**POLS 569: The Politics of Identity in the United States**

Instructor: Dr. Alexandra Filindra

Class: Thursdays 3:30-6pm

Office Hours: T-Th 1-2pm and by appointment

From its inception, the United States has had a complex and fraught history with race. The modern world first democracy, built on the ideal of “all men are created equal,” first tolerated slavery and then nurtured racial segregation for blacks and other racial minorities. An inclusive and tolerant political culture was built side-by-side with denying citizenship first to blacks and then to Asians, while treating Hispanics as second class citizens whose presence could only be thought of as “temporary”.

Since the Civil Rights Movement, many considered the issue of race in America and the painful chapter associated with racism closed. Blacks and other minorities secured equality under the law through the 1964 Civil Rights Act and the 1965 Voting Rights Act. The elimination of formal barrier to citizenship, from voting and standing for office, to serving in juries, and attending any public school and University of choice, was viewed as a new chapter where blacks and other minorities were able to compete with whites on an equal footing. At the same time, a decline in white support for biological racism and racial stereotypes—as measured in surveys—brought on renewed hope that racial prejudice should no longer shape American politics and inter-group relations.

For many, especially conservatives, the elimination of such barriers was taken to mean that failure to thrive economically and socially could only be attributable to individual abilities and effort. If blacks and other minorities were unable to reach the success of whites, then the problem did not lie with society and its institutions, but with these minority groups themselves. The election of Barack Obama to the Presidency in 2008 seemed to confirm America’s transition to a “post-racial” future, where race and other ascriptive characteristics played a minimal role in shaping a person’s social and economic outcomes.

A growing literature in identity politics repeatedly warned against such rosy predictions. Early studies focusing on the role of racial prejudice in shaping white attitudes toward “racial” policies such as busing and affirmative action, gave way to a second generation of studies that identified similar effects in public support for welfare policies and punitive criminal justice. More recently, studies have pinpointed a relationship between racial prejudice and white opposition to healthcare policy, gun control, voting laws, and even electoral fairness. Racial considerations seem to undergird whites’ support for civil liberties and democracy itself. Some have claimed that as a result of the Obama presidency, there has been a “spillover” of racial attitudes to a variety of new political and policy dimensions, but others are not so sure about such claims.

A separate strand of scholarship has moved beyond the black/white divide to argue that prejudice and intergroup competition are important in whites’ relationships with Latinos, Asians, Muslims, and other minorities. The country’s changing demographics and the emergence of a majority-minority polity have incited feelings of racial threat among white Americans who witness their group’s share of the population shrinking. The growth in immigration and especially the Latino population is reshaping white political identities, policy preferences, and support for social movements such as the Tea Party. Studies show that not only racial prejudice but also xenophobia and islamophobia contributed to the ascendancy of Donald Trump. There is also evidence that whiteness, an ingroup identity that was previously thought to be cultural and not political, has become consequential for whites’ political preferences.

At the same time, racial identities and attitudes are consequential not only for whites, but also for minorities. Feelings of ingroup identity, also known as “group consciousness,” and linked fate with the group, are important determinants of Latino, Asian and black political behavior. Furthermore, minority groups do not simply challenge the country’s racial hierarchy, but also juggle for position in it, developing strategies to move closer to “whiteness.” Some have strategically used ethnicity markers to distance themselves from blackness, while other has sought to identify with whiteness. Prejudice and competition can influence intra-minority political attitudes and relationships, but this area continues to be a nascent field of study.

In this class, we will study the current debates in identity politics including such hot topics as: 1) how do we best measure racial prejudice? 2) what is the difference between implicit and explicit measures and are they compatible? 3) how do we measure ingroup identity and what does that mean? 4) how do racial attitudes and ingroup identities influence policy and political preferences for both whites and minority groups? 5) is prejudice likely to subside as a factor in a majority/minority setting? 6) What are the effects of racialized policies on target groups? How do they affect the identities and sense of belonging of Latinos, Asians and others?

