Syllabus

POS 4206-0W59 Political Psychology

Dr. Terri Susan Fine
Fall 2019

Section	Location	Credit Hours
0W59	World Wide Web	3

Instructor Contact

Instructor	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
Office	Main Campus: Phillips Hall 302K Research Park: Lou Frey Institute (Orlando Tech Center, 12443 Research Parkway, 400 Building, Suite 406)
Office Hours	Main campus: Tuesday, 11am-3pm and by appointment (face-to-face, telephone) Please call in advance of stopping by to ensure that I am available to meet. Research Park: By appointment (face-to-face, telephone) SKYPE appointments are also available **Appointments are readily available and flexible—feel free to meet with me as the need arises.**
Phone	407-823-2081 (Political Science Department)

	407-823-3636 (Lou Frey Institute)
Course mail	Available through the "inbox" function on the course home page (upper right). Contacting me through the course insures no SPAM and faster responses.
Personal e-mail	terri.fine@ucf.edu **Note:** E-mail to this personal account is to be used for emergencies only (i.e. if you have no CANVAS access); All regular communication must go through the course "inbox" function. Non-emergency e-mail submitted to my personal account will not receive a response.
Course page	https://webcourses.ucf.edu/courses/1333630

Course Description

This course introduces various aspects of political psychology giving special emphasis to the American political experience. The way that the public views its political world is a function of how that political world is presented to it. The cultural dynamics that frame the political experience are integral to developing an understanding of how the public sees its role in the political process. It is also important that one understands how that framework influences citizen participation in that process.

The course will first look at various aspects of political psychology including attitudes and behavior, information processing, and political decision making. How these issues function within the context of the welfare controversy will then be investigated. In so doing, one can better understand how political psychology affects the public reaction to areas of policy controversy, particularly those that cue competing values.

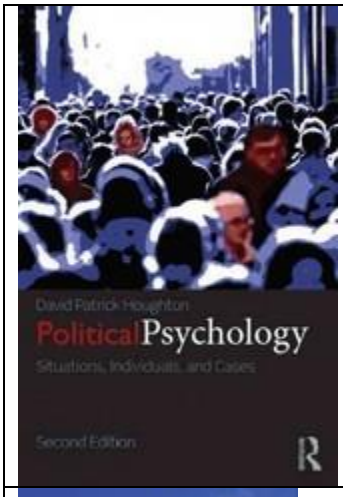
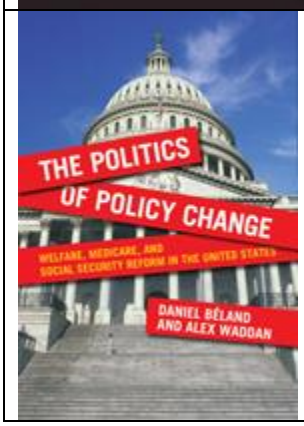
Course Goals: The primary goals of this course are to:

a) Understand the theoretical orientation framing the relationship between psychology and politics
b) Explain mass-level political participation through the lens of political psychology
c) Explain elite behavior through the lens of political psychology
d) Understand how controversial public policies, and the processes that form them, are impacted by political psychology

Course Objectives: At the end of this course, you will be able to:

a) Develop approaches to analyzing the relationship between psychology and politics
b) Critique the role that psychology plays in mass-level participation and elite behavior.
c) Evaluate how political psychology affects and is affected by political and electoral institutions.
d) Describe how political psychology impacts policy making.

Course Texts

	*Political Psychology: Situations, Individuals and Cases* by David Patrick Houghton, Second Edition, New York: Routledge Press. ISBN: 978-0-41583-382-0. **<u>Be certain to purchase this textbook only and not older or alternate editions.</u>**
	*The Politics of Policy Change: Welfare, Medicare and Social Security Reform in the United States* by Daniel Beland and Alex Waddan, Washington, DC: George Washington University Press. ISBN: 978-1-58901-884-6. **<u>Be certain to purchase this textbook only and not older or alternate editions.</u>**

Assessment

Grades will be based on several Internet Learning Modules, discussions, and quizzes. The entire course will be conducted on-line; there will be no on-campus meetings.

