



# diversity disagreement democracy

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 PS 115D fully online (LEC 1) cross-campus (LEC 2) hybrid (LEC 3) | Winter 2024  
 All LEC game play MonNoon-WedNoon | LEC 3 computer lab Wed 4-5:50p Public Affairs 2400A  
 This draft 11-4-2023 | Final version to be posted 1-8-2024

## The least you need to know for now, part 1

This course is taught multi-modal: fully online for UCLA students (LEC1) and cross-campus students (LEC2) and hybrid for UCLA students (LEC3). The hybrid format is identical to the fully online format except that it additionally includes an in-person two-hour-a-week computer lab.

UCLA students start out by enrolling in the fully online course (LEC1). If you want to take the fully online course, stay put and do nothing. If you want to take the hybrid course (LEC 3), by Wednesday January 10 at noon write to me at lohmann@ucla.edu. Have the header of your email say: "PS 115D request to move from LEC1 to LEC3." I will issue up to 25 PTE numbers for the hybrid course.

## The least you need to know for now, part 2

WedNoon 1/3	wait list admitted in full class closed to further enrollment (nobody can add)
By WedNoon 1/10	optionally, move from LEC1 to LEC3
MonNoon 1/8 ~ WedNoon 1/10	enter Gaming Platform & play Week 1 games
WedNoon 1/10	Prompt for Week 1 Report appears
Wed 1/10 4-5:50p	attend computer lab (LEC3)
WedNoon 1/10 ~ MonNoon 1/15	write Week 1 Report
MonNoon 1/15	submit Week 1 Report
FriNoon 1/19	Week 1 Report grades show up
MonNoon ~ WedNoon	play games
WedNoon ~ MonNoon	write report

*there are no midterms, there is no final exam*

~ ~ ~

*if you do not (1) enter Gaming Platform (all LEC), (2) submit Week 1 Report (all LEC),  
and (3) attend computer lab (LEC 3), you will need to drop the class*

~ ~ ~

*you can take PS 115D & its sister course sequentially, in two different quarters,  
but not simultaneously, in one quarter*



### **Is there a teacher in this class?**

Welcome to PS 115D Diversity, Disagreement, and Democracy! You are enrolled in a fully online course I conceived under the auspices of UC Online Education in collaboration with Social Science Computing and the Center for the Advancement of Teaching at UCLA.

My name is Susanne Lohmann. I am a professor of political science and public policy at UCLA. My research covers collective action and political institutions; my teaching, ethics and governance.

I hold a Ph.D. degree in economics and political economy from Carnegie Mellon University. My alma mater is a leading light in applying the learning sciences to online education. The Carnegie Mellon spirit, by which research informs course content and pedagogical design, animates my teaching.

In the classroom, I mix Socratic dialogue with a game play pedagogy. Socratic dialogue doesn't travel well, but the game play pedagogy has the potential to work better online than it does in the classroom!

Over the course of 10 weeks, you'll be checking in two times a week, on days and at times of your choice, to play games, view data, skim readings, and write reports. Under the cloak of a pen name, you'll be participating in a game-of-life simulation with 150+ similarly concealed fellow students.

Along the way, you'll learn more about rationality, morality, and collective action than you ever dreamed possible ... You'll find out how your player type fits into a moral ecology of player types. The dark sides of your type will be offset by the bright sides of other people's types, and conversely your type will save other people's types from ruin.

On top of getting college credit for having fun, you will gain social networking skills consistent with cutting-edge social science as well as data analysis skills in high demand by employers in business, government, and civil society.

I look forward to serving as your teacher this quarter. Actually ... for the most part I will be out of the picture. You and your fellow students will be teaching each other and learning from one another!

## Course description

Can't we all just get along? To study this question, you will play games of cooperation, coordination, collaboration, and competition (4C). You will examine whether and how diversity, disagreement, and democracy (3D) influence the game play.

Learning goals include: understanding under what conditions diversity feeds productively or counterproductively into a group effort; developing self- and other-awareness of the emergent properties of disagreement; and appreciating how different kinds of social organization promote or undercut social cognition and collective action.

Such understanding can be taught top-down only up to a point; for the most part it needs to develop bottom-up, through experiential and interactive learning; active and analytical learning; systems thinking and real world application. You will play games, complete surveys, and explore simulations. Over and over again, you will experience a human complex system in action, first from a frog's perspective, as an inhabitant of the system, then with a bird's eye view, as the analyst of the system. The effect is to create a peculiar kind of tolerance, as in, *de todo ha de haber en el mundo* [it takes all sorts to make a world], including the intolerant sort.

The Spanish quote, above, which dates back to 1615, is drawn from the second volume of Miguel de Cervantes's *El ingenioso hidalgo Don Quijote de la Mancha* [The Ingenious Gentleman Don Quixote of La Mancha].



