Junior Writing Seminar: Social Influence in Politics
(POLS 43001 - Section 06)

Professor Erin Rossiter

Fall 2022

1   Course information

Location
DeBartolo Hall 330

Time
Mondays and Wednesdays 3:30pm - 4:45pm

Office hours
Mondays 5pm-6.45pm *might change*
Wednesdays 2pm-3:15pm
(or by appointment)
2077 Jenkins Nanovic Halls
Sign up here: calendly.com/erossite/officehours

2   Description

No one experiences politics in a bubble. Family members bring up politics in conversation, friends ask us to join them in the streets to protest, and our social networks share political information (and misinformation) with us online. In this course, students will learn both the good and the bad of when, why, and how the people around us shape our political attitudes and behaviors, such as attitude formation, political participation, the acquisition of political information, and more. Students should conclude the course with an understanding of the social influences in their own lives and decision-making.

3   Learning objectives

- The student should be able to define social science research and distinguish the unique challenges of making scientific claims in this discipline.

- The student should be able to communicate an understanding of the theoretic approaches that scholars use to address questions of social influence, including theories on homophily, group identity, conformity, polarization, and more.

- The student should have a high-level intuition of the methods that scholars use to study social influence, including survey work, experiments, and network analysis, and the unique benefits and challenges posed by using these approaches to assess questions of social influence.

- The student should be able to apply theories of social influence and evaluate and asses the validity of new evidence or assertions when consuming political (and non-political) information in their everyday lives.

4   Required Materials

All readings will be posted to Canvas. Please let me know if anything is preventing you from acquiring the course materials so I can be of help.

- Readings posted to Canvas
- Scratch paper for daily reading questions and occassional written feedback

5 Grading Scale

A+	[97-100]%
A	[93-97)%
A-	[90-93)%
B+	[87-90)%
B	[83-87)%
B-	[80-83)%
C+	[77-80)%
C	[73-77)%
C-	[70-73)%
D+	[67-70)%
D	[63-67)%
D-	[60-63)%
F/I	[0-60)%

See the registrar's explanation of letter grades. There will not be opportunities for extra credit.

6 Grade components

Participation – 20%

Writing seminars are intended to "give students a chance to take an advanced course in a seminar setting, with an emphasis on research skills and discussion." For this reason, participation is a large component of the final grade. What does this mean? I expect students to actively engage with the course material, other students in the class, and myself. Each students' participation is valued and important to the success of the course! However, I intend for the following participation policy to balance the importance of participation in the course with some flexibility to acknowledge students have different styles of participation and may be facing difficulties that prevent them from participating in "standard" ways.

Participation involves, first, attendance. Attendance *itself* does not contribute to the grade, but your participation grade will suffer if you miss several seminars. In other words, missing a seminar does not necessarily hurt you as you can make up that participation in other ways. I will not require a "doctor's note" or anything to excuse an absence, but if it is possible (and often it may not be), I would appreciate if the student emailed me to let me know they will not make it to class otherwise I will worry about you.

Participation involves, more generally, engagement with any in-class discussion and activities, whether in full group or small group settings, asking questions, attending office hours, etc. (Let me repeat: attending office hours!) Keep in mind, I am not interested so much in *quantity* of participation, but rather, *quality* of participation. Providing original insights, asking thoughtful questions, active listening (i.e., not checking laptop or phone notifications), and chatting with me about the content from a missed class in office hours are all valid forms of participation.

More technically, half of the participation grade will be general engagement, and the other half will be from daily, low-stakes reading questions in class. Please come to class even if you have not had time to do the assigned reading, as I will **drop the lowest 3 scores** no questions asked.

Course introduction 20%

For most course meetings, two students will help me kick off our discussion. You will engage with the content ahead of time in more detail than usual, and you will plan a short presentation. The short presentation will do two things. First, it will introduces the importance, or the "so what" of the day's readings. This will be 1-2 slides only. Then, it will pose 3 key points of discussion or open questions we ought to cover as a group. Each question will be its own slide. Therefore, the presentation will be **no more than 5**. The slides must be emailed to me at least 24 hours before class so I can provide any feedback before they are presented.

This aspect of the course serves several purposes. First, it will prepare students for the research design assignment by asking students to read academic work with a critical eye and propose future avenues of research. Second, a major goal of the course is to develop communication skills. Presenting clearly and succintly while engaging the audience is difficult. Introducing the day's content provides an opportunity to improve these skills.