My goal in this class is to guide you into producing a publication-quality paper. As part of this process, you will engage in developing an original research design based on either qualitative or quantitative data, analyze the data and present the results. For those of you interesting in public opinion research and especially experimental work, the most promising research designs, especially ones that come with some evidence of validity from the ANES, a pilot study, or other data, will be included in an actual national survey for testing.

**Course Policies**

Students are expected to read all assigned readings prior to coming to class. Attendance is required and so is participation in class discussion and in-class assignments. Students should be prepared to discuss the readings and introduce their own questions and critical comments to the topic at hand. All assignments are due on the specified day at the beginning of class. Late assignments will be penalized by a half-grade per day of delay.

Students are expected to attend all classes and their grades will reflect their attendance record. Think of yourselves as training for a job and your job performance includes showing up. Should you need to be absent for a valid reason, please contact me before class to let me know that you will be absent and the reason for your absence. For multi-day absences I will need documentation.

Use of laptops in class is permitted as long as the computer is used for taking notes or for in-class exercises. Anyone discovered using the laptop for personal or other purposes (e.g. chatting, IMing, Facebook) will get a zero for a participation grade for the class. The first infraction will also lead me to ban computers from the classroom, so you will be responsible for your classmates’ loss of this privilege.

**Code of Conduct**

Plagiarism is a serious violation of the students’ code of conduct and will be treated with equal severity. Students are required to use proper citation and sourcing for all written work. No exceptions. You can select any method (e.g., MLA, APA, Chicago) as long as you use it consistently throughout your work. Wikipedia and other similar sources of information should NEVER be used as a direct source! The information provided in Wikipedia is not always trustworthy since it is anonymously produced and not checked. If you use something you found on Wikipedia, go to the original source to check it out.

According to school policy which can be found at http://www.uic.edu/depts/dos/studentconduct.html, there are several types of violations of academic integrity. Below, I have copied and pasted the definitions of all types of violations as presented in the school handbook. Violations of the Academic Integrity Policy will include, but not be limited to the following examples:

1. Cheating during examinations includes any attempt to (1) look at another student’s examination with the intention of using another’s answers for attempted personal benefit; (2) communicate in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks or other sources, not specifically designated by the professor of the course for student use during the examination period or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.
2. Plagiarism is the copying from a book, article, notebook, video or other source, material whether published or unpublished, without proper credit through the use of quotation marks, footnotes and other customary means of identifying sources, or passing off as one’s own, the ideas, words, writings, programs and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
3. Collusion is working together in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative effort) of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
4. Lying is knowingly furnishing false information, distorting data or omitting to provide all necessary, required information to the University’s advisor, registrar, admissions counselor, professor, etc. for any academically related purpose.

**Citations Guide**

For the purposes of this class, please use the Chicago or APA styles with (author, year) parenthetical citations. It is commonly used in social sciences and easy to follow. <http://www.chicagomanualofstyle.org/tools_citationguide.html> According to the guidelines provided by the Library at American University, here are some instances when you need to use citations (<http://www.library.american.edu/tutorial/citation3.html>):

Citations not only locate a piece of writing within the context of a particular scholarly debate, they also allow writers to make claims based on the authority of another expert.

**For example**: a scientist researching the possibility of AIDS vaccines may rely on some data gathered by the Center for Disease Control. Using a citation, the scientist tells the reader where the data was collected and that the authority of the CDC attests to its accuracy.

Similarly in the Humanities, a scholar analyzing Jane Austen's Pride and Prejudice may cite a philosopher or literary critic, like Michel Foucault. The scholar therefore identifies the type of interpretive lens / theoretical framework being brought to the analysis. Critics may or may not accept the validity of the interpretive lens, but the scholar won't have to re-create the entire philosophy.

When do you need to use citations?

* When quoting
* When paraphrasing someone else's ideas
* When using a statistic or direct fact
* When you are using someone else's work as a theoretical framework / interpretive lens
* When you are relying upon data collected by someone else
* When you are relying upon opinions or interpretations articulated by someone else
* It will strengthen your case if you support any key assertions with citations to show support amongst experts for accepting the validity of those assertions

When do you not need to use citations?

