

POLS 308 POLITICAL PSYCHOLOGY

Spring 2023

Instructor:	Dr. Daniel Weitzel (he/him)	Time:	MWF 11:00-11:50
Email:	daniel.weitzel@colostate.edu	Place:	Eddy 200

Objectives:

This course examines the role psychology plays in the political attitudes, opinions, and behavior of the mass public. In this course we will examine the foundations of individual decision making in democratic political systems. You will engage with the fundamental theories of political psychology, evaluate competing explanations for variations in political attitudes and behavior, and take a close look at specific applications of political psychology:

- How do individuals acquire their political beliefs?
- What shapes opinions and behavior?
- Why are some people “left” and others “right”?
- How much can we trust public opinion?

By the end of this course, you will have an understanding of how psychological theories help explain what goes on in the political world, at the level of both the ordinary citizen and political leaders. You also will be exposed to original research conducted by political scientists and psychologists. Thus another goal of this course is to develop your appreciation for scientific thought and the research process more generally.

You are welcome - even encouraged! - to disagree with the answers proposed by the assigned readings. If this is the case, you should be able to formulate an evidence-based counter-argument that convinces your colleagues to reject alternative explanations. This analytical exercise will help you prepare for a career in settings where there are no clear-cut answers, such as consulting, research, finance, public policy, or law.

Office Hours: Monday 13:00-16:00 in Clark B 348. You can sign up online [here](#). I am also available after class, or by appointment. During office hours I am available for any and all questions students might have. Please make use of this opportunity. We can discuss your questions about the course material, the class, or your progress so far. Since I am new in town: I’m also happy to hear about your favorite things to do in Fort Collins and Colorado.

Assignments:

Attendance and active participation (5%) Preparing for the classes and engaging in discussion is a requirement for this course, which is why this grade evaluates the *frequency* and *quality* of contributions. I will not take attendance; if you miss class, I trust that you have legitimate reasons to do so. However, frequent absences might reduce your ability to engage in class discussion, which in turn will affect your participation grade.

Quizzes (10%) Ahead of several classes, a short online multiple choice quiz will gauge your comprehension of the readings. Quizzes are forward-looking: they cover the readings assigned for the next class session and are due before the beginning of said class. Late quizzes will be accepted up until February 1. Students who join the course late should go back and complete missed quizzes. There will be a total of 13 quizzes and I will drop the 3 lowest scores. Since I am dropping the 3 lowest scores, there will be no make-up quizzes.

Discussion Assignment (10%) Ahead of several classes, you have to submit a comment, question, thought, or observation that we can use in class. This assignment is also forward-looking. Late discussion assignments will be accepted up until February 1. Students who join the course late should go back and complete missed assignments. There will be a total of 13 assignments and I will drop the 3 lowest scores. Since I am dropping the 3 lowest scores, there will be no make-up assignments.

Response paper (25%) Students will have to write two (one page, single spaced, approx. 500 words) response paper. In these response papers I want you to critically engage with the Literature. There are multiple ways in which you can write this assignment. You can, for example, compare two readings with each other (maybe they are conflicting, make sure to always check the additional readings) or you can compare or contrast the content of two sections. Please do not just reproduce the arguments. I am not looking for summaries but want to see that you critically evaluate different academic arguments and then argue for a side. Response papers are due before the class. Hint: Since you have to really engage with the literature to write the response paper the day you submit the paper is also a great day to score some participation points!

In-Class Midterm Exam (25%) An in-class exam on March 10 will cover material from the readings, lectures, and class discussions up until that point. The exam will consist of a combination of short answers and short essay questions. To help you prepare for the exam, there will be a review session on March 8.

Final Exam (25%) There will be an in-class final exam in the finals week. Exact date and location TBD. To help you prepare for the exam, there will be a review session on May 5.

Important Dates:

Review Session 1	2023-03-08
Midterm	2023-03-10
Review Session 2	2023-05-05
Final Exam	TBD
Response Paper 1	Your choice!
Response Paper 2	Your choice!

Note: Depending on progress of the class these dates are subject to change. Updated deadlines will be announced in the class lecture and on Canvas.

Main References: There is no required textbook to purchase for this course. All readings in this class will be made available on Canvas. We will read cutting-edge research published in academic journals and books. The articles are selected based on their topic, impact, accessibility, and relevance to the class. We will usually read and discuss one academic article or book chapter per class session. Additional academic articles and book chapters are listed in the syllabus. You can read those if you want to learn more about a specific topic. In case you are looking for introductory text books that help you understand the material I can recommend the following books. Purchasing or reading these books is not necessary for this class.

