

COLBY COLLEGE
Government 458: Seminar—Identity Politics

Instructor: Carrie LeVan
Spring 2025
T/H: 1:00 – 3:30 PM
Location: ???

Email: calevan@colby.edu
Office Hours: M/W 10:00 – 11:00 AM
 H 2:00 – 3:00 PM
Office: Diamond 267

Course Description

Whether one is trying to understand individual political behaviors—like vote choice, civic engagement, candidate evaluations, opinions towards public policy—or judgements citizens make about major political events—like officer-involved shootings, anti-war protests on college campuses, assassination attempts of political leaders—or attitudes towards groups of which one is not a member, the centrality of *identity* in American politics is indisputable. But what is identity? What are the conditions under which identities become politicized and salient? How do identities affect political behavior, judgements, and attitudes? This course seeks to provide some answers to these questions. Through an exploration of interdisciplinary scholarship, students will examine the ways that identities influence the political.

A primary goal of this seminar is to provide students with a foundation for thinking about the ways that identity and identity-based considerations matter for the various questions they have about the communities where they live and the political behavior of the people who they live amongst. A secondary goal of the course is to provide students with the tools they need to answer those very same questions. To that end, students will extend what they learned in GO281 to explore their own research questions around identity and political behavior in a semester-long, original research project that asks students to: develop hypotheses, use survey data to measure key variables, employ regression analysis to test hypotheses, interpret and discuss results, and present initial results to the class.

Course Learning Outcomes/Goals

There are two types of Learning goals in this class. The first is “Substantive,” which describe the content I hope you learn by the end of this class. The second is “Skill-Development,” which describe the critical skills that I hope you develop or improve upon by the end of this class. They are as follows:

Substantive Outcomes:

- To differentiate between the competing descriptions/understandings of identity, in order to help students better answer their own questions about human political behavior.
- To explain which identities become politicized and salient, but also to understand the potential mechanisms or conditions under which some identities and not others become politically relevant.
- To assess how different identities affect individual and groups’ political behaviors, judgements, and attitudes towards others.
- To apply the substantive and theoretical material they have learned to help explain the current political climate and answer their political questions.

Skill-Development Outcomes:

- To apply the scientific method to their question about identity and political behavior
 - Make an observation about the current state of American politics
 - Pose a question: what do you want to know more about what you've observed?
 - Develop a Hypothesis: what have you learned about identity that helps answer the question you've posed?
 - Collect Data/Take Measurement: what pre-existing data can you use to measure your independent/dependent variables?
 - Test your Hypothesis: what is the appropriate test to apply?
 - Analyze the Results: what did you find?
 - Draw Conclusions: did the evidence support your hypothesis?
- To develop reading with purpose: extracting the information you need to answer your question and to learn new material
- To improve the clarity—Planning, Organization, Language Choice—of writing
- To practice public speaking skills

Requirements

The course will have the following requirements:

Class Attendance and Participation: This course will be taught in a seminar discussion format. In order for students to maximize their learning, they must attend class and engage in class discussion of the assigned readings. Attending class is critical to a student's success in this class. We meet once a week for 2.5 hours. The first hour and ten minutes will be dedicated to discussing the days reading. We will then take a short ten-minute recess. The last hour and ten minutes will be dedicated to learning more advanced data analysis tools. So, every class is critical to a student's success.

Weekly Key Terms: As part of participation credit, students are to begin each class by writing one or two new terms/concepts they encountered in the assigned reading on the board. No term/concept can be repeated; so, there should be an equal number of unique terms on the board as there are students enrolled in the course. We will use these terms to help guide the class discussion. Students who wrote a term on the board do *not* need to be prepared to discuss the term, but should know where in the reading the term was first introduced and should explain why they put the term on the board. Here are some reasons a student may want to discuss a term:

- They were confused by the term's meaning and wanted clarification
- They found the term helpful in understanding their research puzzle
- They were critical of the idea/definition behind the term and didn't buy the author's argument
- They saw an example of the term operating in the real world and wanted to discuss more

Homework: Every week, a mini assignment will be introduced in class and posted to the Course Moodle page. The assignment will then be due the following class meeting. The purpose of these assignments are as follows:

- **Apply** the substantive course reading to students' individual course projects
- **Practice** independently the data analysis skills that were demonstrated in class.
- Assess **comprehension** of key research skills before submitting the final project, in which mastery of these skills is essential
- Receive **feedback** on components of the Final Project before final submission
- Stay on **schedule** to complete their final project on time

