

POLITICAL PSYCHOLOGY\*  
POLITICAL SCIENCE 319R  
BRIGHAM YOUNG UNIVERSITY  
FALL 2008

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Office Hours: Tuesdays and Thursdays, 10-11am or by appointment

Course Meeting Times and Location

T-Th 1:35-2:50pm

793 SWKT

**COURSE DESCRIPTION AND OBJECTIVES**

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Political psychology is an extraordinarily wide-ranging, interdisciplinary field that seeks to understand the role of human thought, emotion, and behavior in politics. In this seminar, we will explore several core concepts and current controversies in the field, with special attention to understanding the psychology of mass political behavior. The field of political psychology is vast – whole graduate programs are devoted to its study. Because of the limits of time, we will not be able to cover several valuable research traditions. Instead, the course focuses on a selection of issues that deal with how citizens think and feel about politics and the ways in which those beliefs shape their interactions with the political world. We will pause frequently to assess the implications of what we have learned about citizens for the success of democratic polities. Because my training is primarily in American politics, most of the readings emphasize politics in the United States, though the field itself speaks to every aspect of political science. As you think about the implications of what we are learning, I hope you will incorporate insights from your political experience, whether in the United States or elsewhere.

Because this is a relatively small, upper-division course, I will conduct the class as a seminar. I will begin each session with an overview of the important elements that I see in the reading, adding some background and context to allow you to gain a broader perspective on the scholarly landscape. We will then discuss the issues together, working to delve more deeply into the implications of particular lines of thought and to draw whatever connections we can to more fully understand the subject matter. You are expected to arrive at class having read the material carefully and ready to participate actively in the discussion.

Beyond the themes in political psychology we will investigate, this course will be a success if it develops in you the habits of work and mind that are central to college-level thought and argument and that will serve you well long after the final exam. We will emphasize the importance of attentive reading, thoughtful questioning, and compelling writing. By the end of the term, you should be practiced in the scholarly skills of critical reflection and persuasive reason-giving, and you should be able to craft an effective, insightful, and perhaps even eloquent college-level argument. In this course, I hope you will begin to become a producer of ideas, not just a consumer of them. By adding something new – your unique ideas and perspectives – to the intellectual life of the university, you will become an integral part of the BYU community. The course will be valuable not simply because of what has been taught, but because of what you have learned.

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\* Special thanks to Tali Mendelberg, Penny Visser, Kathy Cramer Walsh, Rob Rodgers, and Debbie Schildkraut, whose syllabi were integral to creating this course. I have used ideas and insights from their courses in developing this syllabus.

While this process of learning can be demanding, it can also be exhilarating and extremely rewarding. Remember, too, that we are in this together – I expect our class to be an intellectual community in which we support and respect one another, giving each other constructive feedback and encouragement along the way.

## **COURSE REQUIREMENTS**

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The requirements for this course are rigorous but fair. Because this is an upper-division seminar, class participation will be an essential component of the course. I expect you to come to every class prepared to discuss the issues raised in the readings. That means you should complete all reading assignments *before* class. The reading assignments consist of between 150 and 200 pages per week (between 3 and 5 chapters or articles per week). Adequately preparing for our discussions will mean considerable time spent before class working through the texts, making notes, and critically assessing their content and method.

The majority of your final grade (85%) comes from your essays and exams. The final 15% comes from your participation in class. Here is the grade breakdown:

15%	3 Response Essays (5% each)
20%	Midterm Exam
25%	Final Paper
25%	Final Exam
15%	Participation

You will write three response essays of 3-4 pages through the course of the semester. These essays should respond to, reflect upon or critique some aspect of the assigned reading. The best papers are not summaries of the readings, but include your own argumentative thesis. Such a paper might begin with a brief introduction that identifies a key argument or claim mentioned or implied in the readings. The body of the paper could then give a careful and thorough analysis of the claim or argument. Such an analysis might include the following – elaborating on the claim, constructively questioning or criticizing some aspect of it, developing an interesting application of it, comparing and contrasting one reading with another, or commenting on the implications of the readings for understanding contemporary political thought and behavior. In other words, your task is to process the readings and say something interesting and thoughtful, not just parrot back what you read. To the extent that you can draw connections across the various readings, or between the current readings and other topics we're discussing, all the better. *Response papers are to be submitted via Blackboard by noon the day of class.* Three response essays are required, but you may submit up to four. If you submit a fourth (you are not required to do so), your lowest grade will be dropped.

