

Subordinated Politics and Intergroup Relations  
POSC 302 – Spring 2020  
Online (and if we return to campus Laird Hall 205)  
(TTH 1:15-3:00 p.m. central – 4-5c Schedule)  
Carleton College

Instructor: Professor Christina Farhart

Office Hours: Wednesdays 2:00 p.m.-4:00 p.m. or by appointment

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### I. Course Description

How do social and political groups interact? What role does power play in these interactions? This course introduces the basic approaches and debates in the study of prejudice, racial attitudes, and intergroup relations. We will focus on three main questions. First, how do we understand and study prejudice and racism as they relate to U.S. politics? Second, how do group identities, stereotyping, and other factors help us understand the legitimation of discrimination, group hierarchy, and social domination? Third, what are the political and social challenges associated with reducing prejudice?

### II. Course Objectives

The goal of this course is to introduce you to theories of prejudice, discrimination, and intergroup relations. During the term, we will emphasize empirical research, exposing students to various research approaches, particularly experimental studies across the social sciences. At the end of this course, you will be able to:

- Identify and critique a variety of approaches to the study of prejudice, discrimination, and group conflict in the political context
- Design a research project/proposal to study intergroup relations in the political context
- Understand some of the challenges to reducing prejudice

### III. Required Course Readings

This class features chapters from academic books and peer-reviewed journal articles. .

- Readings that have been assigned will be available on Moodle. Since this course is discussion based, this heightens the importance of discussion and taking notes on the readings
- In addition, for some topics recommended enrichment readings are listed. These will be provided along with the required readings for each week, but students are NOT required to read them. However, students may find them to be useful in gaining additional perspectives on some of the topics covered in the class or helpful for their final papers.
- As we will discuss historical and contemporary politics, I encourage you to pay attention to a quality daily newspaper (recommended papers include *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The Hill*, and *The Wall Street Journal*). Reliable podcasts are also recommended (and your recommendations are always welcome, too)!
- I recognize the potential financial burden of book purchases, additional course fees, supply requirements, and travel costs. If you are in need of assistance to cover course expenses, please speak with me.

#### IV. Class Structure and Expectations

If we are able to meet via Zoom or Google Hangouts Meet, I will briefly lecture on key topics of the day or extensions of our course material. However, this course will not be lecture-heavy because you are expected to have read the material and be prepared to engage the week's content. Also, discussions are more interesting. The majority of the class will be spent on discussion and activities that are designed to help you integrate the readings and materials. Since we will be online for much, if not all, of the term, most of our discussions will take place via Moodle discussion forum. If schedules permit, we will also have some guest speakers occasionally join us throughout the term. We will also have informal discussions via Slack and a course dedicated channel. **Please do not download, record or share any class sessions, lectures or conversations from this course.**

You can expect me to arrive to online discussions on time (when scheduled), to return assignments in a timely manner, to be accessible during my office hours, and available to meet by appointment outside of office hours. I will strive to make this course understandable and accessible for all students. If you have 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 are due. Please do not wait to ask for help until after the due date. Come talk to me if you feel 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 on Moodle. All assignments will be submitted electronically via Moodle. 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 to Moodle. Corrupted files will be treated as late until correctly uploaded.

Grades are based on four different components, described in more detail below.

Weekly Reflection Essays	25%
Presentation and Response Essays	25%
Research Proposal	
Research Topics/Questions	Required for Grade
Annotated Bibliography	Required for Grade
First Draft	Required for Grade
Peer Review Participation	Required for Grade
Paper Conference	Required for Grade
Final Paper	40%
Participation	10%

**WEEKLY REFLECTION ESSAYS: (25%)** While we will not have reading quizzes, midterms or final exams, we will still engage in critical and cohesive synthesis of the material we read. The readings for this class were chosen with intention and are important for you to get the most out of our class. I will not lecture much on the readings, as I believe classroom discussions are both more enjoyable and a better way for students to learn the ability to critique and challenge the works we read. In order for you to be prepared for these discussions, you will need to do all of the readings. Each week, students will be responsible for providing a critical review of the readings for that week's topic and readings. Reflection papers will be replaced by response essays during presentation weeks. **Reflections should be single-spaced, approximately a page in length, and should be uploaded to Moodle no later than midnight on Friday.**