* When stating common knowledge (knowledge that can be found in many sources OTHER than those in the bibliography). If you aren't sure that something is common knowledge, it probably isn't.
* When the ideas, opinions, interpretations are your own, (although it strengthens your case if you are able to cite others who would agree with you or whose work leads to similar conclusions).

**REMEMBER:** Citations and giving credit to others strengths your work because you bring to bear the authority of an “expert” to your findings and conclusions. The more people you cite, the more weight does your work have because you show that you have strong familiarity with the literature.

**Course Requirements:**

**Readings**

The readings, though extensive and representative, are not comprehensive. Most sections in the syllabus balance classics with work representative of the best current research in the field. The class is conducted predominantly in a discussion format, although there will be lectures on various topics. Students are expected to have completed the assigned weekly reading before each class and to arrive prepared to contribute actively to all discussions. You should expect to be called on at any time, to discuss any reading in any session.

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|  | **Due date** | **% of grade** |
| **Week leadership:** You will be responsible for leading the group discussion for a week of your choice. For that week, please provide the class with an outline of key questions to be discussed, the key debates in the literature. Given that you are discussion leader, you should also read as much of the recommended readings as possible and bring insights from that and additional materials (hint: check what’s been published in the past 5 years in top journals) | Week of choice | 10% |
| **Critical review paper**: select a book from the recommended readings for any week of your choice. Write a 1,200-1,500 word critical review that embeds the work in the broader literature and discusses its strengths and weaknesses | Week of reading: Thursday at noon | 15% |
| **Midterm exam** (take home: February 27th): The exam will include 3-5 essay questions and you will be asked to respond to 2-3 of those. Given that it is take home, you will be expected to write complete, full-annotated essays. | March 5th at noon | 20% |
| **Final paper topic**: two page paper on the research question that you will explore in your final paper. This needs to be very specific and narrow. “Immigration policy” is not a thing, for example. I want to see a specific hypothesis. The question can be answered with qualitative (e.g., content analysis, historical analysis) or quantitative data but it needs to be answerable. If you have questions or are considering multiple topics, come talk to me.  \*\*You are welcome and indeed encouraged to work in teams of two if you have similar interests. BUT if you commit to a partner, you will be responsible for the partner throughout the semester. Dissolutions of partnerships will not be accepted unless there is a very serious reason (e.g., major health crisis, Title IX issues, the Apocalypse). | January 30th at noon | 10% |
| **Research design**: up to 1,200 words explaining the research design in detail, defending it in terms of relevance and novelty and explaining what it will help us understand. BRING COPIES TO GIVE TO EACH OF YOUR CLASSMATES. | February 13th, at noon | 10% |
| **Blind review of papers and research designs**: you will have to read and provide feedback to the research designs of your classmates. This will be done anonymously, in the spirit of blind review. Please bring to class a set of copies for me with your name on them (please staple them together and on each page identify which person’s RD you are commenting on), and a set of copies that only have the title of the paper as the identifying marker but no names (especially not your name). For each design you should write no more than 2 pages. Start with a paragraph summarizing the research question and the proposed design to reassure the author (and me) that you have a good grip on what they plan to do. If the research question/hypothesis is not clear to you, please make sure to state that. A bunch of people identifying the same problems is a strong signal to authors about where they are going wrong. If there are grammatical/syntactical errors, note it but don’t sit there and waste time correcting everything. Just tell the author that the paper requires proofing and editing. If you are aware of an article or book that may help the author further develop their ideas, offer such suggestions.  During the course of the year, I will also ask you to write up short reviews for actual journal articles and recommend to me whether I should desk reject or send for review and WHY. You need to let me know if 1) the argument is novel and important; 2) if the paper is cogently written; 3) if the analysis supports the theory in a clear and precise way. No more than a page unless you really want to. | February 27th, in class hard copy, stapled | 10% |
| **Annotated bibliography**: At least 15-20 sources that directly relate to your project. For each, I want to see a short paragraph summarizing the work and explaining how it relates to your project and why you include it. | March 12th, at noon | 10% |
| **Final research paper** | May 7th, noon | 15% |
| ***Unless otherwise noted, please submit your papers to me electronically in MS Word format so that I can type in comments more easily.*** | | |

