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
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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 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.
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.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Daily Reflection Essays</td>
<td>25%</td>
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<tr>
<td>Presentation and Response Essays</td>
<td>25%</td>
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<td>Research Proposal</td>
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<td>Research Questions</td>
<td>Required for Grade</td>
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<td>Annotated Bibliography</td>
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<td>First Draft</td>
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<td>Peer Review Participation</td>
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<td>Paper Conference Attendance</td>
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<tr>
<td>Final Paper</td>
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<td>Participation</td>
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**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 session. 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

04/11 AUTHORITARIANISM AND SOCIAL DOMINANCE ORIENTATION

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


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**WEEK 4 – THE ‘NEW RACISM’**

04/23

***DUE: RESEARCH PAPER TOPIC***


04/25

***Virginia Eubanks Visit ***

Eubanks, Virginia. 2018 *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*


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**WEEK 5 – GROUP DOMINANCE AND IDEOLOGY IN INTERGROUP RELATIONS**

04/30


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

05/07

**SOCIAL IDENTITY AND INTERGROUP BIAS**


**SUPPLEMENTAL READING:**


05/09

**WHITE IDENTITY**

***DUE: ANNOTATED BIBLIOGRAPHY***


**WEEK 7 – CATEGORIZATION AND STEREOTYPING**

05/14


SUPPLEMENTAL READING:


SUPPLEMENTAL READING:

WEEK 8 – IMPLICIT VERSUS EXPLICIT STEREOTYPING AND PREJUDICE

05/21


SUPPLEMENTAL READING:

05/23

***DUE: FIRST DRAFT***


**SUPPLEMENTAL READING:**


**WEEK 9 – JUDGMENTS ABOUT INTERGROUP RELATIONS AND POLITICS**
***ANYTIME THIS WEEK: PAPER CONFERENCES, MEET WITH PROFESSOR***


05/30


and attitudes toward legacy vs. affirmative action policies. *Journal of Experimental Social Psychology, 49*, 554-558.

**Supplemental Reading:**

**Week 10—Reduction of Prejudice**

***Anytime This Week: Paper Conferences, Meet with Professor***

**06/04***  

***Due: Peer Review***  

**Final Paper Workshop**


**Supplemental Reading:**


06/06  **NO CLASS – READING DAY**

**WEEK 11 – FINALS WEEK**

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


EVOLUTIONARY PERSPECTIVES ON PREJUDICE AND INTERGROUP RELATIONS


POLITICAL EXTREMISM


DIVERSITY RESEARCH AND COLORBLINDNESS


AFFECT IN INTERGROUP RELATIONS


**SUPPLEMENTAL READINGS:**


**POLITICAL CONTEXT – 2016 ELECTION AND CURRENT ADMINISTRATION**
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 (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 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

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

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.
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/.