You will receive detailed instructions for the final essay, which will be 10-15 pages, later in the semester.

When grading essays and exams, I evaluate only the words on the page before me. The effort you put into an essay or exam will most certainly be evident in what you submit. Please note that I expect your revisions to be free of grammatical, spelling, and formatting errors. (I am happy to explain any technical issues that seem confusing or obscure.) Failure to meet these expectations may result in a lowered final grade.

Due dates for assignments are **firm and final**. Personal extensions are not fair to other members of the class, including me. For this reason, there will be **no personal extensions** under any circumstances except documented illness or family emergency.

Because personal extensions are not allowed, **failure to meet assigned due dates will bring serious consequences**. For essay assignments, including drafts and final revisions, your assignment grade will be docked one full letter grade per 24-hour period beginning one minute after the deadline. Exams will be given in class and must be taken on the days indicated in the schedule. The date and time of the final exam are set by the university. Do not ask for extensions or changes; I am not allowed to give them.

## **COURSE TEXTS**

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In this course, nearly all readings will be made available electronically, via Blackboard. We will read a wide variety of book chapters and journal articles. The only book we will read in its entirety is Diana Mutz's *Hearing the Other Side*. Again, please be aware that the reading for this course is rigorous – most weeks, you will read between 3 and 5 book chapters or journal articles. Sometimes, these articles or chapters are technical and will require you to spend extra time working through the basic evidence and argument. If you encounter an article that employs statistical techniques you are not yet familiar with, don't despair! Work to understand the gist of the argument and its normative implications. I am happy to discuss technical questions at any point.

### ***New York Times***

One of the goals of this course is to help you apply what you are learning to current events. Regularly following the news about politics through a high-quality national newspaper will, I hope, become a lifelong habit for you (studies show that people who read a newspaper regularly are far more likely to be active, engaged, and informed citizens). Students are therefore *strongly encouraged to read the New York Times or a comparable national newspaper (ex., the Washington Post) each weekday*. (The *Daily Universe* does not count as a national newspaper.) I recommend taking advantage of the substantially discounted rate provided on campus to subscribe to the *New York Times*. This is available at the service desk on the third floor in the BYU Bookstore. You may also read it online at the *Times* website at <http://www.nytimes.com>.

## COURSE SCHEDULE

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Note: Reading assignments are to be completed before class on the day indicated. Detailed instructions for the final paper will be furnished during the semester. Readings marked with an asterisk (\*) are recommended, not required.

### Week 1

#### September 2: Introduction and Course Overview

- Sullivan, John L., Wendy M. Rahn, and Thomas J. Rudolph. 2002. "The Contours of Political Psychology: Situating Research on Political Information Processing." In James H. Kuklinski (ed.), *Thinking About Political Psychology*. Cambridge: Cambridge University Press. (\*)
- Sears, David O. 1993. "Political Psychology." In Neil J. Kressel (ed.), *Political Psychology: Classic and Contemporary Readings*. New York: Paragon House Publishers. (\*)
- Deutsch, Morton, and Catrarina Kinnvall. 2002. "What Is Political Psychology?" In Kristen Renwick Monroe (ed.), *Political Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates. (\*)
- Sears, David O., Leonie Huddy, and Robert Jervis. 2003. "The Psychologies Underlying Political Psychology." In David O. Sears, Leonie Huddy, and Robert Jervis (eds.), *Oxford Handbook of Political Psychology*. New York: Oxford University Press. (\*)
- Hermann, Margaret G. 2002. "Political Psychology as a Perspective in the Study of Politics." In Kristen Renwick Monroe (ed.), *Political Psychology*. (\*)
- Ward, Dana. 2002. "Political Psychology: Origins and Development." In Kristen Renwick Monroe (ed.), *Political Psychology*. (\*)
- Krosnick, Jon A. and Kathleen M. McGraw. 2002. "Psychological Political Science Versus Political Psychology True to Its Name: A Plea for Balance." In Kristen Renwick Monroe (ed.), *Political Psychology*. (\*)

