

NOAH VANDERHOEVEN
Teaching Dossier

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NOAH VANDERHOEVEN

Teaching Statement

Teaching Philosophy

My role as a social science educator is to foster i) strong critical thinking, ii) applied empirical methods, iii) leadership and communication in the classroom that can then extend beyond that setting, and iv) project management skills. My goal is for students to acquire skills that they can practice in their careers as well as in their social and political lives.

One of my primary goals is to encourage students to take apart what they are learning in class to understand the entire system that underlies a topic. This involves open discussion that challenge students to question their own assumptions about what they already know about psychological processes and how they affect their attitudes and behaviours, all in a respectful environment. As artificial intelligence has a presence in classrooms and workplaces, strong critical thinking will translate into their professional lives to an even greater degree, regardless of which field they enter.

This overarching philosophy also extends to learning about statistics and programming languages, where it is easier to arrive at the correct code or formula, but it is harder to understand how these systems work. However, if you work at teaching and understanding the systems instead of just the outcome, students will arrive at a more robust understanding of statistical methods that serve as a strong base for understanding more advanced topics later on. That is why I prefer to focus on the fundamentals in depth instead of moving through the fundamentals quickly to get into new methods or more advanced applications of statistics and programming software. Students are often intimidated by math and statistics and so I take an applied approach so the “numbers” are attached to questions and concepts they have encountered in content courses and their own research interests.

Another goal I have as a teacher is to foster leadership and effective communication in the classroom. To encourage the development of leadership qualities, I turn to a combination of small group work and then classroom discussions to allow students to engage with materials on a smaller scale where they can share their ideas and work on processing materials together in small groups before opening up a larger discussion. I also provide the opportunity for students who are not as comfortable speaking in class to respond to in-class prompts in online forums to ensure developing these communication skills remain accessible. I have also found it helpful to have students be responsible for leading classroom discussion each week in a seminar setting to encourage them to come up with their own questions to shape class discussion. Lastly, I incorporate active learning strategies into my lectures that call on students to start by engaging with their assumptions about course materials to bring them into the learning environment and assess their knowledge at the end of lectures. These steps allow students to develop their voice in a variety of ways, stay engaged in the classroom and develop the skills necessary to lead in ways that are accessible to them.

Finally, I incorporate scaffolding into my assignments. I use structured assignments in my courses that lead to a final project. I believe this ability to break problems into manageable pieces is an essential part of project management skills that are important for students to acquire regardless of which field they enter. Each preceding assignment is connected to the final paper that aims to integrate several themes of the semester. Students complete small tasks that build on the previous one so the whole task seems less daunting by the time they draft their final assignment. This process also allows me to guide students as they must go through multiple iterations of receiving feedback and making revisions that improve the quality of the paper. I ensure that feedback is specific and actionable to apply to the next steps in the sequence. The ability to receive and adapt to constructive feedback is another valuable skill students take

with them into their profession. With these skills, students should be well-prepared to lead a project in their academic and professional lives. Furthermore, when I assess students' performance, I reflect on the progress they made throughout different stages rather than solely relying on the final paper as a standalone work.

By engaging in this process as a teacher, I see my role as a researcher as well. Conversations in the classroom are a great opportunity for me to deliver research in a more accessible way. I enjoy introducing cutting-edge research in the discipline, including research using interdisciplinary approaches to open up new pathways for thinking about a topic and find it highly rewarding to spark greater interest in an area of study through this process as a teacher. This also allows me to recruit students to work on research projects.

Teaching effectiveness

As both an Instructor and as a Teaching Assistant, my approach to teaching consistently garnered positive feedback from students. One student from Research Design wrote, "As the course comes to an end, I wanted to thank you for a great semester. I truly enjoyed the class, and it has played a key role in my decision to pursue a minor in Political Science. Thank you again for your engaging lectures and thoughtful guidance." Another student who was transitioning from an integrated college and university dual degree program wrote that, "I am really enjoying this course, the textbook reads very well and is well integrated into the course. I am very glad I had the opportunity to take this summer course before returning full time next semester. It definitely got me thinking in a social science mind set once again." These pieces of feedback are encouraging as my teaching philosophy is working towards achieving my goal of leaving students with a greater interest in an area of study and better prepared to continue in their education.

Teaching interests

By offering a wide range of learning tools, I aim to engage students from diverse backgrounds in an inclusive learning environment. I hope to be able to teach a variety of courses in the future, from introductory psychology, qualitative methods and statistics courses to undergraduate research methods, as well as a course on political psychology that would hold an interdisciplinary appeal and showcase the work of applied psychology. I have included in my sample teaching materials a syllabus I have drafted for an undergraduate political psychology course I have applied to teach at Western in the winter term 2026.