**Detailed Course Structure**

**Week 1: Thursday, January 16, 2020**

**What is a social identity?**

Abdelal, R., T. Herrera, A.I. Johnston, Rose McDermott (2010) “Identity as a Variable,” in Measuring Identity: A Guide for Social Scientists. New York: Cambridge University Press, pp. 17-32 (also available in *Perspectives on Politics*, (2006) Vol 4(4)pp. 695-711)

Allport, G. (1954) *The Nature of Prejudice.* Cambridge, MA: Perseus Books, Ch 3

Chandra, K. (2006) “What is Ethnic Identity and Does it Matter?” Annual Review of Political Science, Vol 9, pp. 397-424

Egan, P. (2019) “Identity as a Dependent Variable,” *American Journal of Political Science*, https://onlinelibrary.wiley.com/doi/abs/10.1111/ajps.12496

**Recommended Readings**

Abdelal, R. et.al. (eds) (2016) *Measuring Identity: A Guide for Social Scientists*. New York Cambridge University Press (this has great methodological chapters for people interested in qual or quant research on identity)

Smith, R. (2003) Stories of Peoplehood: The Politics and Morals of Political Membership. New York: Cambridge University Press.

Hogg, Michael A., and Dominic Abrams. 1990. Social Identifications: A Social Psychology of Intergroup Relations and Group Processes. London, UK: Routledge. Ch. 2, 3, 4

**Week 2: Thursday, January 23, 2020**

**What is Race?: Constructions of Race in America**

***Required Readings***

Gross, Ariella (2008) *What Blood Won’t Tell: A History of Race on Trial in America*. New Haven, CT: Yale University Press, Ch. 1-3

Haney-Lopez, Ian (1996) White by Law: The Legal Construction of Race. New York: New York University Press, Ch. 3-5

Nobles, Melissa (2000) “History Counts: A Comparative Analysis of Racial/Color Categorization in U.S. and Brazilian Censuses,” American Journal of Public Health, vol 90 (11) 1738-1745

Schor, Paul (2017) *Counting Americans: How the U.S. Census Classified the Nation.* New York: Oxford University Press, Chs 3, 6, 7, 9, 16

Winant, H. (2004) “Behind Blue Eyes: Whiteness and Contemporary U.S. Racial Politics,” in Michelle Fine, Lois Weis, Linda Powell-Pruitt, and April Burns (eds). Off White: Readings on Power, Privilege and Resistance. New York: Routledge

***Recommended Readings***

Anderson, Margo J. (2015) *The American Census: A Social History*. New Haven, CT: Yale University Press

Hayward, Clarissa R. (2013) *How Americans Make Race: Stories, Institutions, Spaces*. New York: Cambridge University Press

Omi, Michael & Howard Winant (1994) *Racial Formation in the United States, From the 1960s to the 1990s*. New York: Routledge

Nobles, Melissa (2000) *Shades of Citizenship: Race and the Census in Modern Politics*. Palo Alto, CA: Stanford University Press

Van Den Berghe, P. (1995) “Does Race Matter?” *Nations and Nationalism*, 1:3, pp. 357-368

**Week 3: Thursday, January 30, 2020**

**\*\*\*Two page research paper idea due\*\*\***

**Slavery & Blackness: Intellectual Antecedents**

***Required Readings***

Douglass, Frederick (1852) “What to the Slave is the 4th of July?,” [https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/](about:blank)

DuBois, W.E.B. (1903) Souls of Black Folk: “Of the Dawn of Freedom,”

DuBois, W.E.B. (1903) Souls of Black Folk: “Of the Meaning of Progress,”

DuBois, W.E.B. (1903) Souls of Black Folk: “Of Mr. Booker T. Washington” (skim)

Jordan, Winthrop D. (2012 [1968]) White over Black: American Attitudes toward the Negro, 1550-1812. Chapel Hill, NC: University of North Carolina Press, Ch 12 (Thomas Jefferson, Self and Society)

***Recommended Readings***

Ericson, David (2000) *The Debate over Slavery: Antislavery and Proslavery Liberalism in Antebellum America*. New York: New York University Press

Myrdal, Gunnar (1948) *An American Dilemma*.