- Huddy, L., Sears, D.O. and Levy, J.S. eds., 2013. *The Oxford Handbook of Political Psychology*. Oxford University Press.
- Sniderman, P.M., Brody, R.A. and Tetlock, P.E., 1993. *Reasoning and choice: Explorations in Political Psychology*. Cambridge University Press.

Class Policy:

- **Attendance** Regular attendance is essential for your academic success. While I don't take attendance your participation grade and likely all other grades will suffer if you miss too many sessions.
- **Communication** The most reliable way to get in touch with me is via email. You should expect a response within 48 business hours.
- **Academic Honesty and Integrity** This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the [CSU General](#)

[Catalog](#) and in the [Student Conduct Code](#). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation.

- **Accommodations** Your experience in this class is important to me. If you require any accommodation, let me know ahead of time what would be helpful so that we can plan together for you to succeed. You do not need to share private information with me, but you must provide verifiable documentation to the [Office of Student Case Management](#) or [Student Disability Center](#). For religious accommodations, please complete the [Religious Accommodation Request Form](#). Please provide verifiable documentation to them (not to me!) ahead of time and ensure that they forward me this information *at least one week* prior to the assignment for which accommodations are required. I cannot make adjustments after the fact.
- **Late Assignments** I will accept no late assignments. Exceptions are granted only if the [Office of Student Case Management](#) is able to provide documentation of a health emergency or other life emergency. If you experience an emergency, please contact Student Case Management, which will then contact me.
- **Grievances** If you are unhappy with your grade on an assignment, please wait 48 hours after the assignment is returned before contacting me. This provides the opportunity to let the initial emotions subside and think more clearly about the issue at hand. After 48 hours, you can contact me with a written explanation of why you feel your grade should be different. “I worked hard” is not a good explanation; I can only grade the quality of the work that you give to me! Based on this petition, I will decide whether to re-grade your assignment. However, be advised that your grade may move upwards or downwards.
- The material in the class can be challenging and difficult at first. It is hence of utmost importance that you follow the seminar closely, prepare for the class, and always contribute to an open and engaging class environment. I strongly encourage students to ask questions. If you don’t understand something or are stuck on a problem you are usually not alone.
- The goal of this class is the personal and intellectual growth of all students attending. Every student is expected to participate in the generation of an environment that facilitates this growth. Woolley, Kaitlin, and Ayelet Fishbach. 2022. “[Motivating personal growth by seeking discomfort](#).” *Psychological Science*, 33.4: 510-523.

Additional Resources and Policies Check out this link for policies relevant to your courses and resources to help with various challenges you may encounter: <https://col.st/2FA2g>.

This includes information about technical support, universal design for learning/accommodation of needs, undocumented student support, etc.

Movie: *Behind the curve*, a [documentary](#) about the Flat Earth movement that highlights the importance of a rigorous scientific approach with falsifiable hypotheses.

Grading Policy

Grade	Range
A+	100% to 96.67%
A	<96.67% to 93.33%
A-	<93.33% to 90.00%
B+	<90.0% to 86.67%
B	<86.67% to 83.33%
B-	<83.33% to 80.00%
C+	<80.00% to 76.67%
C	<76.67% to 70.00%
D	<70.00% to 60.00%
F	<60.00% to 0%

Tentative Course Outline:**Week 01:**

Welcome and how to thrive in this class 2023-01-18

- No mandatory readings, read the syllabus, prepare any questions you might have

Welcome and how to thrive in this class 2023-01-20

- No mandatory readings, read the syllabus, prepare any questions you might have

Week 02:

Introduction to Political Psychology 1 2023-01-23

1. Huddy, Leonie, David O Sears, and J Levy. 2013a.
“Introduction: Theoretical Foundations of Political Psychology.”
The Oxford Handbook of Political Psychology 2: 1–19

Introduction to Political Psychology 2 2023-01-25

1. Jordan, Christian H., and Mark P. Zanna. 2004. “How to Read a Journal Article in Social Psychology.” In *Political Psychology: Key Readings*, ed. John T. Jost and Jim Sidanius. Psychology Press

Discussing the role of political psychology in society 2023-01-25

1. Ouellette, Jennifer (2021). *What psychology of mass mobilization can tell us about the Capitol riot*. Available [online](#)

Additional Readings :