	Play games	Write report
<b>WEEK ONE</b>	Mon Jan 8 ~ Wed Jan 10	
Introduction		Wed Jan 10 ~ Mon Jan 15
<b>WEEK TWO</b>	Mon Jan 15 ~ Wed Jan 17	
Cooperation		Wed Jan 17 ~ Mon Jan 22
<b>WEEK THREE</b>	Mon Jan 22 ~ Wed Jan 24	
Cooperation		Wed Jan 24 ~ Mon Jan 29
<b>WEEK FOUR</b>	Mon Jan 29 ~ Wed Jan 31	
Cooperation		Wed Jan 31 ~ Mon Feb 5
<b>WEEK FIVE</b>	Mon Feb 5 ~ Wed Feb 7	
Coordination		Wed Feb 7 ~ Mon Feb 12
<b>WEEK SIX</b>	Mon Feb 12 ~ Wed Feb 14	
Coordination		Wed Feb 14 ~ Mon Feb 19
<b>WEEK SEVEN</b>	Mon Feb 19 ~ Wed Feb 21	
Coordination		Wed Feb 21 ~ Mon Feb 26
<b>WEEK EIGHT</b>	Mon Feb 26 ~ Wed Feb 28	
Collaboration		Wed Feb 28 ~ Mon Mar 4
<b>WEEK NINE</b>	Mon Mar 4 ~ Wed Mar 6	
Collaboration		Wed Mar 6 ~ Mon Mar 11
<b>WEEK TEN</b>	Mon Mar 11 ~ Wed Mar 13	
Collaboration		Wed Mar 13 ~ Mon Mar 18

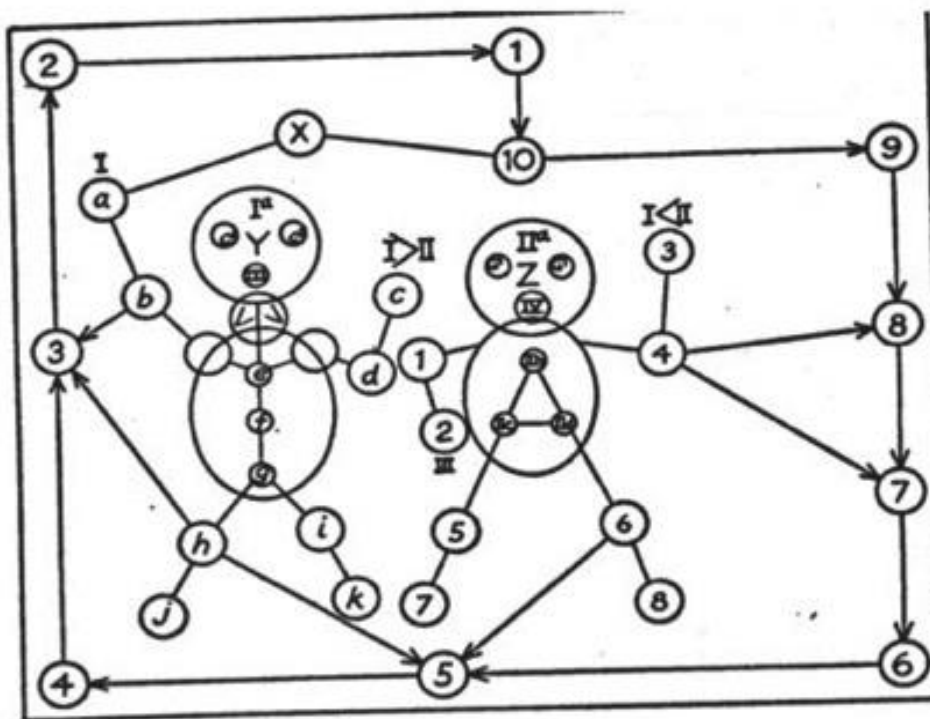


*computer lab meets Wednesdays 4-5:50 pm*



*report grades are published Fridays*





## Hurdle and minimum requirements

You must fulfill hurdle requirements in Weeks 1 and 2 and minimum requirements in Weeks 2 to 10, or else you will be forced to disenroll (you will get an F for the course as a whole, or you can drop the course to avoid getting an F):

Week 1 hurdle requirements	enter Gaming Platform, submit Week 1 Report on time, attend Week 1 computer lab (LEC 3).
Weeks 2-10 minimum requirements	submit reports worth 10 pages, play games for at least five out of 10 weeks.

These are minimum requirements. To do well in the class, submit reports worth 20 pages and play games for 10 weeks in a row.