Self-experiment and write-up 20%

Taken from Max Fineman and Matthew Salganik. 2022. "Improving Your Relationship with Social Media May Call for a Targeted Approach. Blog post here.

Chances are, you're on some form of social media every day. We will read about some potential harms of social media in this course, particularly for teens and younger adults like you. In this assignment, we will ponder the following question: How can individual people use scientific ideas to create a healthier relationship with social media in their personal lives?

We will consume a lot of interesting research in this course that might help answer this question. However, applying that research to your own lives might not be as clear as you'd think. Why? First, prior research doesn't necessarily shed light on how *individual* users are affected by social media, and second, as best as researchers can tell, different social media platforms seem to impact people differently. Therefore, if you want to understand and improve your own relationship with social media, a promising approach is self-experimentation, where you basically run experiments on yourself. That is what we are doing in this assignment. You will design, conduct, and reflect on a self-experiment involving social media.

Please note that for some people, social media has very significant impacts on their mental health, both positive and negative. We urge you to exercise caution when experimenting with something that affects your mental health, and you may want to consult a mental health professional before trying any experimentation.

Research design 30%

This course's topical theme is social influence in politics; however, it also has a methodological theme. Throughout the seminar, we will discuss in depth *how* to study social influence. We will largely compare and contrast experiments, social network analyses, and cross-sectional/observational studies.[1] As we will discuss at length in our seminars, social influence is particularly difficult to study, thus it is critical to understand how to study social influence in order to cultivate a depth of understanding on the topic.

Despite our focus on empirical social science, and our emphasis on the particular above-mentioned methodologies, **you do not need to have any quantitative background to be successful in this course.** We will only be discussing empirical approaches at a high-level (e.g., you will not need to do any math yourself), and all necessary background information will be introduced throughout the course.

This brings me to what exactly the research design will look like. You will motivate an original research question, conduct a short literature review, and state your theory and hypothesis. In addition, you'll need to envision some sort of research design—whether an experiment, network analysis, etc.–that you *would* conduct to test your hypothesis if you had infinite time, money, and resources. You do *not* need to collect or analyze data for your project.

Why this assignment? In short, my goal for this course is to prepare you to think like a social scientist in your political, professional, and even personal lives. We will develop a substantive knowledge of theories and findings regarding social influence in politics, but we will also learn how to go about the social science process ourselves. You will be prepared to ask *your own* original research questions in this field and imagine how you would go about testing it.

The research design is due during our Final Exam time period. More information will be posted to Canvas and discussed in class.

Research design presentation 10%

As I discussed above, this course emphasizes communication skills in the form of writing and presentation. In fact, I strongly believe that presenting your work verbally, as it requires a different type of communication than writing, requires you to clarify your own thinking and logic and the paper itself will improve after crafting a presentation.

---

[1]Archival methods, case research, interviews, etc. are simply beyond the scope of this class—we can't do it all.

Each student will have five minutes to present their research design with slides and five minutes for Q&A from peers. A draft of slides are due before the Thanksgiving holiday break. The presentations will be held the final two days of class. We will discuss more details of the final presentation at a later date.

7   Email Policy

I encourage you to email me questions and comments! I will usually respond to emails within 24 hours, except for weekends and holidays. I ask that you double check that any question sent via email can not be answered by the syllabus. If you expect your question requires more than a short paragraph response, please come to office hours or make an appointment with me to discuss. I may ask you to come to office hours to discuss if I deem the email requires more than a short paragraph response.

8   Course Communication & Canvas

I will post all readings, grade and feedback on Canvas, and you will submit all assignments via Canvas. I might also send fun things related to the class, but that you are not required to view, via Canvas.

However, I will send course information you are required to read via Email. For example, if I decide to add or subtract a reading from a future class session or push back a due date. Therefore, I expect you to check your university email multiple times a week for alerts about the class.

9   Privacy Practices

This course is a community built on trust. In order to create the most effective learning experience, our interactions, discussions, and course activities must remain private and free from external intrusion. As members of this course community, we have obligations to each other to preserve privacy through the following practices:

- Course materials (videos, assignments, readings, etc.) are for use in this course only. You may not upload them to external sites, share with students outside of this course, or post them for public commentary without my written permission.

- In our discussions, some of us may volunteer sensitive personal information. Do not share others' personal information on sensitive topics outside of our course community. Student work, discussion posts, and all other forms of student information related to this course are private.