1. McDermott, Rose. 2019. “Psychological Underpinnings of Post-Truth in Political Beliefs.” *PS: Political Science & Politics*, 52 (2): 218–222
2. Deutsch, Morton, and Catrarina Kinnvall. 2002. “What Is Political Psychology?” In Kristen Renwick Monroe (ed.), *Political Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.
3. Hermann, Margaret G. 2002. “Political Psychology as a Perspective in the Study of Politics.” In Kristen Renwick Monroe (ed.), “Political Psychology”. Mahwah, NJ: Lawrence Erlbaum Associates.
4. Margolis, Michele F. 2019. “Who Wants to Make America Great Again? Understanding Evangelical Support for Donald Trump.” *Politics and Religion*, 1–30.
5. Greenlee, Jill S, Tatishe M Nteta, Jesse H Rhodes, and Elizabeth A Sharrow. 2018. “Helping to break the glass ceiling? Fathers, first daughters, and presidential vote choice in 2016.” *Political Behavior*, 1–41.
6. Cassese, Erin C. 2019. “Partisan Dehumanization in American Politics.” *Political Behavior*, 1–22.

Week 03:

Rationality in Political Behavior 12023-01-30

1. Chong, Dennis, “Degrees of Rationality in Politics”, in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Rationality in Political Behavior 22023-02-01

1. Nguyen, Quan (2019). “Why fear and anger are rational responses to climate change”. *The Conversation*. Available [online](#)

Rationality in Political Behavior 32023-02-03

1. No required readings for today. We will cover rational behavior, bounded rationality, games, and experiments with videos and games.

Additional Readings :

1. TBD

Week 04:

Sources of Political Behavior: Biological 1 2023-02-06

1. Funk, Carolyn L., "Genetic Foundations of Political Behavior", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Sources of Political Behavior: Biological 2 2023-02-08

1. Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *American Political Science Review*, 99(2): 153-167.

Sources of Political Behavior: Biological 3 2023-02-10

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Charney, Evan. 2008. "Genes and Ideologies." *Perspectives on Politics*, 6: 299-319 (see also the following debate with Hannagan Hatemi)
2. Carmen, Ira, 2007. "Genetic configurations of political phenomena: New theories, new methods." *Annals of the American Academy of Political and Social Science*, 614: 34-55
3. Alford, John R., Carolyn L. Funk and John R. Hibbing. 2008. "Beyond Liberals and Conservatives to Political Genotypes and Phenotypes." *Perspectives on Politics*, 6: 321- 328.
4. Petersen, M. B., Sznycer, D., Cosmides, L. and Tooby, J., 2012. "Who deserves help? Evolutionary psychology, social emotions and public opinion about welfare". *Political Psychology*, 33(3), 395-418.
5. Merolla, Jennifer L., Guy Burnett, Kenneth V. Pyle, Sheila Ahmadi and Paul J. Zak, 2013. "Oxytocin and the biological basis for interpersonal and political trust", *Political Behavior*.
6. Olson, L. R., Cadge, W. and Harrison, J. T., 2006. "Religion and Public Opinion about Same-Sex Marriage". *Social Science Quarterly*, 87: 340-360.
7. Kinder, Donald R., and Nicholas Winter. 2001. "Exploring the Racial Divide: Blacks, Whites and Opinion on National Policy." *American Journal of Political Science*, 45(2): 439-56.

Week 05:

Sources of Political Behavior: Psychological 12023-02-13

1. Sears, David O., and Christia Brown, "Childhood and Adult Political Development", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Sources of Political Behavior: Psychological 22023-02-15

1. Sears, David O. and Nicholas A. Valentino. 1997. "Politics matters: Political events as catalysts for pre-adult socialization." *American Political Science Review*, 91(1): 45-65.

Sources of Political Behavior: Psychological 32022-09-08

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Greenstein, Fred I. 1960. "The Benevolent Leader: Children's Images of Political Authority." *American Political Science Review*, 54: 934-945.
2. Stoker, Laura and M. Kent Jennings. 1995. "Life-Cycle Transitions and Political Participation: The Case of Marriage." *American Political Science Review*, Vol. 89, No. 2. (Jun., 1995), pp. 421-433.
3. Levitan, Lindsey Clark and Penny S. Visser. 2009. "Social Network Composition and Attitude Strength: Exploring the Dynamics within Newly Formed Social Networks." *Journal of Experimental Social Psychology*, 45: 1057-1067.

Week 06:

Belief Systems 12023-02-20

1. Taber, Charles S., and Everett Young, "Political Information Processing", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Belief Systems 22023-02-22

1. Zaller, John, and Stanley Feldman. 1992. "A simple theory of the survey response: Answering questions versus revealing preferences." *American Journal of Political Science* 36, (3): 579–616

Belief Systems 32023-02-24

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, ed. David E. Apter. New York: Free Press
2. 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 (2): 309–326
3. Zaller, John, 1992. "The Nature and Origins of Mass Opinion", Cambridge: Cambridge University Press.