Overall, I am uniquely poised to give a nuanced and complete perspective when teaching courses on applied psychology through political psychology, qualitative methods and statistics, as I have previously worked on projects using these methods and have received exemplary methods training. I also have previous teaching experience as the instructor of record for an undergraduate research design course that covered qualitative and quantitative methods. I have also completed Western's Advanced Teaching Program to further develop myself as a teacher. Finally, I am interested in developing new courses on innovative research techniques, such as experimental methods, that are heavily applied in political psychology research. I believe this will provide a strong opportunity for students interested in pursuing research careers and help students understand psychological research that will help them learn about the field. The up shot of my experience and philosophy as a teacher is that critical thinking, diversity in learning approaches, and care can be injected into every student experience, in every classroom to foster leadership and engaging students.

NOAH VANDERHOEVEN
Sample teaching materials

PS2325F: Research Design in Political Science

Department of Political Science – Western University, Summer 2025

Instructor: Noah Vanderhoeven (nvande43@uwo.ca)

Class delivery: Asynchronous, materials will be posted each week on Tuesdays at 1pm and will consist of a recorded lecture, a discussion prompt on the OWL Brightspace page and any pop quizzes as they occur.

Office hours: Wednesday from 12-2pm, or by appointment, via Zoom

Course description:

This course introduces you to basic concepts and methods of research in the social sciences and, in particular, in political science. You will learn about how the scientific method of research can be applied to the study of human behaviour, adopting both qualitative and quantitative methods of analysis. We will also briefly cover mixed methods research designs.

In the first part of the course, you will learn about how to identify research questions and conduct literature reviews. In this same section, we will discuss questions related to research ethics and how such concerns can affect the kinds of questions one can ask and how other questions can be answered empirically.

Next, we will discuss questions related to argumentation. These include defining clear concepts of interest and proposing strong arguments for building theories that will subsequently be evaluated with data. The following section covers how researchers go about choosing among methods of analysis and how cases are selected to adequately evaluate their research questions. Finally, the course will cover a series of commonly used qualitative and quantitative methods of analysis, including interviews, focus groups, surveys, and experiments.

Throughout the course you will be asked to critically examine existing research to identify gaps and apply the skills learned in this course to continue to advance our understanding of political concepts in our research. You will also have the opportunity to discuss key concepts for the development of effective research and critically engage with challenging concepts and with various debates on best practices.

Finally, you will be asked to apply course knowledge to developing their own research design that synthesizes relevant literature, builds on that literature to extend knowledge, choose appropriate research methods to study an appropriate research question. The end goal of this course is for you to be able to outline how they can go about researching

political questions they find interesting and important and critically examine existing research.

Required course text:

Brancati, D. 2018. Social Scientific Research. Sage. (hereafter Brancati)

All other weekly readings will be available on OWL Brightspace

Course objectives:

- Explain the goals, subjects, and orientation of social science research; identify the steps in the scientific method;
- Introduce criteria for identifying a good research topic and research question; identify ways research can make theoretical and empirical contributions; suggest ways to find inspiration for research;
- Develop their own research topic; identify ways research can make theoretical and empirical contributions; suggest ways to build on previous research;
- Present the ethical concerns surrounding the use of human subjects; detail the ethical issues regarding publication like transparency, credit stealing and others;
- Define concepts and their importance to research; describe the steps involved in building effective concepts;
- Describe the purpose and content of a literature review; discuss how to summarize and synthesize research for a literature review;
- Differentiate between deductive and inductive reasoning; define necessary, sufficient, and (neither) necessary and (nor) sufficient conditions; examine different directions through which explanatory factors influence outcomes; identify common mistakes in causal arguments;
- Describe the attributes of qualitative, quantitative and mixed methods research; define hypothesis building, hypothesis testing, causal inference, generalizability, and replicability;
- Define the key features of observational studies; present the advantages and disadvantages of observational studies vis-à-vis other research methods; discuss the difficulty of causal inference in observational studies and the techniques available to address it;
- Discuss why and how the number of cases included in a study matters; define and describe random and non-random sampling methods; explain selection bias and the problems that it represents for research;
- Identify different types of measures according to their response categories; describe the criteria used to evaluate measurement quality; define random and systematic measurement error and the problems each represent for research;
- Discuss key concepts for the development of effective research and critically engage with challenging concepts and with various debates on best practices;

- Critically examine existing research to identify gaps and apply the skills learned in this course to continue to advance our understanding of political concepts in our research;
- Apply course knowledge to developing their own research design that synthesizes relevant literature, builds on that literature to extend knowledge, choose appropriate research methods to study an appropriate research question.