## Grading scheme, parts 1 and 2 (weekly reports, game play)

Your final grade depends on your weekly reports and your game play.

weekly reports and bonus points => **report grade**

game play => **grade boost**

**report grade plus grade boost = final grade**

**Grading scheme, part 1 of 2 (weekly reports => report grade)**

This section covers the weekly reports.

Ten weekly prompts will cover five two-page reports and five three-page reports.

The Week 1 Report is required, and you must submit it on time.

You will write 20 pages' worth of reports. One page is worth 5% of your overall report grade for the quarter, 20 pages, 100%. If you write more than 20 pages in total, up to a maximum of 25 pages, the pages in excess of 20 pages with your worst report grades will get knocked out. Pushing yourself to the maximum is not recommended, however. Shoot for 20 pages, and if you bomb one of the reports, consider writing one extra report. Also, if in some week you are sick or are otherwise occupied (e.g., midterms) you can skip one report along the way and still meet the 20-page requirement.

For a given report you must meet the prompt in full. Refer to the literature posted on the class website in a shorthand fashion (e.g., Black 1960, p. 43). You are not expected to cite outside sources, but if you do, you must cite them properly. Don't employ color; use only white, black, and shades of gray. Insert page numbers. Save your report as a pdf file. Make sure your report does not run over the page limit.

Submit your report on time. The grace period is five hours in total over the course of 10 weeks. You can split up the grace period any way you wish. For example, you can be late by 30 minutes 10 times in a row, or you can be late just once by five hours. The maximum any one report can run late is five hours; after that, the report will not be accepted. If over the course of 10 weeks you are late by more than five hours in total, you will be assessed a late penalty of one paper point per additional hour.

If you run into a technical problem submitting your report (this happens rarely), contact the technical support staff. Use the Help link on the Canvas class website. If your late submission is caused by a technical problem on Canvas, you can ask me to treat your submission as on time, in which case the amount of time you are late will not be included in your five-hour late submission time budget. Take a screenshot to document the problem and send me the screenshot, or forward to me your email exchange with the technical support staff.

## **Grading scheme for weekly reports**

Here are the grading rubrics:

**WRITING** (grammar, spelling, word choice, sentence structure, flow)

0 points = deficient, 1 point = mediocre, 2 points = competent, 3 points = excellent

**ORGANIZATION** (paragraph organization, no fluff or repetition, pleasing look)

0 points = deficient, 1 point = mediocre, 2 points = competent, 3 points = excellent

**ARGUMENT** (voice, narrative arc, theoretical understanding, pointers to literature)

0 points = deficient, 1 point = mediocre, 2 points = competent, 3 points = excellent

**EVIDENCE** (empirical detail, empirical accuracy, integration of argument and evidence)

0 points = deficient, 1 point = mediocre, 2 points = competent, 3 points = excellent

**CHARTS** (simplicity, comprehensibility, storytelling, clear labels, no color or clutter)

0 points = deficient, 1 point = mediocre, 2 points = competent, 3 points = excellent

### **HOLISTIC JUDGMENT**

0 = default, +1 = report is better than suggested by five-rubric point total, -1 = it is worse

### **PENALTY POINTS**

Points will be deducted for failure to meet the prompt, missing page numbers, lack of pdf format, use of color, page overruns, and poor citation practices.

The point totals for the weekly reports range from 0 to 16. Here's how your point total translates into a grade:

<b>Points</b>	<b>Grade</b>
15 or 16	A+
13 or 14	A
11 or 12	A-
10	B+
9	B
8	B-
5, 6, 7	C
0, 1, 2, 3, 4	F

### **Plagiarism**

Plagiarism cases run the gamut from lightweight (failure to provide a cite for words lifted from a source) to heavy duty (purchase of a report from an online essay mill).

In cases tending towards the lightweight, one or more points will be deducted for poor citation practices.

In cases tending towards the heavyweight, I will report you to the Office of the Dean of Students (ODS). While the investigation is ongoing, your report will carry the pseudo-



grade DR (deferred report). Once ODS issues an academic dishonesty judgment, I will change your report grade from DR to F (fail).

As noted above, if you write more than 20 pages the pages from your worst report will weigh 0%. The 0% rule does not apply, however, to a report that is judged F due to academic dishonesty. You will be stuck with that F. A student who holds more than one such F may get a failing grade for the course as a whole.

### **Optional group work on the Week 2 to Week 10 Reports**

Your first paper is Individual Effort. Starting with your second paper, you can choose between Individual Effort and Group Work.

Individual reports yield an individual grade, group reports, a group grade. Group size is two or three, your choice.

Some students enter the class with a pre-existing group in mind. Students without a preexisting group can found a group or join a group for the purpose of writing a group report. On the class website you will find a place where you can enter your name so as to be connected up with other students seeking to found a group or join a group.