PRESENTATIONS AND RESPONSE ESSAYS: (25%) For each week, a couple of students will be responsible for presenting a review of the readings for that class and instructing the class on key concepts. The purpose of these presentations will be to stimulate class discussion on the Moodle forum. As such, the presentations should not just summarize the readings, but also provide critical evaluations of them. As part of the presentation, students are encouraged to utilize an active learning technique or activity to enrich the learning and discussion for the week. Students are not required to use a slide deck, but may if they want. **Presenters will prepare their discussion questions, reading summaries, and activities for Thursday when we check in.** The rest of the class will have until Friday to respond to the discussion questions on Moodle.

For the weeks that students are presenting, presenters will complete response essays on the readings for a specific day. Students will have an opportunity to pick two weeks that they want to present and write about. Along with the response essay, each presenter should post in **at least three discussion questions** (by Thursday) about the readings for us to talk about throughout the week. Responses to the questions in the Moodle discussion forum

**Response essays are due by midnight on Fridays.** Each paper should include a brief summary of the arguments in the reading(s), but the focus should be on a critique of the argument, evidence, and conclusions. Papers should be approx. 5 pages long, double spaced, with citations. They can be uploaded to Moodle or emailed. Detailed assignment description will be provided on Moodle.

RESEARCH PAPER OR PROPOSAL: (40%) Each student will complete a research paper or proposal, due at the end of the term. The proposal for empirical research will be based on issues raised by one or more of the theories covered in the course. Many classes culminate with a major research paper and you will all be required to do some type of capstone experience before graduation. This research proposal is structured to assist in the road toward the comps process. As such, the research proposal will include multiple sections, including a complete literature review, hypotheses, research design, and expected findings. In this class, rather than simply writing a final paper due at the end of the term, we will spend time writing and workshopping our proposals to perfect the art of review and argumentation.

While course content will largely focus on racism, discrimination, and prejudice, students are encouraged to explore research proposals that engage other studies of prejudice and inequality, e.g., sexism, classism, ageism, or xenophobia.

A number of components are marked “Required (No Grade).” These pieces of the final paper can be thought of as low stakes assignments to help construct the final paper over the course of the term. In order to receive a final grade on your paper, you must turn in **all** of these components, even though your performance on these assignments does not factor into your grade. More information on each component will be provided on Moodle.

PARTICIPATION: (10%) The final portion of your grade is based on your willingness to contribute to our class discussions on Moodle. What does this require? Please prepare for, attend, and participate meaningfully in discussions on Moodle. “Meaningful” participation comes in a number of forms: asking questions to clarify course topics, answering questions that are posed in the forum, 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 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. So, please do not be afraid to ask!

**GRADING SCALE:** This course is graded on a Satisfactory/Credit/No Credit. At Carleton, this type of grading is affectionately referred to as “scrunch” grading, based on the abbreviation S/Cr/NC. Underneath the Satisfactory/Credit/No Credit grading system, is still an assessment of whether achievement on the assignment was outstanding relative to the basic course requirements (A: 90-100%), was successful significantly above the basic requirements (B: 80-89%), met the basic course requirements (C: 70-79%), or was below the basic requirements (D/F: <69%).

To earn a Satisfactory (S) grade in this course I expect you to:

- Submit and receive a “Satisfactory” (>70%) on each reflection essay (submitted weekly).
- Submit and receive a “Satisfactory” (>70%) on your two response essays.
- Participate as discussion leader for 2 weeks, working with the other discussion leader for the week to put together a summary sheet, discussion questions posted in the Moodle discussion forum, and any type of active learning activity for us to engage in for the week.
- For the weeks that you are not the discussion leader, respond weekly to the discussion leaders' discussion questions on the discussion forum.
- Submit and receive a “Satisfactory” (>70%) on the assignments leading up to and including your final paper (research paper or research proposal).