#### September 4: Political Psychology as Multi-Methodological

- Kinder, Donald R., and Thomas R. Palfrey. 1993. "On Behalf of an Experimental Political Science." In Donald R. Kinder and Thomas R. Palfrey (eds.), *Experimental Foundations of Political Science*. Ann Arbor: University of Michigan Press.
- Seiter, John S., and Robert H. Gass. 2005. "The Effect of Patriotic Messages on Restaurant Tipping." *Journal of Applied Social Psychology* 35(6): 1197-1205.
- Chong, Dennis. 1993. "How People Think, Reason and Feel about Rights and Liberties." *American Journal of Political Science* 37: 867-899.
- Schuman, Howard, and Lawrence Bobo. 1993. "Survey-Based Experiments on White Racial Attitudes toward Residential Integration." In Kinder and Palfrey (eds.), *Experimental Foundations of Political Science*. (\*)

### Week 2

#### September 9: Personality and Politics

- Barber, James David. 1992. *Presidential Character: Predicting Performance in the White House*. 4<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice-Hall. Chapters 1-2.
- Greenstein, Fred. I. 2004. *The Presidential Difference*. Princeton, NJ: Princeton University Press. Chs. 1, 14.

- Sniderman, Paul M. 1993. "Personality and Democratic Politics." In Kressel (ed.), *Political Psychology: Classic and Contemporary Readings*.
- Greenstein, Fred I. 1987. *Personality and Politics*. Princeton, NJ: Princeton University Press. Chapters 1-2.(\*)
- Winter, David G. 2003. "Personality and Political Behavior." In Sears, Huddy, and Jervis (eds.), *Oxford Handbook of Political Psychology*. (\*)

#### September 11: Political Socialization

- Renshon, Stanley A. 1975. "Personality and Family Dynamics in the Political Socialization Process." *American Journal of Political Science* 19: 63-80.
- Greenstein, Fred I. 1960. "The Benevolent Leader: Children's Images of Political Authority." *American Political Science Review* 54: 934-945.
- Niemi, Richard, and M. Kent Jennings. 1991. "Issues and Inheritance in the Formation of Party Identification." *American Journal of Political Science* 35: 970-88.
- Alford, John R., Carolyn Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *American Political Science Review* 99(2): 153-167. (\*)

#### Week 3

#### September 16: Philip Converse and His Legacy

- Converse, Philip. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, David Apter, ed., pp. 206-261.
- Kinder, Donald R. 1993. "Coming to Grips with the Holy Ghost." In Kinder and Palfrey (eds.), *Experimental Foundations of Political Science*.

#### September 18: Ideology

- Sniderman, Paul M., Richard A. Brody, and Philip E. Tetlock. 1991. *Reasoning and Choice: Explorations in Political Psychology*. New York: Cambridge University Press. Chapter 8.
- Sullivan, John L., James E. Piereson, and George Marcus. "Ideological Constraint in the Mass Public: A Methodological Critique and Some New Findings." *American Journal of Political Science* 22(2): 223-49.

#### Week 4

#### September 23: Ideology (cont'd)

- Lane, Robert E. 1962. *Political Ideology: Why the American Common Man Believes What He Does*. New York: Macmillan, pp. 1-11, 13-25, 57-81, 346-363.
- Hochschild, Jennifer L. "Disjunction and Ambivalence in Citizens' Political Outlooks." In George E. Marcus and Russell L. Hanson (eds.), *Reconsidering the Democratic Public*. University Park, PA: Penn State University Press.
- Gamson, William A. 1992. *Talking Politics*. New York: Cambridge University Press. Chs. 1, 2, 7, 9. (\*)

#### September 25: Political Knowledge

- Delli Carpini, Michael X., and Scott Keeter. 1996. *What Americans Know about Politics and Why It Matters*. New Haven: Yale University Press. Chs. 2-3.
- Lupia, Arthur, and Mathew D. McCubbins. 2000. "The Institutional Foundations of Political competence: How Citizens Learn What They Need to Know." In Arthur Lupia, Mathew D.

McCubbins, and Samuel L. Popkin (eds.), *Elements of Reason: Cognition, Choice, and the Bounds of Rationality*. New York: Cambridge University Press.