### **Bonus points**

In some weeks you will have an opportunity to earn one or more bonus points. Bonus points are different from game points. You earn bonus points under your real name on the class website, whereas you earn game points under your Pen Name on the Gaming Platform. The bonus points will be added to your report points, with the effect of increasing your overall report grade for the quarter.

### **Grade equalization across Course Readers**

Five Course Readers will grade the students' weekly reports.

Each student will be assigned to a Course Reader for the Week 1 Report. If you write individual reports throughout the quarter then all of your reports will be graded by the Course Reader who was assigned to you.

The first time you submit a group report you will be assigned a Course Reader who may be different from your Week 1 Course Reader. If your group sticks together that Course Reader will accompany your group for the remainder of the quarter. If a group of yours splits up and reconstitutes, your group report may be graded by a different Course Reader. If your newly constituted group sticks together, that newly assigned Course Reader will accompany your group for the remainder of the quarter.

To ensure that there is no systematic grade disadvantage to being graded by one or another Course Reader, at the end of the quarter grade equalization factors will be applied.

## How to calculate your report grade

Here's an example showing how you can calculate your report grade based on your report points, bonus points, and your Course Reader grade equalization factor. (Your final grade may further increase by up to a full grade as a result of your game play. More later.)

Let's say in Weeks 1-10 you wrote four two-page and five three-page reports totaling 23 pages. Write down your 23 point totals, one for each page. A two-page report generates two point totals, a three-page report, three point totals:

8, 8, 8, 6, 6, 10, 10, 9, 9, 9, 10, 10, 8, 8, 8, 11, 11, 8, 8, 8, 12, 12, 12.

You wrote reports totaling 23 pages, so you have an excess of three pages. Knock out the lowest two numbers, 6 and 6, as well as one of the 8s. You are left with 20 numbers:

8, 8, 8, 10, 10, 9, 9, 9, 10, 10, 8, 8, 8, 11, 11, 8, 8, 12, 12, 12.

These 20 numbers add up to 189.

You earned two bonus points. Also, your reports ran late by a total of five hours and 38 minutes, hence you get a one-point penalty for running over the allotted five hours by 38 minutes.

To repeat, your 20 numbers added up to 189. Add the two bonus points and subtract the one penalty point. The result is 190.

Divide the number 190 by 20, which is the number of pages that entered into the calculation. The result is 9.5. That's your mean point total not yet including the Course Reader equalization factor.

Your Course Reader equalization factor is 0.22. Add it to your mean point total. The result is 9.72.

Your mean point total including the Course Reader equalization factor, 9.72, gets rounded up to 10 (x.50 gets rounded up, x.49 gets rounded down). The Points-Grade table in the lower half of page 8 translates your rounded mean point total 10 into an overall report grade B+.

That's not yet your final grade, though. Let's turn to the game play grade boost.

## Grading scheme, part 2 of 2 (game play => grade boost)

Your final grade depends on your weekly reports and your game play. This section covers the game play.

On the Gaming Platform, there will be an occasional simulation or quiz, but for the most part you'll be taking surveys or playing games. Every time you respond to a survey, play a game, take a quiz, or explore a simulation, you get game points:

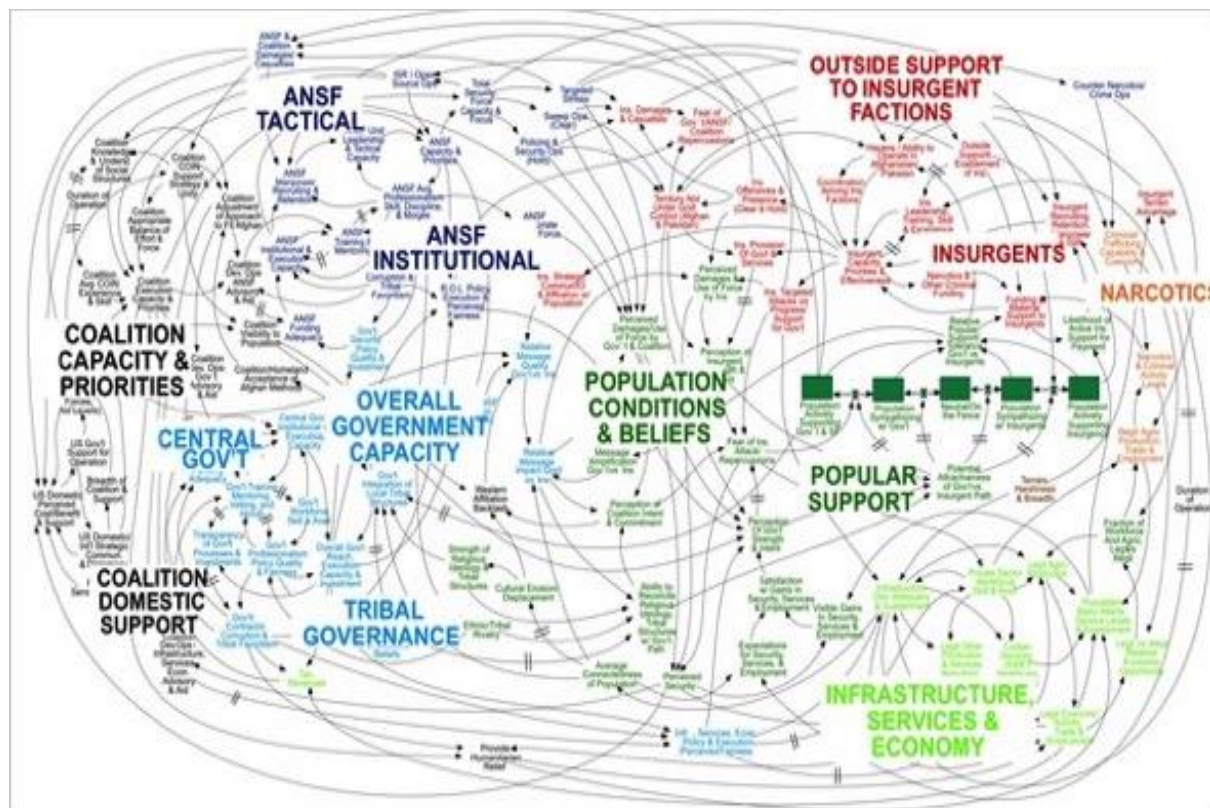
—You get a fixed number of points for responding to a **survey**. The number of points does not depend on your specific responses.

—The number of points you get for playing a **game** varies depend on your responses, other students' responses, and luck.

—The number of points you get for taking a **quiz** depends on the correctness of your responses.

—The number of points you get for exploring a **simulation** is fixed, no matter how much time you spent exploring the simulation and no matter whether you understand it.

Over the course of 10 weeks, your game points will accumulate. At the end of the quarter you'll play one last game, Exit Through the Gift Shop. If you fail to exit your Cumulative Gaming Points will not carry over from your Pen Name to your real name, and your final grade won't be boosted.



## Grade boost

Your Cumulative Gaming Points will increase your final grade not at all (+0) or by one third of grade (+1/3), two thirds of a grade (+2/3), or a full grade (+1). Let's say your final grade, based on your Weekly Reports is a B+. Depending on your Cumulative Gaming Points, your final grade will stay put at B+ or increase to A-, A, or A+. Your game play can only improve your final grade; it will not hurt your final grade.

Here's how your Cumulative Gaming Points translate into a final grade improvement. At the end of the quarter students are sorted into three groups: Bottom Third, Middle Third, and Top Third. The final grades of the Bottom Third will increase by zero (+0); the Middle Third, by one third (+1/3); the Top Third, by two thirds (+2/3). Within the Top Third, the three students with the most points—the Three Top Dogs—will see their final grades improve by a full grade (+1).

Below is an example with made up Pen Names, Cumulative Gaming Points, and cutoff points. Don't get hung up on these specific cutoff points—they are made up purely for the sake of the example.

Let's say 210 students entered the Gaming Platform (that is, they entered the Lockbox and created a Pen Name), 100 from PS 60 and 110 from PS 115D. (PS 60 is sharing the Gaming Platform with PS 115D. More later.) Sort the 210 Pen Names by Cumulative Gaming Points, as in, Pen Name #1 has the lowest number of points and Pen Name #210 has the highest number of points.

<b>RANKING</b>	<b>PEN NAME</b>	<b>CUMULATIVE GAMING POINTS</b>	<b>GRADE IMPROVEMENT</b>
Pen Name #1	JohnnyComeLately	0	+0
Pen Name #2	WattsUp	300	+0
---	---	---	---
Pen Name #70	Wonnerfull	886	+0
Pen Name #71	ChickenSalad	910	+1/3
---	---	---	---
Pen Name #140	CocoChanel	1,230	+1/3
Pen Name #141	UntamedGorilla	1,240	+2/3
---	---	---	---
Pen Name #207	MissPetticoat	2,488	+2/3
Pen Name #208	PottedPlant	2,495	+1
Pen Name #209	Prez-in-2034	2,890	+1
Pen Name #210	WanderingTortoise	3,390	+1

The Gaming Platform translates the Pen Names into real names, which are sorted into four groups:

- 70 students with +0 grade improvements sorted alphabetically by real name,
- 70 students with +1/3 grade improvement sorted alphabetically by real name,
- 67 students with +2/3 grade improvements sorted alphabetically by real name,
- 3 students with +1 grade improvement sorted alphabetically by real name.