#### 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 from when I return the assignment.
- Schedule a time to meet with me to discuss your grade.
- 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, whether 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 1:50 p.m. and you turn it in sometime between 1:50 p.m. and Tuesday 1:50 p.m., the highest grade you can achieve is 90/100. This comes into play with the new grading policy such that if the assignment is late multiple days, the assignment may not be counted as completed and satisfactory.

- 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/or 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 easily access all external websites and resources. Depending on the dynamics of the term,

the information on this syllabus may be modified by the instructor. Students will be notified promptly of any changes via Announcements on the course Moodle page.

## 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 can be found at: <https://apps.carleton.edu/campus/doc/integrity/>.

## VIII. Course Schedule

Below, you'll find a list of all readings to be completed and the topics we will discuss. You should bring any questions that you have to our class meetings and/or post them in our discussion forums. If deviations are necessary, they will be posted through Announcements on the course Moodle page.

### WEEK 1 (04/07) – INTRODUCTION, DEFINITIONS, HISTORY, IMPLICATIONS

#### HISTORY & BACKGROUND OF INTERGROUP RELATIONS, PREJUDICE & RACIAL ATTITUDES

Allport, G. (1954). *The nature of prejudice*. Menlo Park, CA: Addison-Wesley. Chs. 1 (“What is the Problem?”) and 13 (“Theories of Prejudice”).

Dovidio, J. F., & Gaertner, S. L. (2010). Intergroup bias. In S.T. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th edition, Vol. 2, 1084-1121). Hoboken: Wiley.

Huddy, L., & Feldman, S. (2009). On assessing the political effects of racial prejudice. *Annual Review of Political Science*, 12, 423-447.

#### SUPPLEMENTAL READING

Yzerbyt, V., & Demoulin, S. (2010). Intergroup relations. In S.T. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th edition, Vol. 2, pp. 1024-1083). Hoboken, NJ: Wiley.

### WEEK 2 (04/14) – INDIVIDUAL-DIFFERENCE APPROACHES TO THE STUDY OF PREJUDICE

#### AUTHORITARIANISM AND SOCIAL DOMINANCE ORIENTATION

Stenner, K. (2005). *The authoritarian dynamic*. Cambridge: Cambridge University Press. Chapters 2 and 9.

Pérez, E. O., & Hetherington, M. J. (2014). Authoritarianism in black and white: Testing the cross-racial validity of the child rearing scale. *Political Analysis*, 22, 398-412.

Ho, A.K., Sidanius, J., Pratto, F., Levin, S., Thomsen, L., Kteily, N., & Sheehy-Skeffington, J. (2012). Social dominance orientation: Revisiting the structure and function of a variable predicting social and political attitudes. *Personality and Social Psychology Bulletin*, 38(5), 583-606.

Sidanius, J., Levin, S., Federico, C. M., & Pratto, F. (2001). Legitimizing ideologies: The social dominance approach. In Jost, J. T., & Major, B. (Eds.), *The psychology of legitimacy* (pp. 307-331). Cambridge: Cambridge University Press.

#### SUPPLEMENTAL READING

Unzueta, M. M., Knowles, E. D., & Ho, G. (2012). Diversity is what you want it to be: How social-dominance motives affect construals of diversity. *Psychological Science*, 23, 303–309

Osborne, D., & Sibley, C. G. (2013). Through rose-coloured glasses: system-justifying beliefs dampen the effects of relative deprivation on well-being and political mobilization. *Personality and Social Psychology Bulletin*, 39, 991-1004.

WEEK 3 (04/21) – SELF-INTEREST, GROUP INTEREST, & CONFLICT AS ANTECEDENTS OF PREJUDICE

\*\*\*SUNDAY (05/03) DUE: RESEARCH PAPER TOPIC\*\*\*

Sherif, M. (1956). Experiments on group conflict. *Scientific American*, 195, 54-58.

Kinder, D., & Sears, D. (1981). Prejudice and politics: Symbolic racism versus racial threats to the good life. *Journal of Personality and Social Psychology*, 40, 414-431.

Bobo, L. (1999). Prejudice as group position: Micro-foundations of a sociological approach to racism and race relations. *Journal of Social Issues*, 55, 445-472.