Student assessments:

Students will be assessed in through 5 kinds of assessments:

- Participation on the forums on OWL (10%),
 - This will involve answering discussion prompts on OWL Brightspace each week. Some of the prompts will serve as pre-assessments of your knowledge of a given topic for the week or ask you to reflect on what you found interesting to learn, intriguing to expand on, challenging to understand and questionable from any of the weekly readings you are responsible for.
 - Discussion prompts may also draw on active learning strategies, like a Quescussion, where you answer a prompt in the form of a question, and a One Minute Paper, where you apply course concepts to an activity in a short one or two paragraph response.
 - You are expected to answer these prompts during the week we discuss the material and participation in the forums will constitute your participation grade.
 - Thus, students will not receive full marks for participation after the week material is covered.
 - **If you do not participate during the appropriate week four or more times you cannot receive greater than half of the 10% of your course grade attributed to participation.**
- Pop quizzes (5 each worth 2%, for a total of 10% of the course grade),
 - **These will be 5-10 question multiple choice assessments. Each quiz will focus on the key terms and concepts discussed each week's textbook reading(s).**
 - You will have until the day before new course material is posted to complete the quiz and you will only have one timed attempt to record a grade.
- 2 short writing assignments (each worth 15% of the final grade),
 - The first short writing assignment will focus on identifying a research question, related concepts, developing hypotheses relating to your research question. You could also talk about any ethical concerns relating to your research question.
 - The second short writing assignment will be focused on outlining your case selection and what kinds of data and methods you could use to study your research question. Here you want to focus on what cases represent your chosen concepts, what data could operationalize your chosen concepts and justify why the data you identify is the best kind of data to use to test your hypotheses.
 - **Each short writing assignment will be 2-pages double spaced and due the Friday of the week when course material is posted for the week it is due.**

- A research proposal (15%),
 - A 2-3-page (double spaced) research proposal. The aim of the proposal is to focus your research question and begin to develop a strategy for the rest of your final research design.
 - It should include the following:
 - A statement of your topic, and a clear research question about the topic.
 - Discussion of some relevant academic theories and/or concepts that you could use to organize your research. If existing academic research has addressed similar research questions to yours, use it to generate some hypotheses or develop your hypotheses from your first short writing assignment – that is, possible answers to your question. This should resemble an outline for a short literature review for your final research design.
 - Plan for completing the research – what information you need to answer your question (be as precise as you can - eg., documentation about how decisions were made on XYZ, statistics about Z), and how and where you plan to look for that information.
 - Reference list of the work that you consulted while preparing your proposal (at least 3-5 sources, including a minimum of at least 3 academic sources beyond any relevant assigned reading for the course)
- A final research design (35%).
 - This will be a 6–8-page (double spaced) research design that will propose a research topic and question, provide a brief literature review (3-4 pages double spaced), introduce your hypotheses and outline how you envision you will be able to study the topic and question you outline and investigate your hypotheses.
 - The two short writing assignments and the research proposal will ask you to begin developing parts of your final research design. The goal is that you will be able to take the work done from those assignments and the feedback you receive and use it to put together your final research design.
 - More details about this assignment will be posted on OWL and discussed in class as we get closer to the assignment due date.

Due dates for assignments:

Short writing assignment one - May 16th

Research proposal: Week 5 – May 27th

Short writing assignment two - June 6th

Research design: End of Week 8 - June 13th

Formatting for all assignments

- All assignments should be double spaced, using 12-point font and use Times New Roman as the font.
- Your assignment should have your name, student number, the date and course code at the top, as well as a brief descriptive title.
- References should be in APA style and in-text citations should follow APA author date style. Information on how to cite using APA style in this way can be found here: Purdue OWL.
- Assignments can be submitted in pdf or Microsoft word format, whichever you prefer.

Class Topics and readings:

Week #1 (May 6th): What is ethical social science research?

Chapter 1 What is Social Science Research?

Chapter 2 Research Ethics

Chapter 3 Identifying a Research Question

Sevi, S., Arel-Bundock, V., & Blais, A. (2019). Do women get fewer votes? No. *Canadian Journal of Political Science/Revue canadienne de science politique*, 52(1), 201-210.

Week #2 (May 13th): Literature reviews and Argumentation

Chapter 4 Conducting a Literature Review

Chapter 5 Building Effective Concepts

Chapter 6 Making Strong Arguments

Bittner, A., & Goodyear-Grant, E. (2017). Sex isn't gender: Reforming concepts and measurements in the study of public opinion. *Political Behavior*, 39, 1019-1041.

Week #3 (May 20th): Method Selection and Mixed Methods Research

Chapter 7 Method Selection

Chapter 9 Case Selection

Chapter 8 Mixed Methods Research

Oberle, M., Leunig, J., & Ivens, S. (2020). What do students learn from political simulation games? A mixed-method approach exploring the relation between conceptual and attitudinal changes. *European Political Science*, 19, 367-386.

Week #4 (May 27th): Measurement, quantitative and observational studies

Chapter 15 Quantitative Measures

Chapter 16 Quantitative Data

Chapter 20 Observational Studies

Vallejo Vera, S., & Gómez Vidal, A. (2022). The politics of interruptions: gendered disruptions of legislative speeches. *The Journal of Politics*, 84(3), 1384-1402.

Week #5 (June 3rd): Surveys and Experiments

Chapter 18 Surveys

Chapter 19 Experiments

Rubenson, D., & Dawes, C. T. (2022). Subtle primes of in-group and out-group affiliation change votes in a large-scale field experiment. *Scientific reports*, 12(1).