Key, V.O. (1949) *Southern Politics in State and Nation*.

**Week 4: Thursday, February 6, 2020**

**Intergroup Interests and Competition?**

***Required Readings***

Sherif Muzafer, et.al. (1988) *The Robbers Cave Experiment: Intergroup Conflict and Cooperation*. Middletown, CT: Wesleyan University Press, Ch 2, 5, 6

Bobo, Lawrence & Vince Huchings (1996) “Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context,” *American Sociological Review*

Bobo, Lawrence (1999) “Prejudice as Group Position: Micro-foundations of a Sociological Approach to Racism and Race Relations,” *Journal of Social Issues*

Taylor, M.C. (2002) “Fraternal Deprivation, Collective Threat, and Racial Resentment: Perspectives on White Racism,” in I. Walker and H.J. Smith (eds). Relation Deprivation: Specification, Development and Integration. New York: Cambridge University Press, pp. 13-43

Smith, H. J., Pettigrew, T. F., Pippin, G. M., & Bialosiewicz, S. (2012). “Relative Deprivation: A Theoretical and Meta-Analytic Review,” *Personality and Social Psychology Review*, 16(3), 203–232. <https://doi.org/10.1177/1088868311430825>

**Recommended Readings**

Bobo, Lawrence. 1988. "Attitudes toward the Black Political Movement: Trends, Meaning, and Effects on Racial policy preferences." *Social Psychology Quarterly* 51:287-302.

**Week 5: Thursday, February 13, 2020**

**\*\*\*Research design due\*\*\***

**Racial Resentment & Subtle Prejudice**

Sears, David (2003) “The Origins of Symbolic Racism,” *Journal of Personality and Social Psychology*

Feldman, S., & Huddy, L. (2005). “Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice?” *American Journal of Political Science*, 49(1), 168-183. doi:10.2307/3647720

DeSante, C. and C. Smith (2019) “Less is More: A Cross-Generational Analysis of the Nature and Role of Racial Attitudes in the 21st Century,” *Journal of Politics*, <https://www.journals.uchicago.edu/doi/abs/10.1086/707490?journalCode=jop>

Neblo, Michael (2009) “Three-Fifths a Racist: A Typology for Analyzing Public Opinion about Race,” *Political Behavior*

**Recommended Readings:**

Allport, G. (1954) The Nature of Prejudice. Cambridge, MA: Perseus Books, Ch 1, 2, 4, 13, 25

Kinder, Donald and Lynn Sanders (1996) *Divided by Color*. Chicago: University of Chicago Press

Mutz, Diana C., and Jeffery J. Mondak. 1997. "Dimensions of Sociotropic Behavior: Group-Based Judgements of Fairness and Well-Being." American Journal of Political Science 41:284-308.

Sears, David, James Sidanius, Lawrence Bobo (eds) (1999) *Racialized Politics*. Chicago, IL Chicago University Press

Snidermann, Paul and Thomas Piazza (1995) *The Scar of Race*. Cambridge, MA: Harvard University Press

Sears, D. and M. Tesler (2010) *Obama’s Race.* Chicago: University of Chicago Press

**Week 6: Thursday, February 20, 2020**

**Racial Threat & Contact**

Enos, Ryan (2017) *The Space Between Us: Social Geography and Politics*. New York: Cambridge University Press

Wagner, U., Christ, O., Pettigrew, T. F., Stellmacher, J., & Wolf, C. (2006). Prejudice and Minority Proportion: Contact Instead Of Threat Effects. *Social Psychology Quarterly*, 69(4), 380–390. https://doi.org/10.1177/019027250606900406

Blalock, H. M. 1960. "A Power Analysis of Racial Discrimination." *Social Forces* 39:53-59.