Craig, M. A., & Richeson, J. A. (2014). More diverse yet less tolerant? How the increasingly diverse racial landscape affects white Americans' racial attitudes. *Personality and Social Psychology Bulletin*, 40, 750-761.

Rudolph, T. J., & Popp, E. (2010). Race, environment, and interracial trust. *Journal of Politics* 72, 1-16.

SUPPLEMENTAL READING

Sears, D. O., & Kinder, D. R. (1985). Whites' opposition to busing: On conceptualizing and operationalizing group conflict. *Journal of Personality and Social Psychology*, 48, 5, 1141-1147.

WEEK 4 (04/28) – THE ‘NEW RACISM’ AND RACIAL RESENTMENT

Sears, D. O., & Henry, P. J. (2005). Over Thirty Years Later: A Contemporary Look At Symbolic Racism. In M. P. Zanna (Ed). *Advances in experimental social psychology*, vol. 37. (pp. 95-150). San Diego, CA, US: Elsevier Academic Press.

Eubanks, V. 2018 *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor* (Chapters via Moodle)

Tesler, M. (2012). The spillover of racialization into health care: How President Obama polarized public opinion by racial attitudes and race. *American Journal of Political Science*, 56, 690-704.

Desante, C. D. , & Watts Smith, C. (2020). *Racial Stasis: The millennial generation and the stagnation of racial attitudes in American politics*. Chicago: University of Chicago Press. (chapters)

SUPPLEMENTAL READING

Sniderman, P., & Tetlock, P. (1986). Symbolic racism: Problems of motive attribution in political analysis. *Journal of Social Issues*, 42, 129-150.

Sears, D. O., van Laar, C., Carrillo, M. and Kosterman, R. (1997). Is it really racism? *Public Opinion Quarterly*, 61, 16–53.

Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass*, 3, 314-338.

WEEK 5 (05/05) – CATEGORIZATION AND STEREOTYPING (MIDTERM BREAK 05/02-05/04)

\*\*\*SUNDAY (05/11) DUE: ANNOTATED BIBLIOGRAPHY\*\*\*

Allport, G. (1954). *The nature of prejudice*. Ch. 2 (“The Normality of Prejudgment”) and Ch. 10 (“The Cognitive Process”).

Chao, M.M., Hong, Y., & Chiu, C. (2013). Essentializing race: Its implication on racial categorization. *Journal of Personality and Social Psychology*, 104: 619-634.

Galinsky, A.D., Hall, E.V., & Cuddy, A.J.C. (2013). Gendered races: Implications for interracial marriage, leadership selection, and athletic participation. *Psychological Science*, 24(4): 498–506.

Lavine, H., Sweeney, D. & Wagner, S. H. (1999). Depicting Women as Sex Objects in Television Advertising: Effects on Body Dissatisfaction, *Personality and Social Psychology Bulletin*, 25(8): 1049-1058.

Or

Bos, A. L., & Kinnard, K. (2020). Gender Stereotypes in Politics. *Oxford Bibliographies* (library access pending)

SUPPLEMENTAL READING

Cuddy, A. J. C., Fiske, S. T., & Glick, P. (2008). Competence and warmth as universal trait dimensions of interpersonal and intergroup perception: The Stereotype Content Model and the BIAS Map. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 40, pp. 61-149). New York: Academic.

Lepore, L., & Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? *Journal of Personality and Social Psychology*, 72, 275-287.

Kay, A. C., Day, M. V., Zanna, M. P., & Nussbaum, D. A. (2013). The insidious (and ironic) effects of positive stereotypes. *Journal of Experimental Social Psychology*, 49, 287-291.

Williams, J.C., Blair-Loy, M., & Berdahl, J.L. (2013). Cultural schemas, social class, and the flexibility stigma. *Journal of Social Issues*, 69(2), 209-234.

Rodeheffer, C., Hill, S. E., & Lord, C. G. (2012). Does this recession make me look Black? The effect of resource scarcity on the categorization of biracial faces. *Psychological Science*, 23, 1476-1478.