The Course Readers will be in receipt of this four-group listing. They will add the grade boosts to the students' report grades, thereby generating your final grades.

How to get into the Middle Third and the Top Third? Play games regularly. How to make Top Dog? There is an element of luck involved. Even so, a prerequisite for making Top Dog is to get into the Top Third, which entails ... playing games regularly.



### **Eighty percent of success is showing up**

This course is a lot of work. It is also rewarding. You'll learn a lot. And more—you have a lot of control over your final grade. In the first couple of weeks, though, it might not seem that way. Week 1 in particular has a boot-camp-like quality.

Don't panic. Chances are, the mean report grade will increase from a B- on the Week 1 Report to an A- on the Week 10 Report, simply because students get ever better at writing reports. The table below shows a typical improvement path for all students and for a subset of students (LEC 3). The latter show more improvement, from B- to A:

Report Grade Points		Number of students					
		WEEK 1		WEEK 9		WEEK 10	
		All	Hybrid	All	Hybrid	All	Hybrid
A+	16						
A+	15	1		5		6	1
A	14	3		5	3	6	3
A	13	9	1	9	2	7	2
A-	12	7		7		5	
A-	11	6	1	4		4	
B+	10	8	1	4		5	
B	9	12	1	8		5	
B-	8	21	3	2		3	
C	7	16	1	4			
C	6	5	2	1			
C	5	14		1			
F	4	10	1				
F	3	2					
F	2	3					
F	1	0					
F	0	1					
		mean points (mean grade)		mean points (mean grade)		mean points (mean grade)	
		8.01	8.18	11.14	13.60	11.90	13.83
		(B-)	(B-)	(A-)	(A)	(A-)	(A)

On average over the 10 weeks, the non-weighted and non-adjusted performance of the class is likely to average B+.

Meanwhile, week for week you religiously play games and anxiously track your percentile standing in the Cumulative Gaming Points distribution. If you play games regularly you can virtually guarantee yourself a one third increase in your final grade; you have a decent shot at a two thirds increase; and there's a small chance that your final grade will increase by one full grade.

The result? If your reports run B+ on average, your final grade will end up B+ (unlikely), A- (most likely), A (almost as likely), or A+ (unlikely but by no means impossible). Remember, you're likely to get a game play grade boost only if you play games regularly.

There are two more ways in which you can push up your grade. First, you can earn bonus points. Second, if you bombed one report along the way, you can choose to write a makeup report, in which case the report you bombed will weigh 0%.

Once you factor in these two ways, you have a good shot at getting an A+. By way of proof, here are the grade distributions from the four most recent offerings of PS 115D, in Spring 2020, Spring 2021, Spring 2022, and Spring 2023 (three pandemic years and one post-pandemic year):

Grade	Number (Percentage) of Students			
	PS115D S2020	PS115D S2021	PS115D S2022	PS 115D S2023
A+	46 (49%)	38 (63%)	53 (48%)	76 (48%)
A	16 (17%)	9 (15 %)	30 (27%)	28 (18%)
A-	13 (14%)	6 (10%)	13 (12%)	19 (12%)
B+	7 (8%)	4 (7%)	6 (5%)	11 (7%)
B	2 (2%)	2 (3%)	5 (5%)	7 (4%)
B-	0 (0%)	1 (2%)	2 (2%)	12 (8%)
C or Pass	6 [all Pass]	0	0	2
F	3 [no shows]	0	1 [earned]	2 [1 no-show & 1 earned]
	93 [total]	60 [total]	110 [total]	157 [total]

Don't panic. Be regular about playing games and submitting reports, and it is close-to-impossible for you to fail this class and very unlikely for you to get a bad grade. This class is a lot of work, true, but the path to an A is straightforward.

### Gaming Platform mechanics

Don't click on Page Forward or Page Back: depending on your browser, your responses will get lost. Instead, once you enter a survey or a game, stay on that page, enter your responses, change your responses until you are satisfied with them, and click on the Submit button at the end of the survey or game.

Your responses are not saved—meaning: you can change them at will—until you press the Submit button. Once you've pressed the Submit button, you are stuck with your responses. The technical support staff will not change your responses even if you made an honest mistake.

Some surveys and games consist of multiple stages or parts. If you miss out on an early stage or part, you will be shut out of later stages or parts.



Because of the synchronicity and interactivity of the game play, if you miss a class session even for good reason (accident or illness), you cannot make up the surveys and games you missed—ever.

The class website and Gaming Platform are designed to be viewed on a computer. If you view them on a cellphone, you may overlook something important.