Filindra, A. (2019) “Is “Threat” in the Eye of the Researcher? Theory and Measurement in the Study of State‐Level Immigration Policymaking,” *Policy Studies Journal,* Vol 47(3): 517-543

Pearson‐Merkowitz, S., Filindra, A. and Dyck, J. J. (2016), “When Partisans and Minorities Interact: Interpersonal Contact, Partisanship, and Public Opinion Preferences on Immigration Policy.” *Social Science Quarterly*, 97: 311-324. doi:10.1111/ssqu.12175

**Recommended Readings**

Allport, Gordon, *The Nature of Prejudice*, Ch. 16

Blalock, Hubert (1967) *Toward a Theory of Minority Group Relations*. New York: Wiley & Sons, Ch 4 & 5

Buyuker, Beyza, A. D’Urso, A. Filindra (2018) *Interethnic Contact and Impact on Attitudes*, [https://www.oxfordbibliographies.com/view/document/obo-9780199756223/obo-9780199756223-0239.xml](about:blank)

Enos R. D. (2014). “Causal effect of intergroup contact on exclusionary attitudes.” *Proceedings of the National Academy of Sciences of the United States of America*, 111(10), 3699–3704. doi:10.1073/pnas.1317670111

Nadeau, Richard, Richard G. Niemi, and Jeffrey Levine. 1993. "Innumeracy about Minority Populations." The Public Opinion Quarterly 57:332-347.

Newman, B. et.al. (2015) “Are Citizens ‘receiving the Treatment’? Assessing a Key Link in Contextual Theories of Public Opinion and Political Behavior,” Political Psychology, 36(1) 123-131

Newman, Benjamin J. 2013. "Acculturating Contexts and Anglo Opposition to Immigration in the United States." American Journal of Political Science 57:374-390

Pettigrew, Thomas (1998) “Intergroup Contact Theory,” *Annual Review of Psychology*, Vol. 49:65-85

Key, V.O. (1949) *Southern Politics in State and Nation*.

**Week 7: Thursday, February 27, 2020**

**\*\*\*Evaluations of peers’ research designs\*\*\***

**\*\*\*Take home midterm\*\*\*\***

**New Debates: Racial Attitudes Effects on Policy & Spillover**

***Required readings***

Tesler, Michael (2016) *Post-Racial or Most Racial? Race and Politics in the Obama Era*. Chicago: University of Chicago Press, Ch. 1-2, 5, 7

Filindra, A. and N. Kaplan (2016) “Racial Resentment and Whites’ Gun Policy Preferences in Contemporary America,” *Political Behavior*, Volume 38, Issue 2, pp 255–275

Filindra, A. and N. Kaplan (2020) “It is Not Just Performance: The Racial Antecedents of Whites’ Attitudes toward Government” (working manuscript)

Buyuker, B. and A. Filindra (2020) “Echoes of the “White Republic”: Racial Prejudice, Xenophobia and the Erosion of Democracy in the United States,” (working manuscript)

Frymer, Paul and Jake Grumbach (2020) “Labor Unions and White Racial Politics” (manuscript)

Moore, Stephen (2020) “The Road to Hell” (manuscript)

***Recommended Readings***

Gilens, Martin (1999) *Why Americans Hate Welfare*. Chicago, IL: University of Chicago Press

Winter, Nicholas (2008) *Dangerous Frames: How Ideas about Race and Gender Shape Public Opinion*. Chicago, Il: University of Chicago Press

Peffley, Mark and Jon Horowitz (2010) *Justice in America: The Separate Realities of Blacks and Whites*. New York: Cambridge University Press

**Week 8: Thursday, March 5, 2020**

**\*\*\*Return take home midterm\*\*\*\***

**Elite Communication and Racism**

***Required Readings***

Mendelberg, Tali (2001) *The Race Card.* Princeton: Princeton University Press, Ch 1-6

Valentino et al (2018) The Changing Social Norms of Racial Political Rhetoric and the End of Priming,” *Journal of Politics*, https://www.journals.uchicago.edu/doi/abs/10.1086/694845

Filindra A., et al. (2020) “The Context-Dependence of Social Norms in Evaluations of Racially-Derogatory Political Messages among Blacks and Whites,” (working manuscript)

Stephens-Dougan, LaFleur (2016) “Priming Racial Resentment without Stereotypic Cues,” *Journal of Politics,* https://www.journals.uchicago.edu/doi/abs/10.1086/685087

***Recommended Readings***

Allport, G. (1954) The Nature of Prejudice. Cambridge, MA: Perseus Books, Ch 26, 29