- Neuman, W. Russell. 1993. "The Paradox of Mass Politics: Knowledge and Opinion in the American Electorate." In Kressel (ed.), *Political Psychology: Classic and Contemporary Readings*.(\*)

### Week 5

#### September 30: The Effects of Political Knowledge

- Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press. Ch. 2.
- Bartels, Larry L. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics* 3(1): 15-31.
- Lupia, Arthur, Adam Seth Levine, Jesse O. Menning, and Gisela Sin. 2007. "Were Bush Tax Cut Supporters 'Simply Ignorant?' A Second Look at Conservatives and Liberals in 'Homer Gets a Tax Cut.'" *Perspectives on Politics* 5(4): 773-784.(\*)
- Bartels, Larry M. "Homer Gets a Warm Hug: A Note on Ignorance and Extenuation." *Perspectives on Politics* 5(4): 785-790.(\*)

#### October 2: Heuristics

- Sniderman, Paul M., Richard A. Brody, and Philip E. Tetlock. 1991. *Reasoning and Choice: Explorations in Political Psychology*. Ch. 2.
- Lupia, Arthur. 1994. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88: 63-76.
- Popkin, Samuel L. *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*. Ch. 3.
- Bartels, Larry M. 1996. "Uninformed Votes: Information Effects in Presidential Election." *American Journal of Political Science* 40: 194-230.(\*)
- Rahn, Wendy. 1993. "The Role of Partisan Stereotypes in Information Processing about Political Candidates." *American Journal of Political Science* 37: 472-496.(\*)
- Sniderman, Paul M., Richard A. Brody, and Philip E. Tetlock. 1991. *Reasoning and Choice: Explorations in Political Psychology*. Chs. 6.(\*)

### Week 6

#### October 7: Heuristics – Potential Problems?

- Gilens, Martin. 2001. "Political Ignorance and Collective Policy Preferences." *American Political Science Review*. 2: 379-396.
- Kuklinski, James H., and Norman L. Hurley. 1996. "It's a Matter of Interpretation." In Diana C. Mutz, Paul M. Sniderman, and Richard Brody (eds.), *Political Persuasion and Attitude Change*. Ann Arbor: University of Michigan Press.

## October 9: Information Processing: On-line versus Memory-based Models

- Zaller, John and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science* 44: 579-616.
- Lodge, Milton, Marco R. Steenbergen, and Shawn Brau. 1995. "The Responsive Voter: Campaign Information and the Dynamics of Candidate Evaluation." *American Political Science Review* 89: 309-326.
- Lavine, Howard. 2002. "On-Line Versus Memory-Based Process Models of Political Evaluation." In Kristen Renwick Monroe (ed.), *Political Psychology*. (\*)

Week 7

## October 14: Affect

- Sears, David O. 2001. "The Role of Affect in Symbolic Politics." In James H. Kuklinski (ed.), *Citizens and Politics*.
- Marcus, George E. and Michael B. MacKuen. 1993. "Anxiety, Enthusiasm and the Vote: The Emotional Underpinnings of Learning and Involvement during Presidential Campaigns." *American Political Science Review* 87: 672-685.
- Erisen, Cengiz, Milton Lodge, and Charles S. Taber. 2008. "Affective Contagion in Political Deliberation." Paper presented at the annual meeting of the American Political Science Association. (\*)
- Rahn, Wendy. 2000. "Affect as Information: The Role of Public Mood in Political Reasoning." In Lupia, McCubbins and Popkin (eds.), *Elements of Reason*. (\*)

## October 16: Reason and Rationality – What Should We Expect of Citizens?

- Kuklinski, James H., and Paul J. Quirk. 2000. "Reconsidering the Rational Public: Cognition, Heuristics, and Mass Opinion." In Arthur Lupia, Mathew D. McCubbins, and Samuel L. Popkin (eds.), *Elements of Reason: Cognition, Choice, and the Bounds of Rationality*. New York: Cambridge University Press.
- Lodge, Milton, and Charles Taber. 2000. "Three Steps toward a Theory of Motivated Political Reasoning." In Lupia, McCubbins, and Popkin (eds.), *Elements of Reason*.
- Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper and Row. Chs. 11-12. (\*)
- Taber, Charles S., Milton Lodge, and Jill Glathar. "The Motivated Construction of Political Judgments." In James H. Kuklinski (ed.), *Citizens and Politics*. New York: Cambridge University Press. (\*)

Week 8October 21: **MIDTERM EXAM (FINAL PAPER ASSIGNMENT DISTRIBUTED AFTER THE EXAM)**

## October 23: Framing Effects

- Bartels, Larry M. "Democracy with Attitudes." In Michael MacKuen and George Rabinowitz (eds.), *Electoral Democracy*. Ann Arbor: University of Michigan Press.
- Druckman, James N. 2004. "Political Preference Formation: Competition, Deliberation, and the (Ir)relevance of Framing Effects." *American Political Science Review* 98: 671-687.
- Tversky, Amos, and Daniel Kahneman. 1981. "The Framing of Decisions and the Psychology of Choice." *Science* 211: 453-458. (\*)

Week 9

## October 28: Mass Media

- Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1993. "Experimental Demonstrations of the "Not-So-Minimal" Consequences of Television News Programs." In Kressel (ed.), *Political Psychology: Classic and Contemporary Readings*.
- Nelson, Thomas E., Zoe M. Oxley, and Rosalee A. Clawson. 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance." *American Political Science Review* 91: 567-583.
- Mutz, Diana C., and Byron Reeves. 2005. "The New Videomalaise: Effects of Televised Incivility on Political Trust." *American Political Science Review* 99(1): 1-15.