Week 07:

Ideology 12023-02-27

1. Feldman, Stanley, "Political Ideology", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Ideology 22023-03-01

1. Mason, Lilliana. 2018. "Ideologues without Issues: The Polarizing Consequences of Ideological Identities." *Public Opinion Quarterly*, 82 (S1): 866–887

Ideology 32023-03-03

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Jost, John T., Christopher M. Federico, and Jaime L. Napier. 2009. "Political Ideology: Its Structure, Function, and Elective Affinities". *Annual Review of Psychology*, 60: 307-37.
2. Smith, Kevin B., John R. Alford, John R. Hibbing, Nicholas G. Martin, and Peter K. Hatemi. 2017. "Intuitive Ethics and Political Orientations: Testing Moral Foundations as a Theory of Political Ideology." *American Journal of Political Science*, 61 (2): 424–437
3. Graham, Jesse, Jonathan Haidt, and Brian A. Nosek. 2009. "Liberals and Conservatives Rely on Different Sets of Moral Foundations." *Journal of Personality and Social Psychology*, 96 (5): 1029–1046

Week 08:

Flexible session/catching up on things 2023-03-06

1. TBD

Review Session 2023-03-08

1. No required readings for today, come prepared with questions

Midterm 2023-03-20

1. In class midterm exam

Week 09:

Knowledge & Heuristics 1 2023-03-20

1. Bartels, Larry L. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics*, 3(1): 15-31.

Knowledge & Heuristics 2 2023-03-22

1. 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.

Knowledge & Heuristics 1 2023-03-20

1. No required readings for today, come prepared with questions

Additional Readings :

1. Barabas, Jason, Jennifer Jerit, William Pollock, and Carlisle Rainey. 2014. "The Question(s) of Political Knowledge." *American Political Science Review*, 108 (4): 840-855.
2. Hambrick, Donald Z. 2003. "Why are some people more knowledgeable than others? A longitudinal study of knowledge acquisition." *Memory & Cognition*, 31: 902-917.
3. Dolan, Kathleen. 2011. "Do Women and Men Know Different Things? Measuring Gender Differences in Political Knowledge." *Journal of Politics*, 73 (1): 97-107.
4. Fraile, Marta. 2014. "Do Women Know Less About Politics Than Men? The Gender Gap in Political Knowledge in Europe." *Social Politics*, 21 (2): 261-89.
5. Abrajano, Marisa. 2015. "Reexamining the "Racial Gap" in Political Knowledge." *Journal of Politics*, 77 (1): 44-54.
6. Efrén O. Pérez. 2015. "Mind the Gap: Why Large Group Deficits in Political Knowledge Emerge — And What To Do About Them." *Political Behavior*, 37: 933-954.
7. Dancey, Logan. and Geoffrey Sheagley. 2013. "Heuristics Behaving Badly: Party Cues and Voter Knowledge." *American Journal of Political Science*, 57 (2): 312-325.

Week 10:

Media Effects 12023-03-27

1. Valentino, Nicholas A., and Yioryos Nardis, "Political Communication: Form and Consequence of the Information Environment", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Media Effects 22023-03-29

1. Van Bavel, Jay J., Elizabeth A. Harris, Philip Pärnamets, Steve Rathje, Kimberly C. Doell, and Joshua A. Tucker. "Political psychology in the digital (mis) information age: A model of news belief and sharing." *Social Issues and Policy Review* 15, no. 1 (2021): 84-113.

Media Effects 32023-03-31

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Stroud, Natalie Jomini. 2010. "Polarization and partisan selective exposure." *Journal of Communication*, 60 (3): 556–576
2. Klar, Samara. 2014. "Partisanship in a social setting." *American Journal of Political Science*, 58 (3): 687–704
3. Boydston, Amber E, Benjamin Highton, and Suzanna Linn. 2018. "Assessing the Relationship between Economic News Coverage and Mass Economic Attitudes." *Political Research Quarterly*, 71 (4): 989–1000
4. Lenz, Gabriel S. 2009. "Learning and opinion change, not priming: Reconsidering the priming hypothesis." *American Journal of Political Science* 53, (4): 821–837

Week 11:

Implicit Attitudes 1 2023-04-03

1. Greenwald, Anthony G., Debbie E. McGhee, and Joshua L. K. Schwartz. 1998. "Measuring Individual Differences in Implicit Cognition: The Implicit Association Test." *Journal of Personality and Social Psychology*, 74(6) 1464-1480.

