Week 6	February 16 13:00 – 15:00 Room: TBD	Boss Battles	**Boss Battle 1 Study Group** Join in a guided group discussion designed to prepare you to do well on your first Boss Battle
Week 10	March 16 13:00 – 15:00 Room: TBD	Scholar in Training	**Writing an Annotated Bibliography-** Learn tricks and tips for searching for and summarizing scholarly work in an annotated bibliography format. Start a draft of your annotated bibliography.

WEEK #	LOGISTICS	QUEST PATH	DESCRIPTION
Week 12	March 30 13:00 – 15:00 Room: TBD	Boss Battles	**Boss Battle 2 Study Group** Join in a guided group discussion designed to prepare you to do well on your 2nd Boss Battle
Week 14	April 13 13:00 – 15:00 Room: TBD	Scholar in Training	**Writing a Literature Review** Learn tips and tricks for writing an analytical and argumentative lit review. Bring your sources to this workshop to get started on a draft.
Week 15	April 20 13:00 – 15:00 Room: TBD	Conversations	**Building a Discussion Portfolio** Learn strategies for selecting strong posts and begin to build your discussion portfolio.
Week 16	April 27 13:00 – 15:00 Room: TBD	Boss Battles	**Boss Battle 3 Study Group** Join in a guided group discussion designed to prepare you to do well on your last Boss Battle.

Political Disagreements

This course is about politics. And contemporary culture is, to put it mildly, pretty polarized about politics. In this class, we may occasionally discuss contentious topics about which you or others may have strong feelings. As such, for this class to be successful, there must always be a civil and open discourse on the topics at hand. We will not all agree in this course.

This requires that each student shares their opinion but does so in a respectful and informed way. Everyone is entitled to respect, regardless of their identity or views. You don't have to respect someone's views, but you have to respect their right to hold those views. If someone argues for their views, engage them reasonably: try to understand why they believe the way they do; do not interrupt, belittle, disrespect, or dismiss other views. Any personal attack against a fellow student or the instructor will not be tolerated.

The *University of Colorado Classroom Behavior Policy* complements these expectations:

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on classroom behavior and the Student Conduct & Conflict Resolution policies.

Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember:

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder's COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office.

Course Plagiarism Policy

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, reporting options, and the support resources can be found on the OIEC website.

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

NORMS TO ADOPT TO BE SUCCESSFUL IN THIS COURSE (AND IN COLLEGE)

1) **Read the syllabus and course handouts closely; they are required reading after all**. Almost everything you need to know about every class is in those documents. If you have a question about assignments and deadlines, consult the syllabus and handouts first. Do not email me or Chris until you have checked to see if the answer is in there. You are responsible for keeping track of the syllabus.

2) Related to #1, **do not ask us when we hold office hours**! Our office hours are listed on the first page of the syllabus. If you cannot make our office hours, feel free to set up an individual appointment by using our respective youcanbook.me links.

3) **Check your email and Canvas regularly**. We will often convey important information about coursework over email or via Canvas. It is important that you check your email every day, and Canvas at least once every two days. Not having seen a message about an assignment or an important deadline is not an acceptable excuse for missing that assignment or deadline.

4) **Emails constitute professional correspondence**. They should be formatted as a letter, with a greeting and a sign-off. You should state in the subject line the reason for the email. We will not respond to emails that read like text messages or are missing key grammar components.

5) **Ask classmates about work missed if you are absent from class**. Do not ask me or Chris first. It is a common pet peeve among instructors when students ask them about missed work.

6) With the few exceptions outlined in the syllabus – i.e., documented illness, university activities cleared by me in advance, and religious holidays – **I do not allow make-ups for missed assignments**.

7) **MOST IMPORTANTLY**: Always come to class with assigned reading materials and a notebook for taking notes. It's a good habit to get into, and it shows that you are taking the material seriously.