I. Course Description
Why do people believe in conspiracy theories, hold on to misinformed beliefs even in the face of mounting evidence to the contrary, and/or spread political and social rumors that may have little basis in fact? Who is most vulnerable to these various forms of misinformation? What are the normative and political consequences of misperceptions (if any)? This course explores the psychological, political, and philosophical approaches to the study of the causes, consequences, and tenacity of misinformation, political rumors, and conspiracy beliefs, as well as possible approaches that journalists could employ to combat misperceptions.

II. Course Objectives
This course will introduce you to various scholarly explanations for misinformation and the influence on political beliefs and behavior. Like many political science courses, the aim of this class is not to teach you what to think about politics nor to provide a venue for you to attempt to convince others of your political views. Rather, the goal of this class is to teach you how to think about how people think about politics in the United States, e.g., through information search, social media outlets, casual conversations…etc.

By the end of this course, you will be able to:
• Critically analyze political inputs (public opinion, polls… etc.) and outputs (claims made by political elites, the media… etc.);
• Identify psychological factors that promote belief in misperceptions;
• Understand why conspiracy theories often arise under conditions of uncertainty or anxiety;
• Discuss how elites may promote false or unsupported claims;
• Evaluate approaches to countering misperceptions and conspiracy theories;
• Assess implications for democracy.
III. Required Course Readings

REQUIRED TEXTS:

RECOMMENDED TEXT:


REQUIRED ACADEMIC ARTICLES, BOOK CHAPTERS, NEWS ARTICLES, AND BLOG POSTS:
• Occasionally, I will assign supplemental readings, which will be available on Moodle. This means that material for exams will come the required text, as well as from class lecture and discussion. This heightens the importance of you being in class and getting notes from a classmate when you must miss a class.

RECOMMENDATIONS FOR HOW TO GO ABOUT READING COURSE MATERIAL:
• Be an active reader: take notes, jot down questions that occur to you as you are reading, highlight passages that you find particularly interesting, troubling, or surprising. Note similarities or inconsistencies across the various readings. Think about the implications of the readings for understanding current political contexts and course material covered in other weeks. Always bring the readings to class with you, along with any notes you may have taken while reading them.

IV. Class Structure and Expectations
This term, most classes will consist of the following structure, but we will be flexible if particular events or topics need more attention. If schedules work out, we will also have some guest speakers occasionally join us throughout the term. However, you are expected to attend all classes and exams and participate actively in all discussions.
• Current Events Discussion
• Lecture
• Class Discussion
I expect you to complete and understand the assigned readings before each class. I also expect you to seek to apply our course material to new contexts, e.g., current events. You can also expect me to arrive to class on time, to return assignments in a timely manner, and to be accessible during my office hours. I will strive to make this course understandable and accessible for all students. If you have any questions about the content or structure of the course or about specific assignments, please do not hesitate to contact me. I am always happy to help if you come to me before assignments or exams are due. Please do not wait to ask for help until after the due date – come talk to me before if you are struggling.

V. Course Requirements and Grading
The requirements for this course involve both the completion of assignments on your own outside of our class meetings and your active and informed contributions to our discussions in class. Some of your assignments will be submitted electronically. It is your responsibility to make sure the file is not corrupted (you should be able to download and view the file after you upload it to Moodle). If you use .pages, rather than Word (.doc or .docx) please convert to .pdf before submitting completed assignments. Corrupted files will be treated as though they are late until they are correctly uploaded. Your grade will be based on the following requirements:

THOUGHT QUESTIONS: (20% TOTAL) Students will be required to complete 4 sets of thought questions throughout the term, due by 8:00am on Friday of each week.

THREE PAPERS: (10% EACH; 30% TOTAL) You will be required to complete three papers throughout the term. More information will be provided in class.

TWO EXAMS: (20% EACH; 40% TOTAL) You will take a midterm and a final exam. The exams will assess your knowledge of material contained within the assigned readings, from lecture, and from our course discussions. The midterm exam will cover material from the first half of the course. The final exam will be partially cumulative, so information from the beginning of the semester will be helpful as we discuss information from the latter portion of the class.

PARTICIPATION: (10% TOTAL) The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you? Each class you’ll be asked to do background reading that sets the stage for class lectures and discussions. I expect that you’ll complete the readings before each class, and that you’ll be prepared to engage in thoughtful discussion about the readings. Please prepare for, attend, and participate meaningfully in class. “Meaningful” participation comes in a number of forms: asking questions to clarify course topics, answering questions that are posed in class, drawing connections between
course topics and current events, and participating respectfully in class
discussions. In other words, good participation is simply being a good member
of our class community. Everyone’s experience in this course is enhanced by
regular attendance and active participation; conversely, everyone’s experience
suffers if individuals do not participate. Remember that a sincere question often
adds as much (if not more) to our understanding of the course material as an
explanation of the week’s readings. Don’t be afraid to speak up!