Discussion Leader: Once in the semester, each student enrolled in the course will serve as "discussion leader" for the start of one class meeting. This student is tasked with creating the "into" activity for the day, which is an activity that pulls students into discussion by helping them recall the assigned reading and drawing interesting connections with the world around them. Here are some example "into" activities:

- Bring a song that exemplifies the reading from that week, play the song and give students a thought-provoking question(s) that will help them draw out ideas from the reading to the song for the discussion that will follow
- Bring a current event, tell the story or share images, quotes, videos, or print outs of an article and have students do a quick write to draw connections with that week's reading
- Bring a statistic, plot/figure, public opinion poll(s)—not from the assigned reading—and share with students; have them draw connections to that week's reading
- Bring a poem, or show a performance of a poem and give students a thought-provoking question(s) that will help them draw out ideas from the reading to the poem for the discussion that will follow
- Bring a quote from a politician, journalist, civil rights leader/activist, worker, scholar, parent, lawyer, etc. (not from the assigned reading) and have students reflect and draw connections to the assigned reading
- Bring a social media post or viral video and have students reflect and draw connections to the assigned reading
- Bring a meme or comic strip and have students reflect and draw connections to the assigned reading

The point of the assignment is that (1) the student leader is demonstrating mastery of the course reading and (2) helping to get their classmates to extract what they learn and (3) draw connections across content and (4) with the outside world. This is a way to start the discussion and make connections.

Discussion leaders should plan on this opening activity to take about 10-15 minutes from start to finish. Students will sign up for a week during our first class meeting.

Literature Review: In place of a course Midterm Exam, students will complete a review of the literature. The Literature Review will be a major component of their final course project. I will distribute a description of this assignment in class during Week 2 on February 12th. The assignment will be due Week 7 on **Wednesday, March 19th**.

Course Paper: Throughout the semester, students will be working on an original research project, which will be presented in a 25-30 page paper. Each student will develop a research question around identity and political behavior, review the academic literature, derive a hypothesis, and conduct an actual test of the hypothesis. The final draft of this paper will be due during **Week 13 on Friday, May 2nd**.

Final Presentation: In place of a final exam, students will prepare an 8-10 minute presentation of their Original Research Project. I will distribute an overview of the presentation requirements during **Week 13**. The Final Presentations will be given during our last class meeting on **Wednesday, May 7th**.

Required Texts

1. *Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America* by John Sides, Michael Tesler, and Lynn Vavreck (E-Book Available-Colby)
2. *Uncivil Agreement: How Politics Became Our Identity*, by Lilliana Mason
3. *Steadfast Democrats: How Social Forces Shape Black Political Behavior*, by Ismail K. White and Chryl N. Laird (E-Book Available-Colby)
4. *White Identity Politics*, by Ashley Jardina (E-Book Available-Colby)
5. *Post-Racial or Most-Racial: Race and Politics in the Obama Era*, by Michael Tesler (E-Book Available-Colby)
6. *Racial Order, Racialized Responses: Interminority Politics in a Diverse Nation*, by Efrén O. Pérez and E. Enya Kuo (E-Book Available-Colby)
7. *Some White Folks: The Interracial Politics of Sympathy, Suffering, and Solidarity*, by Jennifer Chudy

Additional readings will be posted to the course Moodle page.

Grade Distribution

The weights of grades are distributed as follows:

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|--------------------|-----|
| Participation | 10% |
| Discussion Leader | 10% |
| Homework | 35% |
| Literature Review | 15% |
| Course Paper | 20% |
| Final Presentation | 10% |

Grading Scale:

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|--------------|
| 94-100 = A |
| 90-93.9 = A- |
| 87-89.9 = B+ |
| 84-86.9 = B |
| 80-83.9 = B- |
| 77-79.9 = C+ |
| 74-76.9 = C |
| 70-73.9 = C- |
| 67-69.9 = D+ |
| 64-66.9 = D |
| 60-63.9 = D- |
| Below 60 = F |

Student Hours/Office Hours

Student hours (a.k.a. Office Hours) are available on M/W 10:00 AM to 11:00 AM and Thursdays from 2:00 PM to 3:00 PM. Students may also schedule a time to see me via email.

Student hours are an opportunity for you to discuss with me the following: (1) questions about course content, (2) conflicts with class schedule, (3) opportunities for internships, research, jobs, etc. (4) graduation requirements, (5) crazy stuff happening in the news, (6) problems with campus climate, (7) struggles with physical/mental illness, (8) drama with roommate/partner/friends/teammates, (9) just to say, “What up”, (10) all of the above and anything in between.

In other words, you don’t need a reason to stop by and talk, just do it.