Week #6 (June 10th): Interviews and Focus Groups

Chapter 10 Interviews

Chapter 11 Focus Groups

Lerner, A. M. (2021). The co-optation of dissent in hybrid states: Post-Soviet graffiti in Moscow. *Comparative Political Studies*, 54(10), 1757-1785.

Course Policies

Late Policy, Academic Accommodations and Considerations

Academic Accommodations:

- Students who believe that they require ongoing academic accommodations due to a disability are encouraged to request accommodation through Accessible Education. More information can be found here: [Accessible Education](#)

Late Work:

- Late assignments are unacceptable and will be penalized at a rate of five percent (5%) per day (including weekends). Students should get ahead of due dates by starting to work on assignments early.
- Assignments later than 7 days will not be accepted and will receive a grade of zero.
- If you require an extension due to an illness or other extenuating circumstance, please read the policy outlined below.

Requests for extensions and missed lectures or exams:

- If you are sick or face other extenuating circumstances that prohibit you from submitting an assignment on time, attending class, or writing a quiz, the circumstance must be documented according to Western's Academic Consideration Policy.
- The process for granting consideration/accommodation for a range of issues is managed through Academic Counsellors in the student's home faculty.
- Students are required to use the Student Absence Portal to submit requests for Academic Consideration. More information about the portal and the University's Academic Consideration policy can be found here: [Office of the Registrar – Academic Consideration](#)
- **All requests for medical or compassionate extensions must go through Academic Counseling only.** Please do not email medical documentation or other information to the instructor for the course. Accommodation requests received by Academic Counselling are sent to instructors shortly after, and it is the student's responsibility to follow up with instructors and make the appropriate arrangements if approved.

Policy specific to participation and quizzes:

- If you do not submit a quiz by the deadline, you will receive a grade of zero. You may submit forum responses after the week the material relating to the forum prompt was covered. However, you will not receive full marks for participation for that week. If you do not participate during the appropriate week four or more times you cannot receive greater than half of the 10% of your course grade attributed to participation.

- If your request for Academic Consideration for missing a forum post (which contributes to your attendance grade) or a quiz is approved, the distribution of your grade across subsequent components of the evaluation will simply be re-weighted.
- For instance, a student who missed a lecture and received Academic Consideration for their absence will have their attendance grade re-weighted such that it is now a score out of 9 lectures, instead of 10 lectures.

Make up work and grade appeals:

- There are no opportunities to "make up" any assignments where a student received a grade that they felt was not satisfactory.
- If you are concerned that your assignment was not graded fairly or correctly, you must wait 48 hours before contacting the instructor to appeal your grade. To appeal your grade, you must email a 1-page written explanation stating why you think your assignment was improperly graded. The instructor will respond to your appeal in writing.
- This policy is meant to promote fairness for students, as well as respect for the course instructor.

Statement on the Use of Generative AI:

- Students are expected to learn how to conduct research through a process of trial and error. Running course materials through GenAI or using GenAI to complete a course assessment is considered unoriginal work, and therefore, plagiarism.
- It is not acceptable to continually consult generative AI tools when learning how to develop research ideas and write about them. GenAI tools should not be used to produce a student's written work in any form. It can be destructive to use GenAI when learning to conduct research, as it increases your dependence on the tool and decreases your ability to remember or comprehend the decisions that are a part of the research process. Furthermore, students are expected to rely mostly on concepts discussed in class and the instructor will provide sufficient examples that students can refer to when completing assignments.

Office Hours Policy:

- Office hours will be held during the specified time and students are encouraged to make use of those opportunities instead of requesting alternative meeting times.
- However, office hours can be scheduled by appointment, at a time that works for both the instructor and the student, if regular office hours conflict with a student's course schedule or life responsibilities.
- Office hours by appointment are not available before 9am or after 5pm Eastern Standard time.

Email Policy:

- Please include the course code, PS2325, in the subject line.
- I will not respond to emails before 9am or after 5pm during the week and will be less responsive on weekends.
- I will do my best to respond to emails within 2 days, not including weekends.
- If I do not respond to you after 2 days, please send me a follow up email if your concern remains.

Accessibility Policy:

- I will make all slides relating to video lectures available 24 hours after the recorded lecture is posted on OWL Brightspace.
- I will endeavour to make sure recorded lectures use closed captions and make them available.
- If any of my slides use colours or fonts that are hard to read, please reach out to me via email and I will adapt the slides to make them easier to read.

Approach to Inclusivity, Diversity and Respect:

- All students should feel valued and empowered to express their perspectives while maintaining a spirit of mutual respect and academic integrity.
- This course recognizes the richness that diverse backgrounds, perspectives, and experiences bring to the learning environment.
- I will actively strive to create an atmosphere where individuals from all identities—regardless of race, ethnicity, gender, sexual orientation, ability, religion, or socioeconomic background—can contribute meaningfully and feel included.
- Diversity of thought and lived experience enhances our understanding of political systems and fosters critical analysis.
- **Responsibilities of Students and Instructor:**
 - Students are encouraged to engage actively and respectfully, listening to and learning from diverse perspectives.
 - The instructor is committed to fostering an inclusive environment, addressing any concerns related to discrimination or exclusion, and facilitating fair and open discussions.
 - Everyone in the classroom shares responsibility for upholding these principles of inclusivity, diversity, and respect.
- By adhering to these guidelines, we can create a learning space that is intellectually stimulating, respectful, and welcoming to all.

