

Subordinated Politics and Intergroup Relations  
POSC 302 – Spring 2019  
Weitz 136  
(TTH 10:10-11:55 a.m. – 2-3c Schedule)  
Carleton College

Instructor: Professor Christina Farhart

Office Hours: Wednesdays 11:00 a.m.-3:00 p.m. or by appointment

Phone: 507-222-5850

Email: [cfarhart@carleton.edu](mailto:cfarhart@carleton.edu)

Office: 415 Willis Hall

### 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 legitimization 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 proposal to further 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 class attendance and obtaining notes from a classmate when you must miss a class.
- In addition, for some of the class sessions, 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.
- 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).

#### IV. Class Structure and Expectations

I will often 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 discuss the day'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. If schedules permit, we will also have some guest speakers occasionally join us throughout the term. Please come to each class prepared to critically engage and discuss the day's readings.

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 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 in class. Some of your 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.

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

**DAILY 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 students 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. By noon before our class session together, each student will be responsible for providing a critical review of the readings for that class sessions. Reflection papers will be replaced by response essays on presentation days. **Reflections should be single-spaced, approximately a page in length, and should be uploaded to Moodle or emailed to me no later than noon the day of class.**

**PRESENTATIONS AND RESPONSE ESSAYS: (25%)** For each class meeting, 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. 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 day. Students are not required to use a slide deck, but may if they want.

On the days that students are presenting, students will complete response essays on the readings for a specific day. Students will have an opportunity to pick the class sessions that they want like to present and write about. Along with the response essay, each student should turn in at least **five** discussion questions about the readings for us to talk about.

**Response essays and discussion questions are due to me by 8:00 AM on the day of class.** Each paper should include a brief summary of the arguments in the reading(s) and a critique of the argument, evidence, and conclusions. Papers should be 4-5 pages long, double spaced. They can be uploaded to Moodle or emailed to me. More information will be provided in class.

**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, e.g., sexism, classism, ageism, or xenophobia.

A number of components marked “Required (No Grade).” These pieces of the research proposal can be thought of as low stakes requirements. 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. Failing to turn in these assignments will lower your final proposal grade by 1/3 of a letter grade for each missing piece. For instance, if your grade for the entire proposal was a B+, but you failed to turn in your research questions, your final grade for the project would be a B. If you were missing both the research questions and proposal, your B+ would become a B-. More information on each component will be provided.

**PARTICIPATION: (10%)** The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you? 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. So, please do not 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 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.

- 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 easily access all external websites and resources. Depending on the dynamics of the class 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 can 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 do use a laptop in class: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. This can become distracting to your colleagues around you. I would also recommend you read through the discussion (including comments), "The Distracted Classroom" article from *The Chronicle of Higher Education* posted on Moodle, to think about the possible 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 in the classroom. Please turn off all cell phones during class.

## IX. Course Schedule

Below, you'll find a list of all class meetings, readings to be completed, and the topics we will discuss. You should bring any additional 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.

### WEEK 1 – INTRODUCTION, DEFINITIONS, HISTORY, IMPLICATIONS

04/02 INTRODUCTION AND SYLLABUS REVIEW

04/04 NO CLASS – MPSA CONFERENCE (SIGN-UP FOR PRESENTATIONS)

### WEEK 2 – INDIVIDUAL-DIFFERENCE APPROACHES TO THE STUDY OF PREJUDICE

04/09 HISTORY AND BACKGROUND IN THE STUDY OF INTERGROUP RELATIONS, PREJUDICE AND 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, pp. 1084-1121). Hoboken, NJ: Wiley.

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

04/11 AUTHORITARIANISM AND SOCIAL DOMINANCE ORIENTATION

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.

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

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

### WEEK 3 – SELF-INTEREST AND GROUP INTEREST AS ANTECEDENTS OF PREJUDICE

04/16 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.

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.

- 04/18 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., and Popp, E. (2010). Race, environment, and interracial trust. *Journal of Politics* 72, 1-16.

#### WEEK 4 – THE ‘NEW RACISM’

- 04/23 \*\*\*DUE: RESEARCH PAPER TOPIC\*\*\*
- 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.
- 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.
- 04/25 \*\*\* Virginia Eubanks Visit \*\*\*
- Eubanks, Virginia. 2018 *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*
- 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.
- 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 – GROUP DOMINANCE AND IDEOLOGY IN INTERGROUP RELATIONS

- 04/30 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.
- 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
- 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.