- If we must transition to Zoom at some point, I plan to record class meetings. These recordings will be available for review through Canvas. I ask that the only recordings made of our class meetings are the ones I am making on Zoom for educational purposes.

10   Academic Integrity

I expect that students take academic integrity seriously. Instances of cheating, plagiarism, or other forms of academic dishonesty will be reported. In particular for this course, students should take great care in their written work to attribute others' ideas and words to the original source. For example, students should cite all sources, including citing direct quotations, from any book read in class or any material from the Internet. We will review what does and does not consitute plagarism in class. However, all students are responsible for familiarizing themselves with the Honor Code on the University's website and pledge to observe its provisions in all written and oral work, including oral presentations, quizzes and exams, and all drafts and final versions of essays.

In particular, for the research design, it is expected that the idea and all writing is original for this course. If you want to build on an idea from a prior course, that is great! But, you need to let me know and get prior approval from me otherwise I consider that plagiarism of your own work. Simply set up a time to chat in office hours and we will sort it out.

11 Statement on inclusiveness

I expect that students are committed to and strive to maintain a positive learning environment based on open communication, mutual respect, and non-discrimination. In this class we will not discriminate on the basis of race, gender, age, economic class, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment will be appreciated and given serious consideration.

12 Title IX: Confidentiality and Responsible Employee Statement

Notre Dame faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available.

I am available to discuss concerns. Please know that information shared with me regarding alleged sexual assault, sexual misconduct, dating violence, domestic violence, stalking, or conduct that creates a hostile environment will be reported to the University's Title IX Coordinator or Deputy Title IX Coordinator to investigate as I am a mandatory reporter.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact counseling, medical, or pastoral resources. Please see the Title IX website for more information, including phone numbers and hotlines, about reporting options and resources at Notre Dame and in the community.

13 Statement on Covid-19

I will alert you to any possible changes in course requirements, including course format changes, in response to Notre Dame's decisions about community safety during the semester.

Additionally, I may ask students to wear masks. Please always have one with you for class and office hours.

Students will not be penalized for having to self-quarantine or self-isolate given Covid-19. Course materials and assignments will be available for completion in an alternative modality if needed.

14 Mental Health Statement

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, non-academic parts of life, like problems with relationships, family worries, loss, or a personal struggle or crisis, can also contribute to decreased academic performance.

Notre Dame provides mental health services to support the academic success of students. In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of resources that might be helpful to you. It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available.

The University Counseling Center (UCC) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being.

Remember, getting help is a smart and courageous thing to do — for yourself and for those who care about you. For more resources please see ucc.nd.edu or care.nd.edu.

The UCC is located on the third floor of Saint Liam Hall
Hours: Monday-Friday 8:30am - 5:00pm
Urgent Crisis Line 24/7: 574-631-7336

15 Accommodations for Disabled Students

Notre Dame supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, and is committed to reasonable accommodations for individuals with

documented disabilities.

Students for whom accommodations may be necessary must be registered with, and provide their instructors official notification, through Sara Bea Accessibility Services. I work with students and Sara Bea Accessibility Services to ensure that students with documented disabilities have the resources that they need to be successful.

Please speak with me as soon as possible regarding accommodations. Students who are not registered should contact the Office of Disability Services as soon as possible since accommodation typically needs to be arranged well in advance.

16 Religious and Cultural Observance Accommodations

Student with a conflict between an academic requirement and a religious or cultural observance should notify me within the first three weeks of class of the specific dates in order to schedule a make-up activity. I strongly encourage you to honor your religious holidays and cultural practices! However, if I do not hear from you within the first three weeks of class, I will assume you plan to attend all class meetings and can participate in all activities.

17 Preferred Names and Gender Inclusive Pronouns

In order to affirm each persons gender identity and lived experiences, I may check in about pronouns, and I encourage students to do the same of your peers.

18 Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

19   Schedule

Unit 1 – The Toolkit

Wed, August 23 – Introductions

Mon, August 28 – The importance of *social* science

- Watts – Preface & Ch. 1
- Cox, Daniel. 2021. "Peer Pressure, Not Politics, May Matter Most When It Comes To Getting The COVID-19 Vaccine." FiveThirtyEight.

Wed, August 30 – Correlation vs causation; social influence vs. homophily vs. shared environments

- Sinan Aral TedxTalk. Watch until 11:55, watch it **twice**, and please do not increase playback speed.