## October 30: Mass Media (cont'd)

- Prior, Markus. 2007. *Post-Broadcast Democracy: How Media Choice Increases Inequality in Political Involvement and Polarizes Elections*. Chs 2, 4.

Week 10November 4 (**ELECTION DAY!**): Values

- Feldman, Stanley. 1988. "Structure and Consistency in Public Opinion: The Role of Core Beliefs and Values." *American Journal of Political Science* 32: 416-40.
- Marcus, Goerge E., John L. Sullivan, Elizabeth Theiss-Morse, and Sandra L. Wood. 1995. *With Malice Toward Some: How People Make Civil Liberties Judgments*. New York: Cambridge University Press. Ch. 6.

## November 6: Tolerance

- Marcus, Goerge E., John L. Sullivan, Elizabeth Theiss-Morse, and Sandra L. Wood. 1995. *With Malice Toward Some: How People Make Civil Liberties Judgments*. New York: Cambridge University Press. Ch. 4.
- Sniderman, Paul M., Richard A. Brody, and Philip E. Tetlock. 1991. *Reasoning and Choice: Explorations in Political Psychology*. Ch. 7.
- Kuklinski, James H., Ellen Riggall, Victor Ottati, Norbert Schwarz, Robert S. Wyer, Jr. 1993. "Thinking About Political Tolerance, More or Less, with More or Less Information." In Marcus and Hanson (eds.), *Reconsidering the Democratic Public*.
- Sullivan, John L., James Piereson, and George E. Marcus. 1982. *Political Tolerance and American Democracy*. Chicago: University of Chicago Press. Chs. 1-3 (\*)

Week 11

## November 11: Authoritarianism and Threat

- Stenner, Karen. 2005. *The Authoritarian Dynamic*. New York: Cambridge University Press. Chs. 1, 4 (Chs. 2-3 are recommended).

## November 13: Groups, Norms and Conformity

- Asch, Solomon E. 1955. "Opinions and Social Pressure." *Scientific American* 193: 31-35.
- Milgram, Stanley. 1973. "The Perils of Obedience." *Harper's* 247: 62-77.

- Darley, John M., and Bibb Latané. 1970. "Norms and Normative Behavior: Field Studies of Social Interdependence." In J. Macaulay and L. Berkowitz (eds.), *Altruism and Helping Behavior*. New York: Academic Press.
- Janis, Irving. 1982. *Groupthink*. Boston: Houghton-Mifflin. Chs. 1-2.(\*)

### **FINAL ESSAY PROPOSAL AND BIBLIOGRAPHY DUE BY 5PM**

#### Week 12

November 18: Race – Controversies

- Kinder, Donald, and Lynn Sanders. 1996. *Divided by Color*. Chicago: University of Chicago Press. Ch. 5 (Chapter 10 is recommended).
- Sniderman, Paul M., and Thomas Piazza. 1993. *The Scar of Race*. Cambridge, MA: Harvard University Press. Ch. 2-3.

November 20: Race – Dynamics

- Mendelberg, Tali. 2001. *The Race Card*. Princeton: Princeton University Press. Chs. 4, 7 (Chs. 1, 10 are recommended).

#### Week 13

November 25: **NO CLASS** (Attend your Friday courses. The reading for next week is heavy, so read ahead over the break.)