Heilman, M.E. (2012). Gender stereotypes and workplace bias. *Research in Organizational Behavior*, 32, 113-135

WEEK 6 (05/12) – SOCIAL IDENTITY AND INTERGROUP BIAS

SOCIAL IDENTITY AND INTERGROUP BIAS

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. Austin (Eds.), *Psychology of intergroup relations*. Chicago: Nelson-Hall.



#### WHITE IDENTITY

Jardina, A. 2019. *White Identity Politics*. Cambridge: Cambridge University Press. (Chapters posted to Moodle)

#### WHITE BACKLASH AND IMMIGRATION

Abrajano, M. & Hajnal, Z. L. (2015) *White Backlash: Immigration, Race, and American Politics*. Princeton: Princeton University Press. (Chapters posted to Moodle)

Collingwood, L., & Gonzales O'Brien, B. (2019) *Sanctuary Cities: the politics of refuge*. New York: Oxford University Press. (Chapters posted to Moodle)

#### SUPPLEMENTAL READING

Tajfel, H. (1970). Experiments in intergroup discrimination. *Scientific American*, 223, 96-102.

Wilkins, C. L. & Kaiser, C. R. (2014). Racial progress as threat to the status hierarchy: Implications for perceptions of anti-White bias. *Psychological Science*, 25(2) 439-446

Gilead, M., & Liberman, N. (2014). We take care of our own: Caregiving salience increases ingroup bias in response to outgroup threat. *Psychological Science*, 25, 1380-1387.

Reid, S. A. & Hogg, M. A. (2005). Uncertainty Reduction, Self-Enhancement, and Ingroup Identification, *Personality and Social Psychology Bulletin*, 31: 804-817.

#### WEEK 7 (05/19) – IMPLICIT VERSUS EXPLICIT STEREOTYPING AND PREJUDICE

\*\*\*SUNDAY (05/24) DUE: FIRST DRAFT (FOR PEER REVIEW)\*\*\*

Hardin, C. D., & Banaji, M. R. (2013). The nature of implicit prejudice: Implications for personal and public policy. In E. Shafir (Ed.), *The behavioral foundations of public policy* (pp. 13-31). Princeton University Press.

Blanton, H., & Jaccard, J. (2008). Unconscious prejudice: A concept in pursuit of a measure. *Annual Review of Sociology*, 34, 277-297.

Tetlock, P.E., Mitchell, G., & Anastopoulos, L.J. (2013). Detecting and punishing unconscious bias. *Journal of Legal Studies*, 42(1), 83-110.

Gawronski, B., Galdi, S., & Arcuri, L. (2015). What can political psychology learn from implicit measures? Empirical evidence and new directions. *Political Psychology*. 36, 1-17.

#### SUPPLEMENTAL READING

Nosek, B. A., Greenwald, A. G., & Banaji, M. R. (2007). The Implicit Association Test at age 7: A methodological and conceptual review. In J.A. Bargh (Ed.) *Social Psychology and the Unconscious: The Automaticity of Higher Mental Processes* (265-292). London: Psychology Press.

Kalmoe, N.P., & Piston, S. (2013). Is implicit prejudice against Blacks politically consequential? Evidence from the AMP. *Public Opinion Quarterly*, 77, 305-322.

Lavine, H., Jost, J.T. & Lodge, M. (2015). Political cognition and its normative implications for the “Democratic Experiment”: Theory, evidence, and controversy. *Attitudes and social cognition*, 721-752.

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

Banaji, M.R., & Greenwald, A.G. (2013). *Blindspot: Hidden biases of good people*. New York: Delacorte Press.

Payne, B. K. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. *Journal of Personality and Social Psychology*, 81, 181-192.

#### WEEK 8 (05/26) – JUDGMENTS ABOUT INTERGROUP RELATIONS AND POLITICS

\*\*\*ANYTIME THIS WEEK: PAPER CONFERENCES, MEET WITH PROFESSOR\*\*\*

Federico, C., & Sidanius, J. (2002). Racism, ideology, and affirmative action revisited: The antecedents and consequences of “principled objections” to affirmative action. *Journal of Personality and Social Psychology*, 82, 488–502.