Mon, September 4 – Experiments as tools to study social influence

- Nickerson, David W. "Is voting contagious? Evidence from two field experiments." *American Political Science Review* 102.1 (2008): 49-57.
  - **Reading guidance:** Focus on how this author uses an experiment to tease apart the influence vs. homophily vs. shared environments problem from last class.

Wed, September 6 – Social networks as tools to study social influence

- Christakis, Nicholas A., and James H. Fowler. *Connected: The surprising power of our social networks and how they shape our lives*. Little, Brown Spark, 2009. Chapter 1
  - **Reading guidance:** Focus on the language these authors use (e.g., nodes and edges) to characterize our social connections into a *network*.

Unit 2 – Group-based identities

Mon, September 11 – Social identity theory

- Tajfel, Henri. "Experiments in intergroup discrimination." *Scientific American* 223.5 (1970): 96-103.
  - **Reading guidance:** We have just one reading. It's a manageable length, so read the whole thing. Focus on the author's theory and the experiment he came up with the provide evidence in support of his theory.
  - Optional: If you're interested in more readings about ingroup love/favoritism vs. outgroup hate specifically, I put two optional readings in the files for today on Canvas. Brewer (1999) it talks more about the evolutionary side of ingroup favoritism, and Greenwald and Pettrigrew (2013) talks about the harms of ingroup favoritism in addition to outgroup hostility (content warning, they talk about racial violence).

Wed, September 13 – Partisanship, polarization, (and political violence)

- Mason, L., 2018. Uncivil agreement: How politics became our identity. University of Chicago Press. Read Chapters 1-3
- Mason, Lilliana and Nathan Kalmoe. 2021. "What You Need to Know about How Many Americans Condone Political Violence – and Why". Monkey Cage.
  - **Reading guidance:** We have a few chapters of a book (Mason 2018). Read the first two chapters closely and skim the third. We also have a short 2 page article from the Washington Post. Please make sure to read that and think about how it connects to the Mason 2018 book.

Mon, September 18 – Intergroup Attitudes

- *Also discussing how to state a research question and the research design paper*

- Klar, Samara. "When common identities decrease trust: An experimental study of partisan women." American Journal of Political Science 62, no. 3 (2018): 610-622.

  – **Reading guidance:** We have one article. Follow our usual formula. Read the intro closely up through the hypotheses (H1, H2a, H2b). The results section is dense, so try to understand how she set up her experimental test and how the results shown in Figure 2 support her hypotheses. You can skim the rest of the results section. Do read the conclusion though!

  – Optional: Pérez, Efrén, Crystal Robertson, and Bianca Vicuña. "Prejudiced when climbing up or when falling down? Why some people of color express anti-black racism." American Political Science Review 117, no. 1 (2023): 168-183.

Wed, September 20 – Conformity and social norms

- **DUE one-page motivation of a research question**

- Valentim, Vicente. "Social Norms." pg 1-3. 2023

- Chryl Laird podcast about her book *Steadfast Democrats*, 3:00-14:45; 20-29:30

  – **Reading guidance:** Valentim is a short overview of social norms, please read the entire peice (it is only 3 pages).

  – Optional: Munger, Kevin. "Tweetment effects on the tweeted: Experimentally reducing racist harassment." Political Behavior 39, no. 3 (2017): 629-649. (Content warning – this article talks about the use of racist slurs on Twitter because the aim of the article is to understand how we might reduce this form of prejudice.)

Mon, September 25 – Intergroup contact

- *Also circulating anonymous research question/topic ideas for peer feedback and discussion*

- Enos, Ryan D. "Causal effect of intergroup contact on exclusionary attitudes." *Proceedings of the National Academy of Sciences* 111.10 (2014): 3699-3704.

- Broockman, David, and Joshua Kalla. "Durably reducing transphobia: A field experiment on door-to-door canvassing." *Science* 352, no. 6282 (2016): 220-224.

  – **Reading guidance:** We have two short articles. I think you'll find the articles really interesting! Read them both keeping in mind the similarities and differences in what they expect from (different kinds of) intergroup contact.

  – Optional: Mousa, Salma. "Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq." Science 369.6505 (2020): 866-870.

Unit 3 – Socialization

Wed, September 27 – Your Parents and Your Politics

- Watch this 10 minute video to kick off the unit

- Alvin Chang. 2018. "Your politics aren't just passed down from your parents. This cartoon explains what actually happens." Vox. 5-10 minute read.

- Iyengar, Shanto, Tobias Konitzer, and Kent Tedin. "The home as a political fortress: Family agreement in an era of polarization." *The Journal of Politics* 80, no. 4 (2018): 1326-1338.