Forum participation rules:

- Below are some general guidelines for forum participation and interaction with other students in the form of forum responses.

- Everyone has the right to be heard.
- No name calling or personal remarks.
- Recognize that everyone starts from different bases of knowledge.
- Have the humility to recognize that you do not know everything and that everyone stands to improve.

Children in Class:

I applaud all of you who go to school with children! It is difficult to balance school, work, and family commitments, and I want you to succeed. Here are my policies regarding children in class:

1. All breastfeeding babies are welcome in class as often as needed. If your baby requires your attention, you can step outside and tend to them.
2. Non-nursing babies and older children are welcome as well. I understand that babysitters fall through, partners have conflicting schedules, children get sick, and other issues like a global pandemic arise that leave parents with few other options. If your child requires your attention, you can step outside and tend to them.
3. All students are expected to join me in creating a welcoming environment that is respectful of your classmates who bring children to class.

I understand that sleep deprivation and exhaustion are among the most difficult aspects of parenting young children. The struggle of balancing school, work, childcare, and high inflation is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please do not hesitate to contact me with any questions or concerns.

University Policies

Statement on Academic Offenses:

- Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

Scholastic Discipline Policy (Undergrad)

- All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Statement on Use of Electronic Devices:

- Students are allowed and encouraged to use their laptop during class time, however, they are expected to refrain from scrolling social media and looking at other non-class related content. Students should avoid using cellphones during recorded lectures.

Links to University Support Services

- Registrarial Services
- USC Services
- Students who are in emotional/mental distress should refer to: Mental Health@Western for a complete list of options about how to obtain help.

Statement on Gender-Based Violence:

- Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website here. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

POLISCI 9538B: Undergraduate Seminar in Political Psychology

Thursdays 2:30-4:30

Instructor: Noah Vanderhoeven, office 7330 Social Science Centre

Office hours: Wednesdays from 1-2pm or by appointment nvande43@uwo.ca

Political psychology is the use and application of psychological theories and methods to questions of political interest. This undergraduate-level seminar course will examine research on political behaviour from an interdisciplinary perspective, focusing on literatures in political psychology, biopolitics, and the life sciences. We will consider the implications of human psychology, biology, genetics, physiology, cognition, neuroscience, and evolution for understanding political attitudes, beliefs, ideology, identity, and behaviour.

Much of political psychology is based upon the subfield social psychology, which is “the scientific study of how people’s thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others” (Society for Personality and Social Psychology). But increasingly, other psychology and life science theories and methods have been applied to studying political phenomena.

Objectives:

- Understand the logic of political psychology and its contribution to our understanding of political phenomenon.
- Become familiar and engage with key psychological concepts that are applied in a political context, dealing with the application of human psychology, biology, genetics, physiology, cognition, neuroscience, personality and evolution to our understanding political attitudes, beliefs, ideology, identity, and behaviour.
- Evaluate strengths and weaknesses of political science research that uses political psychology methods.
- Contribute to discussions on the use of political psychology to understand political phenomenon.

Course Requirements:

Discussion Questions (10 points): TWICE during the semester, students will write 3-6 discussion questions for their assigned day of readings, dedicating at least 1-2 questions per reading and including any questions that might address the overall theme of the class period. Students will be randomly assigned to small groups of six students and select weeks they would like to lead discussion on a first come first serve basis in the first week of class. Students will submit questions on OWL for your chosen week prior to class and then share your questions in your small group to discuss during a dedicated class period. Questions should go beyond “what was this article about?” or “What was the key variable?” to ask broad questions about theory and method. Or to inquire about implications of the findings for advancing science or applying to understanding political behavior and events. Dr. Friesen will circulate to help facilitate the class discussions across the small groups.

Engagement and Attendance (15 points): This is an undergraduate-level seminar so attending class and participating in group discussion is an important component of the learning environment. Attendance will be tracked each class. Students are not required to speak in every discussion but rather should demonstrate a pattern of being engaged, asking questions, and offering comments on a regular basis. Engagement looks like: tracking with the discussion, paying attention, taking notes. Students will lose points for absences, surfing the internet or messaging/texting on laptops or phones during class discussion, or generally being distracted or distracting from class activities.

In-class writing reflections (30 points) – THREE times during the term, students will be given class time to write a ONE to TWO PAGE, double spaced reflection in response to a question concerning the readings and theme of a class week’s lecture. These will be held randomly during certain weeks of the course. In your response, you may also want to highlight aspects of the readings you found interesting, challenging, and questionable. You will be given 15 minutes at the start of class to write and submit a response on OWL to the week’s question and should be submitted on OWL in 12-point font, double-spaced with 1-inch margins.