GRADING SCALE. The course will follow a standard grading scale:

A: Achievement outstanding relative to the basic course requirements
   A  93 or higher
   A- 90-92

B: Achievement significantly above the basic course requirements
   B+ 87-89
   B  83-86
   B- 80-82

C: Achievement meeting the basic course requirements
   C+ 77-79
   C  74-76
   C- 70-72

D: Achievement worthy of credit but below the basic course requirements
   D+ 67-69
   D  63-66
   D- 60-62
   F Below 60

ADDITIONAL GRADING POLICIES:
1. I will not consider grade complaints if more than one week has passed after the
   assignment has been returned to you. Before I review your grade, you must first:
   • Wait 24 hours. Schedule a time to meet with me. Submit a formal appeal in
     writing (email is sufficient—but be clear that it is the appeal in the subject heading)
     that clearly identifies content in the assignment and the reasons why you think
     your grade should be changed. These appeals should refer to specific things in
     the assignment, and not vague reasons like “I worked really hard.” The second
     grade, higher or lower, will become your grade on the assignment.

2. Late assignments will not be accepted, unless official documentation is provided.
   Your grade will be lowered 10 percentage points for each day it is late. That is if the
   assignment is due on Monday at 9:50 a.m. and you turn it in sometime between 9:50
   a.m. and Tuesday 9:50 a.m., the highest grade you can achieve is 90.
• The only acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time only if you communicate with me before the assignment is due and you provide documentation of the circumstance.

VI. Notes
You are expected to read the entire syllabus at the beginning of the term. While you are encouraged to print out a hardcopy to read and reference through the term, you will also want to have an electronic version to access external websites and resources. Depending on class dynamics or campus emergency, the information on this syllabus may be modified by the instructor. Students will be notified promptly of any changes.

VII. Academic Honesty
In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else’s words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism may be found at: https://apps.carleton.edu/campus/doc/integrity/.

VIII. Electronics in Class
You are responsible for taking notes in class, whether by computer or by pen and paper. Occasionally, we may use laptops (or mobile devices) in class to access the Internet for in-class activities. However, I expect you to be responsible in your use of electronic equipment if you use a laptop in class: please avoid visiting social networking sites, or browsing the internet on sites unrelated to the course. This can be distracting to your colleagues around you. I also recommend you read the discussion (including comments) in “The Distracted Classroom” from The Chronicle of Higher Education posted on Moodle to think about pros and cons of using computers in a classroom setting. Individuals who abuse this privilege will find their participation grade reduced and/or will be asked to move to the last row. Also, please turn off or silence phones during class.
IX. Thought Question Schedule
Some of the readings for this class will be challenging. I expect that some of our class discussions will be focused on clarifying confusing aspects of the readings. To facilitate these discussions, you will be required to turn in 4 sets of “thought questions” about the readings during the semester (see below to find out when your particular thought questions are due). Thought questions will need to be submitted on Moodle by 8:00a.m. on the Friday that they’re due. It is your responsibility to make sure that your questions uploaded correctly, as the Moodle site will be the only record of whether you submitted your questions on time or not.

What are “thought questions”? These questions may arise directly from one or more of the readings for that week – you may be confused about something and want clarification, or you might disagree with something an author says. Alternatively, they may be broader questions that link the issues raised in the readings with other topics already considered in the course or with current/past events or from other classes you’ve taken. You should plan to turn in 3-5 thought questions per week’s readings (so, not 3-5 questions per reading, but 3-5 questions total, across the readings). I will also use the questions to help prepare our lecture and class discussion.

*It is important to keep in mind that thought questions are not graded like other assignments – when you turn them in, you get full credit. If you don’t turn them in, you won’t get credit. Late thought questions will only be accepted in the cases of illness (with a doctor’s note) or family emergencies.

<table>
<thead>
<tr>
<th>When</th>
<th>Content to Cover</th>
<th>Last Name</th>
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<tbody>
<tr>
<td>Friday, 09/14, 8am</td>
<td>Week 1 Readings</td>
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<tr>
<td>Friday, 09/21, 8am</td>
<td>Week 2 Readings</td>
<td>A through K</td>
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<tr>
<td>Friday, 09/28, 8am</td>
<td>Week 3 Readings</td>
<td>L through Z</td>
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<tr>
<td>Friday, 10/05, 8am</td>
<td>Week 4 Readings</td>
<td>A through K</td>
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<tr>
<td>Friday, 10/12, 8am</td>
<td>Week 5 Readings</td>
<td>Midterm</td>
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<tr>
<td>Friday, 10/19, 8am</td>
<td>Week 6 Readings</td>
<td>L through Z</td>
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<tr>
<td>Friday, 10/26, 8am</td>
<td>Week 7 Readings</td>
<td>A through K</td>
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<tr>
<td>Friday, 11/02, 8am</td>
<td>Week 8 Readings</td>
<td>L through Z</td>
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<tr>
<td>Friday, 11/09, 8am</td>
<td>Week 9 Readings</td>
<td>A through K</td>
</tr>
<tr>
<td>Wednesday, 11/14, 8am</td>
<td>Week 10 Readings</td>
<td>L through Z</td>
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X. Course Schedule
Below, you’ll find a list of all class meetings and the topics we’ll discuss. You should bring any questions that you have with you to our class meetings. In the event that deviations from this schedule are necessary, they will be announced in class.