Wilson, D. C., & Brewer, P. R. (2013). The foundations of public opinion on voter ID laws: Political predispositions, racial resentment, and information effects, *Public Opinion Quarterly*, 77, 962-984.

Gutiérrez, A. S. & Unzueta, M. M. (2013). Are admissions decisions based on family ties fairer than those that consider race? Social dominance orientation and attitudes toward legacy vs. affirmative action policies. *Journal of Experimental Social Psychology*, 49, 554-558.

Sides, John. Michael Tesler, and Lynn Vavreck. (2018). *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America*. Princeton: Princeton University Press. (Chapters on Moodle)

#### SUPPLEMENTAL READING

Eibach, R. P., & Ehrlinger, J. (2006). “Keep your eyes on the prize”: Reference points and racial differences in assessing progress toward racial equality. *Personality & Social Psychology Bulletin*, 32, 66-77.

Sniderman, P. M., & Piazza, T. (1993). *The scar of race*. Ch. 1 (“The Varieties of Racial Politics”), Ch. 3 (“Covert Racism and Double Standards”), and Ch. 5 (“Three Agendas”).

Lowery, B. S., Chow, R. M., Knowles, E. D., & Unzueta, M. M. (2012). Paying for positive group esteem: How inequity frames affect whites’ responses to redistributive policies, *Journal of Personality and Social Psychology*, 102, 323–336.

Chambers, J.R., Schlenker, B.R., & Collisson, B. (2013). Ideology and prejudice: The role of value conflicts. *Psychological Science*. 24:140-149.

WEEK 9 (06/02) – REDUCTION OF PREJUDICE

\*\*\*ANYTIME THIS WEEK: PAPER CONFERENCES, MEET WITH PROFESSOR\*\*\*

\*\*\*WEDNESDAY (06/03) DUE: PEER REVIEW\*\*\*

Al Ramiah, A. & Hewstone, M. (2013). Intergroup Contact as a Tool for Reducing, Resolving, and Preventing Intergroup Conflict Evidence, Limitations, and Potential. *American Psychologist*, 68(7), 527–542

Rattan, A. & Ambady, N. (2014). How “It gets better”: Effectively communicating support to targets of prejudice. *Personality and Social Psychology Bulletin*, 40, 555-566.

Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., Wojcik, S. P., Koleva, S. P., Frazier, R. S., Heiphetz, L., Chen, E., Turner, R. N., Haidt, J., Kesebir, S., Hawkins, C. B., Schaefer, H. S., Rubichi, S., Sartori, G., Dial, C. M., Sriram, N., Banaji, M. R., & Nosek, B. A. (2014). Reducing implicit racial preferences: I. A comparative investigation of 17 interventions. *Journal of Experimental Psychology: General*, 143, 1765-85.

SUPPLEMENTAL READING

Allport, G. (1954). *The nature of prejudice*. Menlo Park, CA: Addison-Wesley. Ch. 16 (“The Effect of Contact”).

Dovidio, J. F., Johnson, J. D., Gaertner, S. L., Pearson, A. R., Saguy, T., & Ashburn-Nardo, L. (2010). Empathy and intergroup relations. In M. Mikulincer & P. R. Shaver (Eds.), *Prosocial motives, emotions, and behavior: The better angels of our nature* (pp. 393-408). Washington, DC, US: American Psychological Association. (Ch. 20.)

Gaertner, S. L., & Dovidio, J. F. (2012). Reducing intergroup bias: The Common Ingroup Identity Model. In Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.), *Handbook of theories of social psychology*. (pp. 439-457). Thousand Oaks, CA: Sage.

Brannon, T.N., & Walton, G.M. (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group’s culture. *Psychological Science Online First*, Aug. 7, 2013.

Chow, R. M., & Knowles, E. D. (2016). Taking race off the table: Agenda setting and support for color-blind public policy, *Personality and Social Psychological Bulletin*, 42, 25-39.