Pop quizzes (15 points) – FIVE quizzes each individually worth 3 points, randomly held in-person during certain weeks of the course. These will be 5-8 question multiple choice assessments. Each quiz will focus on the key terms and concepts discussed during assigned readings or previous lectures. You will have 10 minutes to complete the quiz in class.

Final Exam (30 points) – A mixture of multiple choice and short answer questions. This will be a cumulative in-person assessment of course concepts covered in course readings and lectures. It will be held during the fall exam period and scheduled by the office of the registrar. More information about the specific date, time and place will be given closer to the exam period.

Weekly schedule:**Week one: Introduction to the Course**

Stone, S., Johnson, K. M., Beall, E., Meindl, P., Smith, B., & Graham, J. (2014). Political psychology. *Wiley Interdisciplinary Reviews: Cognitive Science*, 5(4), 373–385.

Week two: Why Psychology is Needed to Study Politics**Discussion questions:**

Huddy, L., Sears, D., Levy, J., & Jerit, J. (Eds.). (2023). Introduction: Theoretical foundations of political psychology. In *The Oxford Handbook of Political Psychology* (pp. 1-20). Oxford University Press.

Zmigrod, L., Rentfrow, P. J., & Robbins, T. W. (2020). The partisan mind: Is extreme political partisanship related to cognitive inflexibility? *Journal of Experimental Psychology: General*, 149(3), 407.

Week three: The Evolutionary Psychology of Political Behaviour**Discussion Questions:**

Shackelford, T. K., & Liddle, J. R. (2014). Understanding the mind from an evolutionary perspective: An overview of evolutionary psychology. *Wiley Interdisciplinary Reviews: Cognitive Science*, 5(3), 247-260.

Claessens, S., Osborne, D., Sibley, C., & Atkinson, A. (2022). The evolutionary basis of political ideology. In D. Osborne & C. Sibley (Eds.), *The Cambridge Handbook of Political Psychology* (pp. 22-36). Cambridge University Press.

Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C., Duan, L., et al. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332(6033), 1100-1104.

Week four: Is it nurture or nature? Looking into genetics and socialization**Discussion Questions:**

OpenStax. (n.d.) Lifespan development. In *Psychology* (2nd Ed). Retrieved from <https://openstax.org/books/psychology-2e/pages/9-key-terms>.

Alford, J. R., Funk, C. L., & Hibbing, J. R. (2005). Are political orientations genetically transmitted? *American Political Science Review*, 99(2), 153-67.

Weinschenk, A. C., & Dawes, C. T. (2022). Civic education in high school and voter turnout in adulthood. *British Journal of Political Science*, 52(2), 934-948.

Week five: Understanding and Measuring Emotion and Human Behaviour

Discussion Questions:

OpenStax. (n.d.). Emotion. In *Psychology* (2nd Ed). Retrieved from <https://openstax.org/books/psychology-2e/pages/10-4-emotion>.

Wood, A., & Coan, J. A. (2023). Beyond nature versus nurture: The emergence of emotion. *Affective Science*, 4, 443–452.

Inbar, Y., Pizarro, D. A., & Bloom, P. (2009). Conservatives are more easily disgusted than liberals. *Cognition and emotion*, 23(4), 714-725.

Week six: Emotion and Politics

Discussion Questions:

Feldman Barrett, L. (2015, July 31). What emotions are and aren't. *The New York Times*. Retrieved from <https://www.nytimes.com/2015/08/02/opinion/Sunday/what-emotions-are-and-arent.html>

Schumacher, G., Rooduijn, M., & Bakker, B. N. (2022). Hot populism? Affective responses to antiestablishment rhetoric. *Political Psychology*, 43(5), 851-871.

McDermott, R. (2014). The body doesn't lie: A somatic approach to the study of emotions in world politics. *International Theory*, 6(3), 557-562.

Week seven: NO CLASS, READING WEEK

Week eight: Personality and Politics

Discussion Questions:

OpenStax. (n.d.). Personality. In *Psychology* (2nd ed.). Retrieved from <https://openstax.org/books/psychology-2e/>

Big Five Personality Test. <https://fivethirtyeight.com/features/most-personality-quizzes-are-junk-science-i-found-one-that-isnt/>.

HEXACO. <http://hexaco.org/>

Arceneaux, K., Gravelle, T. B., Osmundsen, M., Petersen, M. B., Reifler, J., & Scotto, T. J. (2021). Some people just want to watch the world burn: The prevalence, psychology and politics of the 'Need for Chaos'. *Philosophical Transactions of the Royal Society B*, 376(1822), 20200147.

Week nine: Identity, Groups, and Politics

Discussion Questions:

Brown, R. (2020). The social identity approach: Appraising the Tajfellian legacy. *British Journal of Social Psychology*, 59(1), 5-25.

