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

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

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

III. Required Course Readings
This class features chapters from academic books and peer-reviewed journal articles. .
• Readings that have been assigned will be available on Moodle. Since this course is discussion based, this heightens the importance of discussion and taking notes on the readings
• In addition, for some topics recommended enrichment readings are listed. These will be provided along with the required readings for each week, but students are NOT required to read them. However, students may find them to be useful in gaining additional perspectives on some of the topics covered in the class or helpful for their final papers.
• As we will discuss historical and contemporary politics, I encourage you to pay attention to a quality daily newspaper (recommended papers include The New York Times, The Washington Post, The Los Angeles Times, The Hill, and The Wall Street Journal). Reliable podcasts are also recommended (and your recommendations are always welcome, too)!
• I recognize the potential financial burden of book purchases, additional course fees, supply requirements, and travel costs. If you are in need of assistance to cover course expenses, please speak with me.
IV. Class Structure and Expectations
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. Assignments will be submitted electronically via Moodle or email. 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>Weekly Reflection Essays</td>
<td>25%</td>
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<tr>
<td>Presentation and Response Essays</td>
<td>25%</td>
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<tr>
<td>Research Proposal</td>
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<td>- Research Topics/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</td>
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<tr>
<td>- Final Paper</td>
<td>40%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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**Weekly Reflection Essays:** (25%) While we will not have reading quizzes, midterms or final exams, we will still engage in critical and cohesive synthesis of the material we read. The readings for this class were chosen with intention and are important for you to get the most out of our class. I will not lecture much on the readings, as I believe classroom discussions are both more enjoyable and a better way for students to learn the ability to critique and challenge the works we read. In order for you to be prepared for these discussions, you will need to do all of the readings. Each week, students will be responsible for providing a critical review of the readings for that week’s topic and readings. Reflection papers will be replaced by response essays during presentation weeks. **Reflections should be single-spaced, approximately a page in length, and should be uploaded to Moodle no later than noon on Friday.**
Presentations and Response Essays: (25%) For each class, 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 week. Students are not required to use a slide deck, but may if they want. Presenters will prepare their discussion questions, reading summaries, and activities for the class.

On the days that students present, presenters will complete response essays on the readings for a specific day. Students will have an opportunity to pick two class sessions that they want to present and write about. Along with the response essay, each student should turn in at least three to 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), but the focus should be on a critique of the argument, evidence, and conclusions. Papers should be approx. 5 pages, double spaced, with citations. They can be uploaded to Moodle or emailed. More information will be provided.

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

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

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

Participation: (10%) The final portion of your grade is based on your willingness to contribute to our class discussions. What does this require? 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 active participation; conversely, everyone’s experience suffers if individuals do not participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week’s readings. So, please do not be afraid to ask!
**GRADING SCALE.** 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 from when I return the assignment.
   - Schedule a time to meet with me to discuss your grade.
   - Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not vague reasons like “I worked really hard.” The second grade, whether higher or lower, will become your grade on the assignment.

2. Late assignments will not be accepted unless official documentation is provided. Your grade will be lowered 10 percentage points for each day it is late. That is if the assignment is due on Monday at 1:50 p.m. and you turn it in sometime between 1:50 p.m. and Tuesday 1:50 p.m., the highest grade you can achieve is 90/100. This comes into play with the new grading policy such that if the assignment is late multiple days, the assignment may not be counted as completed and satisfactory.
   - The only acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. In these cases, I will arrange to give you extra time if you communicate with me before the assignment is due and/or you provide documentation of the circumstance.

**VI. Notes**
You are expected to read the entire syllabus at the beginning of the term. While you are encouraged to print out a hardcopy to read and reference through the term, you will also want to have an electronic version to easily access all external websites and resources. Depending on the dynamics of the term, the information on this syllabus may be modified by the instructor. Students will be notified promptly of any changes via Announcements on the course Moodle page.
VII. Academic Honesty
In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism can be found at: https://apps.carleton.edu/campus/doc/integrity/.

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

WEEK 1 – INTRODUCTION, DEFINITIONS, HISTORY, IMPLICATIONS
03/26  INTRODUCTION AND SYLLABUS REVIEW (SIGN-UP FOR PRESENTATIONS)

03/28  HISTORY & BACKGROUND OF INTERGROUP RELATIONS, PREJUDICE & RACIAL ATTITUDES


SUPPLEMENTAL READING

WEEK 2 – INDIVIDUAL-DIFFERENCE APPROACHES TO THE STUDY OF PREJUDICE
04/02  AUTHORITARIANISM


SUPPLEMENTAL READING

04/04  SOCIAL DOMINANCE ORIENTATION

SUPPLEMENTAL READING

WEEK 3 – SELF-INTEREST, GROUP INTEREST, & CONFLICT AS ANTECEDENTS OF PREJUDICE


Pham, M.D., Chaney, K.E., & Sanchez, D.T. (2023) “I am (oppressed), therefore I see”: Multiple stigmatized identities predict belief in generalized prejudice and intraminority coalition. *Self and Identity, 22*:6, 1000-1026.