  – We have a video, short Vox reading, and a tough article. For the article, what is important is that you try your best to understand the authors' theory at the beginning of the paper. The empirical components are tough and you don't need to understand that, but you can give it a shot if you want.

Mon, October 2 – Gendered Political Socialization

- Listen to this 3 minute clip first.

- Mirya Holman, Angela L. Bos, J Celeste Lay, Jill S. Greenlee, Zoe M. Oxley. 2021. Girls learn early that they don't have much of a place in politics. The Conversation. 10 minute read.

- Campbell, David E., and Christina Wolbrecht. "See Jane run: Women politicians as role models for adolescents." The *Journal of Politics* 68, no. 2 (2006): 233-247.

  – **Reading guidance:** We have one article, a short text, and a short podcast. The empirical part of the article is pretty easy to consume, and its written by our very own Professors Wolbrecht and Campbell. Try to follow along with their findings, but feel free to skim a bit since this is a little more content than usual.

  – Optional: Kalla, Joshua, and Ethan Porter. "Can the political ambition of young women be increased? Evidence from US high school students." (2020).

Wed, October 4 – Going off to College

- Mendelberg, Tali, Katherine T. McCabe, and Adam Thal. "College socialization and the economic views of affluent Americans." *American Journal of Political Science* 61, no. 3 (2017): 606-623.

  – **Reading guidance:** We have one article. For this one, the empirical components are complicated! Don't worry about their complex data analyses. Focus on the theory, hypothesis, and the data source.

Unit 4 – Our social networks

Mon, October 9 – Strength of weak ties

- Granovetter, Mark S. "The strength of weak ties." *American journal of sociology* 78.6 (1973): 1360-1380.

- Valenzuela, Sebastián, Teresa Correa, and Homero Gil de Zuniga. "Ties, likes, and tweets: Using strong and weak ties to explain differences in protest participation across Facebook and Twitter use." *Political communication* 35.1 (2018): 117-134.

  – **Reading guidance:** Granovetter: Just read 1360-1363, really trying to understand his theory. Then, just read pages 1371 from "I will develop this point empirically..." until the end of the section on 1373. Please read – this is one of the most important readings all semester and its only 6.5 pages.
  Valenzuela et al. Skim it. What I really want you to get from this paper is the theory drawing on the different affordances of Twitter and Facebook and how that sets up their hypotheses about strong/weak ties

Wed, October 11 – Political consequences of severed social ties

- **DUE first draft of the research question, literature review, and theory and hypothesis sections.**

- Gessen, Masha. 2020. "The Political Consequences of Loneliness and Isolation During the Pandemic" *The Atlantic.*

- Leavitt, Alex, and George Berry. "Friends Against Humanity: Friendship Dissolution and Polarized Fears After the 2016 US Presidential Election." (2023).

Fall break

Mon, October 23 – Exposure to difference

- Mutz, Diana C., and Jeffery J. Mondak. "The workplace as a context for cross-cutting political discourse." *The Journal of Politics* 68.1 (2006): 140-155.

- Massenkoff, Maxim and Nathan Wilmers. "Rubbing Shoulders: Class Segregation in Daily Activies." 2023.

– **Reading guidance:** This is a heavier reading day. Please read both articles. In <u>Mutz and Mondak</u>, I am interested in you understanding their theory and hypotheses. In <u>Massenkoff and Wilmers</u> I want you to understand their findings (don't worry about understanding the math in Section 3) and to think about the political implications of cross-class mixing.

Wed, October 25 – Social Capital

- Putnam, Robert D. "Bowling Alone: America's Declining Social Capital": Journal of Democracy (1995)."

  – **Reading guidance:** Please read pages 1-13

Mon, October 30 – Social Capital Part 2

- Miller, Claire Cain et al. 2022. "Vast New Study Shows a Key to Reducing Poverty: More Friendships Between Rich and Poor. The Upshot. Article here.

  – **Reading guidance:** In order to view the graphics, you must use the link on the syllabus rather than me sharing a pdf. You should be able to access the article without having a NYT subscription, but please let me know if you run into trouble. It is the New York Times write up of the studies included in the "Optional" section.