Your grade will be determined as follows:

Internet Learning Modules (6)	350 points each
Quizzes (13) **(Note: The syllabus quiz score is not factored into the final grade)**	125 points each
Discussions (6)	100 points each

All assignments are due on the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of proper documentation explaining why submitting the assignment on time was not possible. The instructor must be notified within 48

hours before or after the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment late.

Assignment Specifications

Assignment Type	Specifications
Chapter Quizzes	1.Chapter quizzes are open for one week before the deadline 2.Quizzes are due no later than 11pm on the due date 3.Two attempts are provided for each quiz; the higher of the two scores, whether the first or second attempt, will count toward your overall quiz grade (and not the average)
Discussions	1. All discussion submissions are due no later than 11pm on the due date 2. Discussions are completed in three parts. A. **PART ONE-INITIAL POST**: A one paragraph response to the question posted on the course discussion board. Each paragraph must include at least three substantial sentences. The response to the question on the course discussion board is called the "Initial Posting". The Initial Posting requires at least two cited quotes from the assigned course readings assigned for that discussion to be eligible for credit. B. **PART TWO-RESPONSE POST ONE:** The second part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. C. **PART THREE-RESPONSE POST TWO:** The third part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. 3. A professional presentation is critically important. Five or more typographical errors for any full discussion (the Initial Posting and the two Response Postings) will result in no credit earned for that discussion. 4. Discussion credit is earned (full credit for the discussion) or no credit (0 points for the discussion). 5. To earn discussion credit, complete the Initial Posting and the two Response Postings, cite and proofread as assigned, cohere to paragraph length requirements, and submit the discussion on time. **Note:** A substantial sentence is one that contributes to the discussion by

	reinforcing or raising new ideas or alternate perspectives and provides evidence of those perspectives such as with references to the assigned reading, outside reading or examples. Statements that repeat another person's contribution (e.g. "I agree with your perspective that ….") or "I agree"/"I disagree", "great post", etc. do not add substance to the discussion and will not earn credit.
Internet Learning Modules	Rubrics are provided at the end of each module.

All assignments are due on the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining why submitting the assignment on time was not possible. The instructor must be notified within 48 hours before or after the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment late.

Assessment Rubric

Internet Learning Modules	Analyze the relationship between psychology and politics in the United States Critique the role that psychology plays in mass-level participation, elite behavior and public policy Evaluate how political psychology affects and is affected by political and electoral institutions.
Quizzes	Understand how political psychology affects and is affected by political and electoral institutions.
Discussions	Analyze the relationship between psychology and politics in the United States Critique the role that psychology plays in mass-level participation, elite behavior and public policy Evaluate how political psychology affects and is affected by political and electoral institutions.

Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

Grade	**Grade Points**	**Grade**	**Grade Points**
A	4.0	C	2.0
A-	3.75	C-	1.75
B+	3.25	D+	1.25

B	3.0	D	1.00
B-	2.75	D-	.75
C+	2.25	F	0

Reading Assignments

Please contact me if you have any problems with the course. Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion.

Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows (Note: Percentages are not rounded):

Letter Grade	Accumulated Points	Approximate Accumulated Points Percentage of Total Points
A	4020 and higher	93%
A-	3800-4019	88%
B+	3680-3799	85%
B	3500-3679	81%
B-	3375-3499	78%
C+	3240-3374	75%
C	3070-3239	71%
C-	2940-3069	68%
D+	2810-2939	65%
D	2640-2809	61%
D-	2510-2639	58%
F	2509 and lower	

University Policies

Academic Integrity:

Students should familiarize themselves with UCF's *Rules of Conduct*. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial use of academic material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work including:

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating:

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation consult *The Golden Rule*.

Course Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the

course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement for Students in Online-Only Courses:

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities:

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Religious Observances:

Students must notify their instructor in advance if they intend to miss class or an assignment deadline for a religious observance. One week advance notice is required at which point we will negotiate appropriate deadlines for assessments that will be missed.