SUPPLEMENTAL READING

WEEK 4 – THE ‘NEW RACISM’ AND RACIAL RESENTMENT

04/16 ***DUE: RESEARCH PAPER TOPIC***


WEEK 5 – CATEGORIZATION AND STEREOTYPING


SUPPLEMENTAL READING:


**SUPPLEMENTAL READING**


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**WEEK 6 – SOCIAL IDENTITY AND INTERGROUP BIAS (MIDTERM BREAK 04/29)**

**04/30**

**SOCIAL IDENTITY AND INTERGROUP BIAS**


**INTERGROUP BIAS**


**RURAL IDENTITY**


**Newsweek Article**

**05/02**

**WHITE IDENTITY**

Jardina, A. (2019). *White Identity Politics*. Cambridge: Cambridge University Press. (Chapters posted to Moodle; focus on chapters 1, 2, and 6)

WHITE BACKLASH AND IMMIGRATION


SUPPLEMENTAL READING


05/03 ***DUE: ANNOTATED BIBLIOGRAPHY***

WEEK 7 – IMPLICIT VERSUS EXPLICIT STEREOTYPING AND PREJUDICE


SUPPLEMENTAL READING


WEEK 8 – POLITICAL JUDGMENTS ABOUT INTERGROUP RELATIONS AND POLITICS
05/14


**SUPPLEMENTAL READING**


**WEEK 9 – REDUCTION OF PREJUDICE**

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


Abrajano, Marissa et al. 2024. “Context, Contact, and Misinformation about Socially Marginalized Groups in the United States.” *The Journal of Race, Ethnicity, and Politics Supplemental Reading*


***DUE: FIRST DRAFT***

**WEEK 10 – WRAP-UP WEEK**

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

05/28

***DUE: PEER REVIEW***

Open Topic and Wrap-Up

05/30-31 Reading Days

**WEEK 11 – FINALS WEEK**

06/03

***DUE: FINAL PAPER (UPLOADED TO MOODLE BY NOON)***
ADDITIONAL READINGS TO HELP WITH IDEAS FOR RESEARCH PAPERS

GENERAL:


EVOLUTIONARY PERSPECTIVES ON PREJUDICE AND INTERGROUP RELATIONS:


POLITICAL EXTREMISM:


DIVERSITY RESEARCH AND COLORBLINDNESS:


AFFECT IN INTERGROUP RELATIONS:


**POLITICAL CONTEXT AND ENGAGEMENT:**


X. Additional Carleton Policies and Student Support

 COURSE MATERIALS ASSISTANCE
 I recognize the potential financial burden of additional course fees, supply requirements, and travel costs. If you are in need of assistance to cover course expenses, please speak with me by the end of the second week of classes.

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

 INFORMATION TECHNOLOGY SERVICES - HELPDESK
 The ITS helpdesk is a centralized support center for all students, staff and faculty on campus. For students, we support their personally-owned devices including a drop-off repair service for software and some minor hardware issues. The helpdesk also supports and maintains 13 public computer labs and their associated printers across campus. To contact the ITS helpdesk, go to: https://apps.carleton.edu/campus/its/services/helpdesk/ or you can call, email, or contact the helpdesk directly by phone at 507-222-5999 (x5999 from on campus). Phone is best for time-sensitive requests. You can also email helpdesk@carleton.edu (any email sent here automatically opens a support ticket) or contact the Web Help Desk: https://helpdesk.carleton.edu/.

 QUANTITATIVE SKILLS & REASONING
 The Quantitative Resource Center (QRC) offers remote and in-person help for students working with numbers in their non-Math/Stats classes. Chat, drop in, or make an appointment with a trained peer tutor for help with: graphs, charts, and writing with numbers; Excel, R, and statistical analysis; and math up through Pre-Calculus.

 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
 Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer (‘10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

 ASSISTIVE TECHNOLOGIES: 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 this course and for Political Science is Sean Leahy. You may also email reference@carleton.edu. Librarians are excellent sources of assistance with your research in this class. Library staff can help you find and evaluate articles, books, websites, statistics, data, government documents, and more. You can make an appointment with a librarian, get help via chat 24/7 from any page on the library’s website, email, or call. The Library building has lots of great study spaces, and we’d love for you to visit! For more information and our hours, visit the Gould Library website at carleton.edu/library.

WRITING SUPPORT
The Writing Center a space with 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 by using their online appointment system.

TERM-LONG PROGRAM FOR MULTILINGUAL WRITERS
If English is not your first language and you believe you might benefit from working regularly with a writing consultant this term, email Melanie Cashin, Multilingual Writing Coordinator, at mcashin@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

STUDENT WELL-BEING
Your health and well-being should always be your first priority. At Carleton, we have a wide-array of health and wellness resources to support students. 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. For more information, check out Student Health and Counseling (SHAC) or the Office of Health Promotion.

If you are looking for additional support for mental health care, the National Alliance on Mental Illness (NAMI) Minnesota also has a Minnesota chapter that provides general and specific support and resources.

TITLE IX
Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton’s goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton’s Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: https://www.carleton.edu/sexual-misconduct/.