  – Optional: Chetty, Raj, Matthew O. Jackson, Theresa Kuchler, Johannes Stroebel, Nathaniel Hendren, Robert B. Fluegge, Sara Gong et al. "Social capital I: measurement and associations with economic mobility." Nature (2022): 1-14.
  Chetty, Raj, Matthew O. Jackson, Theresa Kuchler, Johannes Stroebel, Nathaniel Hendren, Robert B. Fluegge, Sara Gong et al. "Social capital II: determinants of economic connectedness." Nature (2022): 1-13.

Wed, November 1 – Interpersonal Conversation

- Druckman, James N., Matthew S. Levendusky, and Audrey McLain. "No need to watch: How the effects of partisan media can spread via interpersonal discussions." *American Journal of Political Science* 62.1 (2018): 99-112.

  – Optional: Atir, Stav, Kristina A. Wald, and Nicholas Epley. "Talking with strangers is surprisingly informative." Proceedings of the National Academy of Sciences 119, no. 34 (2022): e2206992119.

Unit 5 – Social Media & Social Influence

Mon, November 6 – Social Media and Democracy

- Do our Platforms Bring us Together or Push us Apart? 10 minute video

- Haidt, Jonathan. 2022. "Yes, Social Media Really Is Undermining Democracy." *The Atlantic*.

- Weiss-Blatt, Nirit. 2022. "Don't Be So Certain That Social Media Is Undermining Democracy." *The Atlantic*.

Wed, November 8 – Social media use and political activism

- **DUE first draft of research design paper**
- Oden, Ayla, and Lance Porter. "The Kids Are Online: Teen Social Media Use, Civic Engagement, and Affective Polarization." Social Media+ Society 9, no. 3 (2023).

Mon, November 13 – Influencers

- Watts, pages TBD.

- Wofford, Benjamin. 2022. "Meet the Lobbyist Next Door." Wired.

- "TikTok has a political influencer problem targeted at Gen Z voters." 2023. The Hill.

– Optional: Hsu, Tiffany. 2022. "On TikTok, Election Misinformation Thrives Ahead of Midterms" *New York Times.*

Wed, November 15 – The ethics of massive social media experiments to understand influence

- Bond, Robert M., et al. "A 61-million-person experiment in social influence and political mobilization." *Nature* 489.7415 (2012): 295-298.

- Kramer, Adam DI, Jamie E. Guillory, and Jeffrey T. Hancock. "Experimental evidence of massive-scale emotional contagion through social networks." *Proceedings of the National Academy of Sciences* 111.24 (2014): 8788-8790.

- Sexton, Renard. ""What does informed consent mean when conducting a field experiment?" 2015. Monkey Cage.

  - **Reading guidance:** Read everything, each item is pretty short. People were upset with Kramer et al. was published, try to understand why.

  - Optional: Flick, Catherine. "Informed consent and the Facebook emotional manipulation study." *Research Ethics* 12.1 (2016): 14-28.

Mon, November 20 – Hashtag activism

- *Also discussing how to give a good presentation*

- See timeline

- Introduction and Chapter 4 of #HashtagActivism: Networks of Race and Gender Justice

- Warzel, Charlie. 2023. "Twitter Is a Far-Right Social Network." The Atlantic.

  - **Reading guidance:** Please read the indicated chapters of the book. Then, consider what platforms, and for what groups, are most powerful for activism networks today when reading the short Atlantic peice. Content warning: the readings engage with racism, racial violence, and police brutality.

  - Optional: Timeline of Twitter's changes under Elon Musk.

Wed, November 22– *No meeting; University holiday*

Mon, November 27 – Socially supplied misinformation

- **DUE the self-experiment write-up**

- *Also discussing self-experiment results*

- Dimant, Eugen. 2021. Why People Share Conspiracy Theories Even When They Know They Are Untrue. Psychology Today.

- Green, Jon, William Hobbs, Stefan McCabe, and David Lazer. "Online engagement with 2020 election misinformation and turnout in the 2021 Georgia runoff election." Proceedings of the National Academy of Sciences 119, no. 34 (2022): e2115900119.

  - **Reading guidance:** Dimant is a short piece, read it all. Green et al. is longer, read it focusing on understanding the competing hypotheses they test.

  - Optional: Anspach, Nicolas M., and Taylor N. Carlson. "What to believe? Social media commentary and belief in misinformation." *Political Behavior* 42.3 (2020): 697-718.

Unit 6 – Wrapping up

Wed, November 29 – Conclude & Reflect

- **DUE draft of slides for feedback**

Mon, December 4 – Presentations

Wed, December 6 – Presentations

Mon, December 11 – *No meeting during final exam time*

- No final exam!
- Research design due at noon EST