## Readings

The readings are distributed across the class modules, which is where you can access and download them. There is no exam in this class, and you won't be tested on your knowledge of the readings per se. The prompts will refer to the readings. You are encouraged to skim the readings and invoke them in your weekly reports.

Refer to the literature posted on the class website in a shorthand fashion (e.g., Black 1960, p. 43); you are not expected to cite outside sources, but if you do, you must cite them properly.

## Getting help

This course is based on Apple Computer's design philosophy. When you buy an Apple computer and take it out of the box, it's obvious what you need to do. There is no instruction manual, and you don't have to spend time with a call center.

In the same vein, once you enter the virtual classroom for this course, it's obvious what you need to do. Week for week, Mondays to Wednesdays you play games; on Wednesdays the prompts and the data show up; and Wednesdays to Mondays you write a report. There is no instruction manual, and there is no call center.

So much for the theory. In practice, something will go wrong every now and then. In the event that something goes wrong, there are three kinds of help you can get. You can get help from the technical support staff, the professor, and your Course Reader.

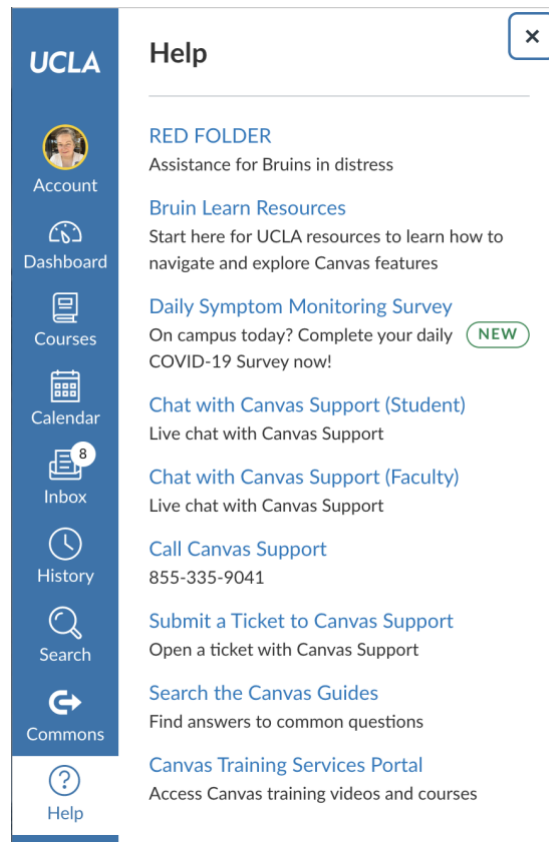
## Technical support

To get technical help on the Gaming Platform, click on the Contact Us link in the upper right hand corner of any page on the Gaming Platform:



Technical support is available Monday to Fridays 9 am to 5 pm. If you contact the technical support staff over night, you'll get an answer the next morning; over the weekend, on Monday morning.

To get technical help on the Canvas course website, click on the Help link in the left-hand-side blue column, towards the bottom of the blue column, and the Help information will appear to the right of the blue column.



### The professor is in, part 1 of 3

The fully online versions of PS 115D—LEC1 and LEC2—do not come with in-person office hours. For all questions having to do with the course content (games, prompts, posted materials, reports), but also for residual questions (you're unsure whom to ask for help), write to me at [lohmann@ucla.edu](mailto:lohmann@ucla.edu). I check my emails every day including weekends.

If you have a technical problem over the weekend, write to me, and oftentimes I can help. If not, the technical support staff will get back to you on Monday morning.

Do not reply to my class announcements, or if you do, you won't get through to me. To prevent myself from going crazy, I've shut off Canvas communications and notifications. The only way you can reach me is by writing to [lohmann@ucla.edu](mailto:lohmann@ucla.edu).

Before you ask for help, remember the design philosophy underlying this course. Let's say you're about to write a report for this course. The prompt tells you to "pick your font size, line spacing, and margin widths so that your report has a pleasing look and is easily

readable by a human being.” You might be tempted to send me an e-mail asking whether your line spacing should be 1.0 or 1.5 or 2.0. *Resist that temptation.* Think for yourself, and make sensible choices.

### **The professor is in (part 2 of 3)**

Optionally, up to 25 UCLA students enrolled in LEC1 (fully online) can choose to move to LEC3 (hybrid). (The cross-campus students in LEC2 don't have a choice, though if you happen to be visiting Los Angeles you are welcome to show up in the computer lab!)

LEC3 is identical to LEC1 and LEC2 except that you are committing yourself to show up Wednesdays 4-5:50p in the Social Science Computing Lab (SSC Lab) located in Public Affairs 2400A.