Schneider, M., & Bos, A. (2023). The political psychology of gender. In L. Huddy, D. Sears, J. Levy, & J. Jerit (Eds.), *The Oxford Handbook of Political Psychology* (pp. 694-732). Oxford University Press.

Perez, E., & Vicuna, B. (2023). The gaze from below: Toward a political psychology of minority status. In *The Oxford Handbook of Political Psychology* (pp. 918-944). Oxford University Press.

Week ten: Cognition & Neuroscience & Politics

Discussion Questions:

OpenStax. (n.d.). What is cognition? In *Psychology* (2nd ed.). Retrieved from <https://openstax.org/books/psychology-2e/>

OpenStax. (n.d.). The brain and spinal cord. In *Psychology* (2nd ed.). Retrieved from <https://openstax.org/books/psychology-2e/>

Eisenberger, N. I., Lieberman, M. D., & Williams, K. D. (2003). Does rejection hurt? An fMRI study of social exclusion. *Science*, 302(5643), 290-292.

Nam, H. H., Jost, J. T., Kaggen, L., Campbell-Meiklejohn, D., & Van Bavel, J. J. (2018). Amygdala structure and the tendency to regard the social system as legitimate and desirable. *Nature Human Behaviour*, 2(2), 133-138.

Week eleven: The Political Psychology of Decision Making and Participation

Discussion Questions:

Lau, R., & Redlawsk, D. (2023). Political decision-making. In L. Huddy, D. Sears, J. Levy, & J. Jerit (Eds.), *The Oxford Handbook of Political Psychology* (pp. 150-190). Oxford University Press.

Taber, C. S., & Lodge, M. (2016). The illusion of choice in democratic politics. *Advances in Political Psychology*, 37(S1), 61-85.

Pennycook, G., & Rand, D. G. (2019). Lazy, not biased: Susceptibility to partisan fake news is better explained by lack of reasoning than by motivated reasoning. *Cognition*, 188, 39-50.

Week twelve: Stress, Health, and Political Psychology

Discussion Questions:

Ksiazkiewicz, A. (2020). Conservative larks, liberal owls: The relationship between chronotype and political ideology. *The Journal of Politics*, 82(1), 367-371.

Landwehr C, & Ojeda C. Democracy and Depression: A Cross-National Study of Depressive Symptoms and Nonparticipation. *American Political Science Review*. 2021;115(1):323-330. doi:10.1017/S0003055420000830

Smith, K. B. (2022). Politics is making us sick: The negative impact of political engagement on public health during the Trump administration. *Plos One*, 17(1), e0262022.

Week thirteen: Social Cognition, Intergroup Relations & Prejudice (In-class EXAM REVIEW)

Discussion Questions:

Fiske, S. T., Cuddy, A. J., & Glick, P. (2007). Universal dimensions of social cognition: Warmth and competence. *Trends in Cognitive Sciences*, 11(2), 77-83.

Cook, C. L., Li, Y. J., Newell, S. M., Cottrell, C. A., & Neal, R. (2018). The world is a scary place: Individual differences in belief in a dangerous world predict specific intergroup prejudices. *Group Processes & Intergroup Relations*, 21(4), 583-596.

Course Policies

Late Policy, Academic Accommodations and Considerations

Academic Accommodations:

- Students who believe that they require ongoing academic accommodations due to a disability are encouraged to request accommodation through Accessible Education. More information can be found here: [Accessible Education](#)

Late Work:

- Late assignments are unacceptable and will be penalized at a rate of five percent (5%) per day (including weekends). Students should get ahead of due dates by starting to work on assignments early.
- Assignments later than 7 days will not be accepted and will receive a grade of zero.
- If you require an extension due to an illness or other extenuating circumstance, please read the policy outlined below.

Requests for extensions and missed lectures or exams:

- If you are sick or face other extenuating circumstances that prohibit you from submitting an assignment on time, attending class, or writing a quiz, the circumstance must be documented according to Western's Academic Consideration Policy.
- The process for granting consideration/accommodation for a range of issues is managed through Academic Counsellors in the student's home faculty.
- Students are required to use the Student Absence Portal to submit requests for Academic Consideration. More information about the portal and the University's Academic Consideration policy can be found here: [Office of the Registrar – Academic Consideration](#)
- **All requests for medical or compassionate extensions must go through Academic Counseling only.** Please do not email medical documentation or other information to the instructor for the course. Accommodation requests received by Academic Counselling are sent to instructors shortly after, and it is the student's responsibility to follow up with instructors and make the appropriate arrangements if approved.

Policy specific to participation and quizzes:

- If you do not submit a quiz by the deadline, you will receive a grade of zero. You may submit forum responses after the week the material relating to the forum prompt was covered. However, you will not receive full marks for participation for that week. If you do not participate during the appropriate week four or more times you cannot receive greater than half of the 10% of your course grade attributed to participation.
- If your request for Academic Consideration for missing a forum post (which contributes to your attendance grade) or a quiz is approved, the distribution of your grade across subsequent components of the evaluation will simply be re-weighted.
- For instance, a student who missed a lecture and received Academic Consideration for their absence will have their attendance grade re-weighted such that it is now a score out of 9 lectures, instead of 10 lectures.