Implicit Attitudes 2 2023-04-12

1. Tierney, John (2018). "In Bias Test, Shades of Gray", *The New York Times*, Available as PDF or [online](#)

Implicit Attitudes 3 2023-04-14

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Mo, Cecilia. H. (2018). "The consequences of explicit and implicit gender attitudes and candidate quality in the calculations of voters". *Political Behavior*, 40(4), 1073–1074.
2. Correll, Joshua, Bernadette Park, Charles M. Judd and Bernd Wittenbrink. 2002. "The Police Officer's Dilemma: Using Ethnicity to Disambiguate Potentially Threatening Individuals." *Journal of Personality and Social Psychology*, 83: 1314-1329.
3. Todorov, Alexander, Anesu N. Mandisodza, Amir Goren, and Crystal C. Hall. 2005. "Inferences of Competence from Faces Predict Election Outcomes". *Science*, 308: 1623-1626.
4. Albertson, Bethany L. 2011. "Religious Appeals and Implicit Attitudes." *Political Psychology*, 32: 109-130.
5. Berger, Jonah, Marc Meredith, and S. Christian Wheeler. 2008. "Contextual Priming: Where People Vote Affects How they Vote." *Proceedings of the National Academy of Sciences of the United States of America*, 105. 8846-8849.

Week 12:

Groups 12023-04-10

1. Huddy, Leonie, "From Group Identity to Political Cohesion and Commitment", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Groups 22022-11-03

1. Conover, Pamela Johnston. 1988. "The Role of Social Groups in Political Thinking." *British Journal of Political Science*, 18:51-75.

Groups 32023-04-14

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Sidanius, J., Pratto, F., Van Laar, C. and Levin, S., 2004. "Social dominance theory: Its agenda and method." *Political Psychology*, 25(6), pp.845-880.
2. Tajfel, Henri, and John C. Turner. 1986. "The Social Identity Theory of Intergroup Behavior." In Stephen Worchel and William G. Austin, eds. *Psychology of Intergroup Relations*. Monterey, CA: Brooks/Cole. (in Jost and Sidanius)
3. Pratto, Felicia, Debora G. Tatar, and Sahr Conway-Lanz. 1999. "Who Gets What and Why: Determinants of Social Allocations." *Political Psychology*, 20:127-150
4. Karpowitz, Christopher F., Tali Mendelberg and Lee Shaker. 2012. "Gender Inequality in Deliberative Participation." *American Political Science Review*, 106, 533-547.

Week 13:

Racial Attitudes 1 2023-04-17

1. Kinder, Donald R., "Prejudice and Politics", in Leonie Huddy, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, 2nd

Racial Attitudes 2 2023-04-19

1. White, Ismail. 2007. "When Race Matters and When it Doesn't: Racial Group Differences in Response to Racial Cues." *American Political Science Review*, 101 (2): 339-354.

Racial Attitudes 3 2023-04-21

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Glaser, James, M. 2002. "White Voters, Black Schools: Structuring Racial Choices with a Checklist Ballot." *American Journal of Political Science*, 46: 35-46.
2. Valentino, Nicholas, Vincent Hutchings, and Ismail White. 2002. "Cues that Matter: How Political Ads Prime Racial Attitudes During Campaigns." *American Political Science Review*, 96(1): 75-90.
3. Berinsky, Adam J., Vincent L. Hutchings, Tali Mendelberg, Lee Shaker, and Nicholas Valentino. 2011. "Sex and Race: Are Black Candidates More Likely to be Disadvantaged by Sex Scandals?" *Political Behavior*, 33: 179-202.

Week 14:

Emotions 1 2023-04-24

1. Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science*, 49 (2): 388-405.

Emotions 22023-04-26

1. Gadarian, Shana Kushner and Bethany Albertson. 2013. "Anxiety, Immigration and the Search for Information." *Political Psychology*.

Emotions 32023-04-28

1. No required readings for today, discussion based on previous readings

Additional Readings :

1. Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science*, 49 (2): 388-405.
2. Marcus, George E., W. and Michael B. MacKuen. 1993. "Anxiety, Enthusiasm and the Vote: The Emotional Underpinnings of Learning and Involvement during Political Campaigns." *American Political Science Review*, 87(3): 672-685.
3. Westen, Drew. "The Political Brain. The Role of Emotion in Deciding the Fate of a Nation." Chapter 1-3.

Week 16:

Student Choice 12023-05-01

1. TBD

Student Choice 22023-05-03

1. TBD

Review Session2023-05-05

1. No readings for this class, come prepared with questions.