The move from LEC1 to LEC3 is optional. Write to me at [lohmann@ucla.edu](mailto:lohmann@ucla.edu). Have the header of your email say: "PS 115D request to move from LEC1 to LEC3." I will then send you a PTE number for LEC3. I will issue up to 25 PTE numbers. Your move to LEC3 needs to be complete by Wednesday January 10 at noon, in time for the first computer lab Wednesday afternoon at 4-5:50 pm.

Computer lab attendance is required for LEC3 students. All other students can drop in as they please, but only if seats are available.

### **The professor is in (part 3 of 3)**

Wednesdays evenings I will be holding office hours for LEC3 students as well as students participating in the Honors Section (PS 189). We will meet in Jimmy's Coffee House (between the Public Affairs building and the Law School building) at an outside table. Starting at 6 pm all slots are available by appointment only. My office hours are public, meaning: other students can listen in when you and I talk.



## Contacting your Course Reader

The Course Readers will be assigned to students on Monday January 15 at noon (which is when your Week 1 Report is due). You can contact your Course Reader starting on Friday January 19 at noon (which is when the individual Week 1 Report grades become visible along with individual and general comments as well as sample A+, A, and A- reports).

If you have questions about your grades or graded reports, write to your Course Reader. Go to the very first module on the class website and click on the link titled [ContactYourCourseReader](#). Immediately above the contact link, you'll find posted your Course Reader's email contact hours. Each Course Reader will be available for two hours on Friday afternoons.

A Course Reader is not a Teaching Assistant. They can only address questions about grades they've issued and reports they've graded. Your Course Reader is disallowed from giving you pointers on future reports. They can, however, help you understand what went wrong on your graded reports, and you can take those lessons to heart for your future reports.



## **PS 115D and its sister course PS 60**

PS 115D and PS 60 students will be playing together on the same Gaming Platform. Why the Gaming Platform merger? The Gaming Platform is designed to work well for 100-250 students. For smaller classes, identity protection is compromised. The merger of the two courses allows PS 60 and PS 115D students to play the games under conditions of identity protection.

Because of the shared Gaming Platform, I am disallowing students from taking both courses at the same time, in the same quarter. There is no problem in your taking the two courses sequentially, in two different quarters.

## **Optional honors section (PS 189)**

Optionally, you can get one unit honors credit (PS 189). The honors section is attached to PS 115D. If you drop PS 115D, you must drop PS 189 also.

To sign up for the honors section, email me ([lohmann@ucla.edu](mailto:lohmann@ucla.edu)) asking me for a PTE number. If you take PS 189 and get at least a B in both PS 115D and PS 189, then you will receive five units' worth of honors credit, four for PS 115D and one for PS 189.

You will be working in a group for a group grade. Group size is two or three. The groups can cut across PS 115D (PS 189) and PS 60 (PS 89). To promote groupwork across classes, I will send out an email to all students enrolled in PS 189 and PS 89 introducing you to each other.

This year's honors section task will be posted in early January. So you can get an idea of what's coming, here is the honors section task for a past offering of PS 115D and PS 189. Come up with an idea for a mini-experiment on either jokes or apologies; design and execute your experiment; and write up your experimental idea, design, execution, and results in light of the literature. Be sure to summarize your experimental results in a chart.

Our first meeting will take place in Week 2, in my Wednesday evening office hours. Whenever you have something to show me, make an appointment to meet with me. Shoot to meet with me three or four times in total.

## **Identity protection**

As you play games on the Gaming Platform, your identity is protected by an elaborate security system devised by UCLA's Social Science Computing staff. The weak link in this system consists of ... you and your fellow students.

You will play the games on the Gaming Platform under a pen name. Keep your pen name to yourself. If you find out the pen name of a classmate—you're not supposed to, but let's say it happens—you are disallowed from revealing it to anybody. This is not just a matter of identity protection; it is also a matter of human subjects protection. You will be



analyzing game play data that was jointly produced by you and your classmates. They are—in effect—serving as your human subjects. You are obligated to protect them!

When you communicate with your classmates, be sure not to reveal your pen names to each other, or if you do, at the very least be sure not to have your pen names show up on social media or in the news. In groupwork settings pen name leakages are likely to occur: make sure your leakage doesn't extend outside of your group.

There is one exception to the above secrecy rule. In your electronic communications with the technical support staff, you are free to reveal your pen name.

### **Human Subjects Protection Protocol**

You will get an F for the course as a whole if you violate the Human Subjects Protection Protocol. In particular, you will get an F (1) if you share game play data in part or in full with persons outside of class without the written permission of the professor or (2) if you audio record a human subject (LEC3). Human subjects include (1) all students in PS 60 and PS 115D and (2) all persons inside or outside of class whose opinions are surveyed for PS 189 and PS 89 projects.

**That's it! Enjoy!**