November 27: **NO CLASS – HAPPY THANKSGIVING!**

#### Week 14

December 2: The Psychology of Political Participation and Political Processes

- Jane J. Mansbridge. 1983. *Beyond Adversary Democracy*. Chicago: University of Chicago Press. Ch. 1, 4-10.
- Hibbing, John R., and Elizabeth Theiss-Morse. 2002. *Stealth Democracy: Americans' Beliefs about How Government Should Work*. New York: Cambridge University Press. Chs. 2-3.(\*)

### **FINAL ESSAY DRAFT DUE TO WRITING GROUPS BY 5PM (MEET WITH WRITING GROUPS NO LATER THAN DECEMBER 5.)**

December 4: The Psychology of Political Participation and Political Processes (cont'd)

- Gerber, Alan S., and Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102(1): 33-48.
- Hibbing, John R., and Elizabeth Theiss-Morse. 2002. "The Perils of Voice: Political Involvement's Tendency to Delegitimate." Paper presented at the annual meeting of the American Political Science Association.
- Mendelberg, Tali. 2002. "The Deliberative Citizen: Theory and Evidence." In Michael X. Delli Carpini, Leonie Huddy and Robert Shapiro (eds.), *Research in Micropolitics, Volume 6*. Greenwich CT: JAI. (This is a long literature review, and you should skim for main ideas.)
- Hibbing, John R., and Elizabeth Theiss-Morse. 2002. *Stealth Democracy*. Chs. 7-8.(\*)

Week 15

December 9: Deliberation versus Participation?

- Mutz, Diana C. 2006. *Hearing the Other Side: Deliberative versus Participatory Democracy*. New York: Cambridge University Press. Chs. 1-3.

December 11: Political Psychology and Democracy

- Mutz, Diana C. 2006. *Hearing the Other Side: Deliberative versus Participatory Democracy*. New York: Cambridge University Press. Chs. 4-5.

**FINAL ESSAY DUE BY 5PM**

Tuesday, December 16: ***FINAL EXAM, 11am – 2pm***

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## POLICIES

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**It is your responsibility to read and follow these policies. Their presence in writing here constitutes fair notice to you. Please pay careful attention and follow each one!**

• **Attendance and Participation:** In order to succeed in this course, your consistent attendance and regular participation in class discussions is essential. Multiple unexcused absences are grounds for a significantly lower participation grade. During class meetings, I expect everyone to participate meaningfully in our discussions. If you find that such participation is a special challenge for you, please come see me so we can talk about how you can most effectively join the conversation.

• **Communication.** My door is always open to you, and I hope you will feel free to contact me about any issues that arise during the course of the semester. I'm happy to meet with you during office hours or by appointment to discuss any aspect of this course. Just ask or e-mail me, or drop by my office during my regularly scheduled office hours.

Because it is the best way for us to communicate with each other outside of class, all class members are *required* to maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is accurate. I will relay important or time-sensitive class announcements via email. I **strongly** encourage you to check your email daily throughout the semester. You are responsible for any information that I pass along via this medium.

• **Extensions: All deadlines in this course are firm.** Except in the case of medical or family emergency, I give no individual extensions. If, due to such an emergency, you cannot meet a deadline, please contact me as soon as possible. In the event of a medical emergency, you must produce a note from a doctor or from the Student Health Center (or bring me pictures of your newly born baby). Late written work will be marked down one full letter grade for each day late, beginning one minute after the assignment is due.

• **Honor Code:** I expect that you will live by the university's academic honesty policy, which you have already signed: BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest.

• **Plagiarism:** While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another person's work without

adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

You should be careful to avoid the following examples of plagiarism: (1) Turning in work or portions of work that are identical to work submitted by another student. If two paragraphs of different papers are identical, we will assume that plagiarism occurred and will treat the incident as a serious violation of the Honor Code. (2) Using work from past semesters as anything other than a guide or supplement. If work is submitted for this semester which follows the format or instructions of a previous semester, we will assume that plagiarism occurred. We encourage you to work with other students and even consult work done in previous semesters. However, the work you turn in must be entirely your own work. Because of the simplicity of "cut and paste," it is easy to pass off another person's work as your own. It is your responsibility to make sure that your work is entirely your own.

- **Honor Pledge:** As a way of reinforcing the importance of academic honesty, I am adopting a tradition from Princeton University for the essays you turn in this semester. You should write the following pledge at the end of all drafts and revisions, and then sign it (or, if the paper is submitted electronically, print your name, which will count as your signature): "This paper represents my own work in accordance with University regulations."

- **Discrimination:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

- **Access:** Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

- **Learning Outcomes:** Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <[FHSS@byu.edu](mailto:FHSS@byu.edu)>.

## **WHAT TO DO NOW**

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When you get to this point in the syllabus, please e-mail Dr. Karpowitz to say that you read it, and tell him something about yourself and about your goals for the semester. Feel free to ask any questions that you may have about the course.