**Week 9: Thursday, March 12, 2020**

**\*\*Annotated bibliography due\*\*\***

**Whiteness**

Jardina, Ashley (2019) *White Identity Politics.* New York: Cambridge University Press, Chs 1-3, 8

Brewer, M. (2001) “In-group identification and Intergroup Conflict: When does In-group Love Become Out-group Hate?,” in R. Ashmoe, L. Jussim and D. Wilder (eds) Social Identity, Intergroup Conflict and Conflict Resolution. Oxford: Oxford University Press, pp. 17-41

Olson, Joel (2008) “Whiteness and the Polarization of American Politics,” *Political Research Quarterly*, <https://journals.sagepub.com/doi/abs/10.1177/1065912908322408>

Cole, Kathleen (2015) “Thinking through race: white racial identity, motivated cognition and the unconscious maintenance of white supremacy,” *Politics Groups and Identities,* https://www.tandfonline.com/doi/abs/10.1080/21565503.2016.1198708

***Recommended Readings:***

Lipsitz, George (2006) *The possessive investment in whiteness: How white people profit from identity politics*. Philadelphia: Temple University Press

Roediger David (1999) *The Wages of Whiteness: Race and the Making of the White Working Class*. New York: Verso

Isenberg, Nancy (2016) *White Trash: The 400 Year Untold History of Class in America*. New York: Penguin Books

**Week 10: Thursday, March 19, 2020**

**Implicit Processes**

**\*\*\*Take the Implicit Association Test- do several of them and keep a copy of your results (I don’t need to see them)\*\*\***

DiTonto, T. et al (2013) “AMPing Racial Attitudes: Comparing the Power of Explicit and Implicit Racism Measures in 2008,” *Political Psychology*, https://onlinelibrary.wiley.com/doi/abs/10.1111/pops.12013

Kam, Cindy (2007) “Implicit Attitudes, Explicit Choices: When Subliminal Priming Predicts Candidate Preference,” *Political Behavior,* <https://link.springer.com/article/10.1007/s11109-007-9030-0>

Dovidio, J. et al (2017) “Aversive Racism and Contemporary Bias,” http://research.pomona.edu/sci/files/2017/08/dovidio-et-al-2017-cambridge-proof.pdf

Payne, B. K., Burkley, M. A., & Stokes, M. B. (2008). “Why do implicit and explicit attitude tests diverge? The role of structural fit.” Journal of Personality and Social Psychology, 94(1), 16–31. <https://doi.org/10.1037/0022-3514.94.1.16>

Payne B. K. et al. (2010) “Implicit and explicit prejudice in the 2008 American presidential election,” *Journal of Experimental Social Psychology*, https://www.sciencedirect.com/science/article/abs/pii/S002210310900273X

**Recommended Readings**

Perez, Efren (2016) *Unspoken Politics: Implicit Attitudes and Political Thinking*. New York: Cambridge University Press

Banks, A. and H. Hicks (2015) “Fear and Implicit Racism: Whites’ Support for Voter ID laws,” *Political Psychology*, https://onlinelibrary.wiley.com/doi/abs/10.1111/pops.12292

Dovidio, J. et.al. (1997) “On the Nature of Prejudice: Automatic and Controlled Processes,” Journal of Social and Experimental Psychology

Dovidio, J. and S. Gaertner (2004) “Aversive Racism,” https://s3.amazonaws.com/academia.edu.documents/46145453/Dovidio\_Gaertner\_Advances\_2004.pdf?response-content-disposition=inline%3B%20filename%3DThe\_aversive\_form\_of\_racism.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20191226%2Fus-east-1%2Fs3%2Faws4\_request&X-Amz-Date=20191226T021328Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=c369464c24a3227855107a6c90c89967f3ed995da2284c6d88106d6ec86285fa

**Week 11: Thursday, March 26, 2020-Spring Break**

**Week 12: Thursday, April 2, 2020**

**Implications of Prejudice & Systems of Racism**

***Required Readings***

Bateman, David (2018) Disenfranchising Democracy: Constructing the Electorate in the United States, the United Kingdom and France. New York: Cambridge University Press, Chs 1-4