- 05/02 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.
- 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.
- Knowles, E. D., Lowery, B. S., Hogan, C. M., & Chow, R. M. (2009). On the malleability of ideology: Motivated construals of color blindness, *Journal of Personality and Social Psychology*, *96*, 857–869.

WEEK 6 – SOCIAL IDENTITY, INTERGROUP BIAS, AND AFFECT (MIDTERM BREAK 05/04-05/06)

05/07 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.

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

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

SUPPLEMENTAL READING:

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.

05/09 WHITE IDENTITY

\*\*\*DUE: ANNOTATED BIBLIOGRAPHY\*\*\*

Jardina, A. 2019. *White Identity Politics*. Cambridge: Cambridge University Press.

WEEK 7 – CATEGORIZATION AND STEREOTYPING

05/14

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

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.

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

SUPPLEMENTAL READING:

Kunda, Z., Davies, P. G., Adams, B. D. & and Spencer, S. J. (2002). The Dynamic Time Course of Stereotype Activation: Activation, Dissipation, and Resurrection, *Journal of Personality and Social Psychology*, 82(3): 283–299

05/16

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

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.

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.

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

SUPPLEMENTAL READING:

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.

WEEK 8 – IMPLICIT VERSUS EXPLICIT STEREOTYPING AND PREJUDICE

05/21

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.

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* (pp. 265-292). London: Psychology Press.

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

SUPPLEMENTAL READING:

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.

05/23

\*\*\*DUE: FIRST DRAFT\*\*\*

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

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

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

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:

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 9 – JUDGMENTS ABOUT INTERGROUP RELATIONS AND POLITICS

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

05/28

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.

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.

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.

05/30

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.

Chambers, J.R., Schlenker, B.R., & Collisson, B. (2013). Ideology and prejudice: The role of value conflicts. *Psychological Science*. 24:140-9

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.

SUPPLEMENTAL READING:

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”).

WEEK 10 – REDUCTION OF PREJUDICE

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

06/04

\*\*\*DUE: PEER REVIEW\*\*\* FINAL PAPER WORKSHOP

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.

06/06 NO CLASS – READING DAY

WEEK 11 – FINALS WEEK

06/10 \*\*\*DUE: FINAL PAPER (UPLOADED TO MOODLE BY 11:00AM)\*\*\*

#### ADDITIONAL READINGS:

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.

Gift, K. & Gift, T. (2015) "Does politics influence hiring? Evidence from a randomized experiment": Erratum. *Political Behavior*, 37(3), 677.

#### DIVERSITY RESEARCH AND COLORBLINDNESS

Plaut, V.C., Cheryan, S. & Garnett, F.G. (2015). New frontiers in diversity research: Conceptions of diversity and their theoretical and practical implications. In *APA handbook of personality and social psychology, Volume 1: Attitudes and social cognition*.

Plaut, V.C. (2014). Diversity Science and Institutional Design. *Policy Insights from the Behavioral and Brain Sciences*, 1, 72–80.

Apfelbaum, E.P., Norton, M.I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. *Current directions in psychological science*, 21(3), 205-209.

#### AFFECT IN INTERGROUP RELATIONS

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

Banks, A. J., & Bell, M. A. (2013). Racialized campaign ads: The emotional content in implicit racial appeals primes white racial attitudes. *Public Opinion Quarterly*, 77, 549-560.

Brader, T, Valentino, N. A. & Suhay, E. (2008). What Triggers Public Opposition to Immigration: Anxiety, Group Cues, and Immigration Threat. *American Journal of Political Science*, 52: 959-978.

SUPPLEMENTAL READINGS:

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Smith, E. R., Seger, C. R., & Mackie, D. M. (2007). Can emotions be truly group level? Evidence regarding four conceptual criteria. *Journal of Personality and Social Psychology*, 93, 431-446.

POLITICAL CONTEXT – 2016 ELECTION AND CURRENT ADMINISTRATION

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

## X. 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/> 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 (Burton Hall 03) 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, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to [cdallager@carleton.edu](mailto:cdallager@carleton.edu) 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](mailto: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](#). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."

### LIBRARY RESOURCES

Your librarian for the course is Kristin Hall. 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.

## 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/).