Deployed Active Duty Military Students:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

POS 4206 Political Psychology
Fall 2019 Schedule

Please contact me if you have any concerns about the reading load, tips on getting the most from your reading, or the course in general.

DH is *Political Psychology: Situation, Individuals, and Cases* by David Patrick Houghton

BW is *The Politics of Policy Change: Welfare, Medicare, and Social Security Reform in the United States* by Daniel Beland and Alex Waddan

Quizzes, Discussions (both Initial and Response Postings) and Internet Learning Modules (ILM) are generally due on Fridays at 11pm on their assigned days.

Course Policies:

Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion. Readings and assignments should be completed for the day listed.

Please contact me if you have any problems about the reading load, tips on getting the most from your reading, or the course in general. My office hours are listed above.

Schedule

Class Week	Assigned Reading	Assignments/Notes/Announcements
12am August 24- 11pm August 30	Course Syllabus	Syllabus Quiz due 8/30 11pm **Note: The syllabus quiz will not count toward your final grade. However, all students <u>must</u> complete the Syllabus Quiz due to federal requirements that must be fulfilled by the university.**
11pm August 30- 11pm September 6	DH Chapter 1 DH Chapter 2 DH Chapter 3 DH Chapter 4	DH Quiz 1/2 due September 6 11pm DH Quiz 3/4 due September 6 11pm Discussion 1 Initial Posting due September 6 11pm Internet Learning Module "Political Psychology and the Media" due September 6 11pm **Labor Day observed September 3** **University closed September 3**

11pm September 6- 11pm September 13	DH Chapter 5 DH Chapter 6	DH Quiz 5/6 due September 13 11pm Discussion 1 Response Postings due September 13 11pm
11pm September 13- 11pm September 20	DH Chapter 7 DH Chapter 8	DH Quiz 7/8 due September 20 11pm Discussion 2 Initial Posting due September 20 11pm Internet Learning Module "Political Psychobiography" due September 20 11pm
11pm September 20- 11pm September 27	DH Chapter 9 DH Chapter 10	DH Quiz 9/10 due September 27 11pm Discussion 2 Response Postings due September 27 11pm
11pm September 27- 11pm October 4	DH Chapter 11 DH Chapter 12	DH Quiz 11/12 due October 4 11pm Discussion 3 Initial Posting due October 4 11pm
11pm October 4- 11pm October 11	DH Chapter 13 DH Chapter 14	DH Quiz 13/14 due October 11 11pm Internet Learning Module "Genocide" due October 11 11pm Discussion 3 Response Postings due October 11 11pm
11pm October 11- 11pm October 18	DH Chapter 15 DH Chapter 16	DH Quiz 15/16 due October 18 11pm Discussion 4 Initial Posting due October 18 11pm
11pm October 18- 11pm October 25	DH Chapter 17 DH Chapter 18	DH Quiz 17/18 due October 25 11pm Discussion 4 Response Postings due October 25 11pm
11pm October 25- 11pm November 1	BW Introduction BW Chapter 1	BW Quiz Introduction due November 1 11pm BW Quiz Chapter 1 due November 1 11pm Discussion 5 Initial Posting due November 1 11pm
11pm November 1- 11pm November 8	BW Chapter 2	BW Quiz Chapter 2 due November 8 11pm Discussion 5 Response Postings due November 8 11pm Internet Learning Module "Groupthink Case Study" due November 8 11pm
11pm November 8- 11pm November 15	BW Chapter 3 BW Conclusion	BW Quiz Chapter 3 due November 15 11pm Note: There is no quiz for BW Conclusion Discussion 6 Initial Posting due November 15 11pm **Veterans Day observed November 11** **UCF closed November 11**
11pm November 15-	No assigned reading	Internet Learning Module "Saenz v. Roe" due

11pm November 22		November 22 11pm Discussion 6 Response Postings due November 22 11pm
11pm November 22-11pm November 29	**No reading assignment**	**Enjoy the Thanksgiving break** **Thanksgiving observed November 28** **UCF closed November 27-29**
November 29-December 6		"Social Welfare" Module due December 6 11pm