Condon, M., A. Filindra and A. Wickowsky (2016) “Immigrant Inclusion in the Safety Net: A Framework for Analysis and Effects on Educational Attainment,” *Policy Studies Journal*, https://onlinelibrary.wiley.com/doi/abs/10.1111/psj.12140

Junn, Jane (2007) “From Coolie to Model Minority: U.S. Immigration Policy and the Construction of Racial Identity,” DuBois Review, <https://www.cambridge.org/core/journals/du-bois-review-social-science-research-on-race/article/from-coolie-to-model-minority/99A33E7E1F288407A082A5CB72187348>

Weaver, V. and A. Lerman (2010) “The Political Consequences of the Carceral State,” *American Political Science Review*, https://www.cambridge.org/core/journals/american-political-science-review/article/political-consequences-of-the-carceral-state/4E39A3AFDAB682A1D4DE53C57E38C019

***Recommended Readings***

Lerman, A. and V. Weaver (2014) Arresting Citizenship: The Democratic Consequences of American Crime Control. Chicago: University of Chicago Press

Massey, D. and N. Denton (1993) American Apartheid: Segregation and the Making of the Underclass. Cambridge, MA: Harvard University Press

Maxwell Angie & Todd Shields (2019) *The Long Southern Strategy*. New York: Oxford University Press

**Week 13: Thursday, April 9, 2020**

**Beyond a Biracial World: Immigration**

***Required Readings***

Masuoka N. and J. Junn (2013) Politics of Belonging: Race, Public Opinion, and Immigration. Chicago: University of Chicago Press, Ch 1-4

Abrajano, M. and Z. Hajnal (2015) White Backlash: Immigration, Race, and American Politics. Princeton, NJ: Princeton University Press (chapters TBD)

Ostfeld, Mara (2019) “The New White Flight?: The Effects of Political Appeals to Latinos on White Democrats,” *Political Behavior*, <https://link.springer.com/article/10.1007/s11109-018-9462-8>

Craig, M. Rucker, J. and J. Richeson (2018) “Racial and Political Dynamics of an Approaching “Majority-Minority” United States,” *Annals of the American Academy of Political and Social Science*, https://journals.sagepub.com/doi/abs/10.1177/0002716218766269

***Recommended Readings***

Parker, C. and M. Barreto (2013) *Change They Can’t Believe In: The Tea Party and Reactionary Politics in America*. Princeton: Princeton University Press

**Week 14: Thursday, April 16, 2020- no class**

**Week 15: Thursday, April 23, 2020**

**Beyond a Biracial World: Intra-minority Competition and Identity Processes**

***Required Readings***

Kruupnikov, Y and S. Piston (2016) “The Political Consequences of Latino Prejudice against Blacks,” *Public Opinion Quarterly,* https://academic.oup.com/poq/article-abstract/80/2/480/2588828

Gay, Claudine. 2006. “Seeing Difference: The Effect of Economic Disparity on Black Attitudes Toward Latinos,” *American Journal of Political Science* 50 (4) : 997.

Waters, Mary (1990) Ethnic Options: Choosing Identities in America. Berkeley, CA: University of California Press (TBD)

Lajevardi, N. and M. Abrajano (2018) “How Negative Sentiment toward Muslim Americans Predicts Support for Trump in the 2016 Presidential Election,” *Journal of Politics*, https://www.journals.uchicago.edu/doi/abs/10.1086/700001

Barreto, M. (2007) “Si Se Puede! Laitno Candidates and the Mobilization of Latino Voters,” American Political Science Review, <https://www.cambridge.org/core/journals/american-political-science-review/article/isi-se-puede-latino-candidates-and-the-mobilization-of-latino-voters/78EE6B2D715E40B504645C59D6866F51>

***Recommended Readings***

Dawson, Michael (1995) *Behind the Mule: Race and Class in African-American Politics*. Princeton: Princeton University Press

Yancey, George (2003) *Who is White? Latinos, Asians, and the New Black/Non-black Divide*. Boulder, CO: Lynne Riener

**Week 16: Thursday, April 30, 2020- Presentation of final research designs/papers**