Readings should be completed **BEFORE** the lecture. Please bring the day’s readings to class.

**WEEK 1 – INTRODUCTION, HISTORICAL CONTEXT, AND DEFINITIONS**

09/10  Introductions and Syllabus Review

09/12  **HISTORICAL CONTEXT, AND DEFINITIONS**

Uscinski & Parent (Chapters 1 and 2)


**CASE STUDIES/EXAMPLES**


09/14  **PSYCHOLOGICAL EXPLANATIONS: PART I**
Uscinski & Parent (Chapters 3 and 4)


Week 2 – Psychological Explanations Cont’d

09/17 Part II


09/19 Part III


09/21 Part IV
*** Due: Paper #1, Part I ***


Week 3 – Political Science Explanations

09/24 Part I


**WEEK 4 – SYMBOLISM AND THE POLITICS OF SCIENCE**

**10/01**

**PART I**


10/03  
**PART II**  


10/05  
**PART III**  


**WEEK 5 – MISINFORMATION: DO FACTS MATTER?**

10/08  
***DUE: PAPER #1, PART II***

**PART I**  
10/10  PART II

10/12  MIDTERM EXAM – TAKE HOME DUE BY 5PM

WEEK 6 – MISINFORMATION AND FAKE NEWS
10/15  NO CLASS – MIDTERM BREAK

10/17  PART III


WEEK 7 – CORRECTIONS, FACT-CHECKING, AND THE MEDIA
(REMINDER OF GENERAL ADVISING DAYS 10/22-10/30)
10/22  CORRECTIONS


10/24  **FACT-CHECKING**


10/26  **THE MEDIA**

*** DUE: PAPER #2 ***


http://www.cjr.org/united_states_project/_countering_misinformation_tip.php?page=all


**WEEK 8 – CONSPIRACY THEORIES AND MISINFORMATION: ARE CONSERVATIVES/REPUBLICANS MORE SUSCEPTIBLE?**

10/29 MAYBE


Week 9 – Rumors

11/05 Part I


11/07 Part II


11/09 Part III


**WEEK 10 – IMPLICATIONS FOR DEMOCRACY**

**11/12**  
**PART I**  
Uscinski and Parent (Chapter 7)


**11/14**  
**PART II AND FINAL REVIEW**

***DUE: PAPER #3***


11/16 **NO CLASS – READING DAY**

**WEEK 11 – FINALS WEEK**

11/18 **FINAL EXAM DUE 6:00PM (EXAM PERIOD 3:30-6:00PM)**
XI. Additional Carleton Policies and Student Support

**INFORMATION TECHNOLOGY SERVICES - HELPDESK**

The ITS helpdesk is a centralized support center for all students, staff and faculty on campus. For students, we support their personally-owned devices including a drop-off repair service for software and some minor hardware issues. The helpdesk also supports and maintains 13 public computer labs and their associated printers across campus. To contact the ITS helpdesk, go to [https://apps.carleton.edu/campus/its/services/helpdesk/](https://apps.carleton.edu/campus/its/services/helpdesk/) or you can call, email, or contact the helpdesk directly by phone at 507-222-5999 (x5999 from on campus). Phone is best for time-sensitive requests. You can also email helpdesk@carleton.edu (Any email sent here automatically opens a support ticket) or contact the Web Help Desk: [https://helpdesk.carleton.edu/](https://helpdesk.carleton.edu/).

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**TECHNOLOGICAL RESOURCES FOR STUDENTS**

The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit [go.carleton.edu/aztech](http://go.carleton.edu/aztech).

**LEARNING STRATEGIES AND TIME MANAGEMENT**

Steve Schauz, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're more efficient and effective. For details and resources: [Learning Strategies & Time Management](https://www.carleton.edu/learning-strategies-and-time-management). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](https://www.carleton.edu/learning-strategies-and-time-management)."
LIBRARY RESOURCES
The librarian for Political Science is Head of Reference Emily Scharf. You may also email reference@carleton.edu. Librarians are excellent sources of assistance with your research in this class. You can drop by the library’s Research/IT desk to ask any question you have, at any point in your process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

WRITING SUPPORT
The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

STUDENT HEALTH
Carleton College urges you to make yourself--your own health and well-being--your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as Student Health and Counseling or the Office of Health Promotion.

Carleton College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Carleton, please go to: https://apps.carleton.edu/dos/sexual_misconduct/.