\*\*\* READING DAYS – JUNE 4-5 \*\*\*

WEEK 10 – FINALS WEEK

\*\*\*DUE: FINAL PAPER (UPLOADED TO MOODLE BY 5:00PM MONDAY, JUNE 8)\*\*\*

## ADDITIONAL READINGS TO HELP WITH IDEAS FOR RESEARCH PAPERS

### GENERAL:

Yzerbyt, V., & Demoulin, S. (2010). Intergroup relations. In S.T. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th edition, Vol. 2, pp. 1024-1083). Hoboken, NJ: Wiley.

Gaertner, S. L., & Dovidio, J. F. (1977). The subtlety of White racism, arousal, and helping behavior. *Journal of Personality and Social Psychology*, 35, 691–707.

Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality & Social Psychology*, 67, 741-763.

Duckitt, J., & Sibley, C. G. (2010). Personality, ideology, prejudice, & politics: A dual process motivational model. *Journal of Personality*, 78, 1861-1894.

### EVOLUTIONARY PERSPECTIVES ON PREJUDICE AND INTERGROUP RELATIONS:

Navarrete, C. D., McDonald, M. M., Molina, L. E., & Sidanius, J. (2010). Prejudice at the nexus of race and gender: An outgroup male target hypothesis. *Journal of Personality and Social Psychology*, 98, 933-945.

Faulkner, J., Schaller, M., Park, J. H., & Duncan, L. A. (2004). Evolved disease-avoidance mechanisms and contemporary xenophobic attitudes. *Group Processes & Intergroup Relations*, 7 (4), 333–353.

### POLITICAL EXTREMISM:

Fernbach, P.M., Rogers, T., Fox, C.R., & Sloman, S.A. (2013). Political extremism is supported by an illusion of understanding. *Psychological Science*, 24(6), 939-946.

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Iyer, A. & Leach, C.W. (2008). Emotion in inter-group relations. *European Review of Social Psychology*, 19, 86-125.

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Brader, T. (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.

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POLITICAL CONTEXT AND ENGAGEMENT:

Mason, L. (2018). *Uncivil Agreement: How Politics Became Our Identity*. Chicago: University of Chicago.

Makse, T, Minkoff, S., & Sokhey, A. (2019). *Politics on Display: Yard Signs and the Politicization of Social Spaces*. New York: Oxford University Press.

Collingwood, L. (2019). *Campaigning in a Racially Diversifying America: When and How Cross-Racial Electoral Mobilization Works*. New York: Oxford University Press.

## IX. Additional Policies and Student Support

I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

### 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/> 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](mailto:helpdesk@carleton.edu) (Any email sent to this address automatically opens a support ticket) or contact the Web Help Desk: <https://helpdesk.carleton.edu/> to open your own ticket.

### 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](mailto:disability@carleton.edu) or call Sam Thayer (x10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

### ASSISTIVE 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](mailto:aztechs@carleton.edu) or visit [go.carleton.edu/aztech](http://go.carleton.edu/aztech).

### LEARNING STRATEGIES AND TIME MANAGEMENT

Oscar Alvarez, 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 on how to schedule a videoconference with Oscar, visit: [Learning Strategies & Time Management](#). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."

### LIBRARY RESOURCES

Your librarian for Political Science is Sean Leahy. Ask a librarian for help 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](http://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.

#### QUANTITATIVE SKILLS AND REASONING SUPPORT

The Quantitative Resource Center (QRC) collaborates with DataSquad and Statistics faculty to provide daily appointments and drop-in support for help with reading, graphing, interpreting, and using numbers and data in QRE courses, comps, or any other work involving QR. Get help understanding basic statistics for your writing, creating graphs, brushing up on math for your non-math classes, and using statistical software. Not sure what you need help with? Come to an all-staff Data Drop-in, every Wed 2:00-4:00 pm. Click on the Hangouts Meet link or call in to join any drop-in!

#### CLASS PRESENTATIONS AND PUBLIC SPEAKING

Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Jenny Portis '20 can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. **Jenny will coach students remotely, using Zoom.** If you'd like to schedule a coaching session, just fill out this [brief, online form](#). For more information, visit [go.carleton.edu/speakeasy](http://go.carleton.edu/speakeasy)

#### 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/](https://apps.carleton.edu/dos/sexual_misconduct/).