Make up work and grade appeals:

- There are no opportunities to "make up" any assignments where a student received a grade that they felt was not satisfactory.
- If you are concerned that your assignment was not graded fairly or correctly, you must wait 48 hours before contacting the instructor to appeal your grade. To appeal your grade, you must email a 1-page written explanation stating why you think your assignment was improperly graded. The instructor will respond to your appeal in writing.
- This policy is meant to promote fairness for students, as well as respect for the course instructor.

Statement on the Use of Generative AI:

- Students are expected to learn how to conduct research through a process of trial and error. Running course materials through GenAI or using GenAI to complete a course assessment is considered unoriginal work, and therefore, plagiarism.
- It is not acceptable to continually consult generative AI tools when learning how to develop research ideas and write about them. GenAI tools should not be used to produce a student's written work in any form. It can be destructive to use GenAI when learning to conduct research, as it increases your dependence on the tool and decreases your ability to remember or comprehend the decisions that are a part of the research process. Furthermore, students are expected to rely mostly on concepts discussed in class and the instructor will provide sufficient examples that students can refer to when completing assignments.

Office Hours Policy:

- Office hours will be held during the specified time and students are encouraged to make use of those opportunities instead of requesting alternative meeting times.
- However, office hours can be scheduled by appointment, at a time that works for both the instructor and the student, if regular office hours conflict with a student's course schedule or life responsibilities.
- Office hours by appointment are not available before 9am or after 5pm Eastern Standard time.

Email Policy:

- Please include the course code in the subject line.
- I will not respond to emails before 9am or after 5pm during the week and will be less responsive on weekends.
- I will do my best to respond to emails within 2 days, not including weekends.
- If I do not respond to you after 2 days, please send me a follow up email if your concern remains.

Accessibility Policy:

- I will make all slides relating to video lectures available 24 hours after the recorded lecture is posted on OWL Brightspace.

- I will endeavour to make sure recorded lectures use closed captions and make them available.
- If any of my slides use colours or fonts that are hard to read, please reach out to me via email and I will adapt the slides to make them easier to read.

Approach to Inclusivity, Diversity and Respect:

- All students should feel valued and empowered to express their perspectives while maintaining a spirit of mutual respect and academic integrity.
- This course recognizes the richness that diverse backgrounds, perspectives, and experiences bring to the learning environment.
- I will actively strive to create an atmosphere where individuals from all identities—regardless of race, ethnicity, gender, sexual orientation, ability, religion, or socioeconomic background—can contribute meaningfully and feel included.
- Diversity of thought and lived experience enhances our understanding of political systems and fosters critical analysis.
- **Responsibilities of Students and Instructor:**
 - Students are encouraged to engage actively and respectfully, listening to and learning from diverse perspectives.
 - The instructor is committed to fostering an inclusive environment, addressing any concerns related to discrimination or exclusion, and facilitating fair and open discussions.
 - Everyone in the classroom shares responsibility for upholding these principles of inclusivity, diversity, and respect.
- By adhering to these guidelines, we can create a learning space that is intellectually stimulating, respectful, and welcoming to all.

Class participation rules:

- Below are some general guidelines for forum participation and interaction with other students in the form of in class discussion.
 - Everyone has the right to be heard.
 - No name calling or personal remarks.
 - Recognize that everyone starts from different bases of knowledge.
 - Have the humility to recognize that you do not know everything and that everyone stands to improve.

Children in Class:

I applaud all of you who go to school with children! It is difficult to balance school, work, and family commitments, and I want you to succeed. Here are my policies regarding children in class:

4. All breastfeeding babies are welcome in class as often as needed. If your baby requires your attention, you can step outside and tend to them.
5. Non-nursing babies and older children are welcome as well. I understand that babysitters fall through, partners have conflicting schedules, children get sick, and other issues like a

global pandemic arise that leave parents with few other options. If your child requires your attention, you can step outside and tend to them.

6. All students are expected to join me in creating a welcoming environment that is respectful of your classmates who bring children to class.

I understand that sleep deprivation and exhaustion are among the most difficult aspects of parenting young children. The struggle of balancing school, work, childcare, and high inflation is tiring, and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please do not hesitate to contact me with any questions or concerns if this policy applies to you.

University Policies

Statement on Academic Offenses:

- Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

Scholastic Discipline Policy (Undergrad)

- All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Statement on Use of Electronic Devices:

- Students are allowed and encouraged to use their laptop during class time, however, they are expected to refrain from scrolling social media and looking at other non-class related content. Students should avoid using cellphones during recorded lectures.

Links to University Support Services

- Registrarial Services
- USC Services
- Students who are in emotional/mental distress should refer to: Mental Health@Western for a complete list of options about how to obtain help.

Statement on Gender-Based Violence:

- Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website here. To connect with a case manager or set up an appointment, please contact support@uwo.ca.