Late Work

Assignments should be handed in when they are due in order to avoid penalties. Students must upload assignments to the Course Moodle, unless otherwise told. Students should not email copies of assignments to me, unless otherwise told. Any work handed in late receives a *penalty of one-third of one letter grade* for every day it is late (starting immediately after the work is due).

This being said, there are legitimate reasons to ask for extensions: illness, injury, family emergency, mental health crisis, Title IX cases, etc. Please, ask for help—including extensions—if you need them. We can make a plan to ensure your success.

Academic Dishonesty

All work completed in this course is expected to be your own. If you are unfamiliar or have questions regarding the College’s policy on academic dishonesty, see <http://www.colby.edu/academicintegrity/academic-integrity-on-the-syllabus/>

A couple notes about Academic Dishonesty:

1. It is okay to use other people’s ideas and/or words, just give them credit when you do. That is not cheating. Use proper citation to do this. You should do this for major assignments and on smaller assignments as well. You should do this in tweets, and Instagram posts too just by tagging/hyperlinking the original author or creator.
2. It’s okay to work together with classmates on assignments, when a professor has explicitly given permission. When in doubt, ask. When a professor explicitly says you should work independently on an assignment, you should ALWAYS do the work alone.
3. If you are unsure whether you should cite something, ask. Transparency is always the best policy.
4. Lying to a professor is considered academic dishonesty.
5. People turn to cheating when they lack confidence or mismanage their time. Avoid both by using the resources provided at Colby: go to tutoring, the writing center, library office hours, professor office hours, TA office hours, create study groups, block out time in your schedule dedicated to completing assignments.
6. Ask for help, everyone else is and you should to. Asking for help is NOT cheating, it is how you are successful.

Policy on the Use of Generative AI (i.e., Chat GPT)

Generative AI is increasingly becoming a part of our day-to-day lives and it is a tool that can “potentially” help us master content and skills more efficiently. Not learning to use generative AI tools, like Chat GPT, is not an option; we must and we should.

In this course, you *may* use generative AI programs in particular stages of your work: preparatory—brainstorming, outlining, prewriting, idea generating—and proofing—editing, spell checking, grammar checking, creating works cited, etc. This, however, comes with some caveats and warnings:

1. Be aware that the use of these tools may also stifle your own independent and creative thinking by causing you to constrain your ideas to the ones the tool has produced and to not include your own unique lived experience, your own learning from across campus, this course’s specific content, and your discussions with classmates and peers.
2. Know that material produced by these tools tend to be inaccurate, incomplete, and/or problematic (racist, sexist, homophobic, antisemitic, etc.). You are responsible for the final product you present and will be graded based on what you have submitted.
3. These tools have a tendency to “hallucinate” references (present seemingly plausible sources/citations as real when they are not). Do NOT trust any references until you have cross-listed and read them.

Like any other source, you **MUST** disclose the use of generative AI and appropriately cite all use. For example, you must place in quotation marks any sentences or suggestions written by the tool. Failure to do so will be considered a violation of our academic integrity policy and will be reported as plagiarism. *If you are unsure whether you should cite, just ask me.* Transparency is the best policy. You are not breaking the rules by using generative AI; so, let me know when you are. Do not take credit for ideas that are not your own.

Last note: Generative AI is here forever; you must learn to use it. However, you *must* remain more creative, critical, analytical, inventive, intuitive than the model. Do not make yourself obsolete; be better than ChatGPT!¹

Students With Disabilities

Students with College documented disabilities should inform me as soon as possible, so that I can help meet their needs. If you have question or concerns about your disability or suspect that you may qualify for services, you should contact Director of Student Access and Disability Services, Kevin Murray at kjmurray@colby.edu.

For more information on how to attain services, see here: <https://life.colby.edu/get-support/access-disability-services/>

Instructions for how to use the Alternative Testing Center, if you receive accommodations, can be found here:

https://drive.google.com/file/d/1KmJNJmWq2maKtmSPkNoR4_tzXySBxmS2/view

¹ Used language and ideas from [here](#) to construct this policy around generative AI

Online Course Evaluations

Every student should complete an evaluation during the evaluation period near the end of the semester. I ask that you provide feedback so that I can improve the course and my teaching in general. For more information, see:

<http://www.colby.edu/deanofthecollege/deanofstudents/support/support-services/>

Schedule of Course

Week 1, February 5th : Introductions and Why Identity Politics Today?

- Assigned Reading: • *Identity Crisis*, Chapter 1
- Homework: In the News: Contemporary Explanations for 2024 Election Outcome
- In-Class Activity: Constructing Researchable Questions

Week 2, February 12th : What is Identity and How do we Study it?

- Assigned Reading: • *Identity Crisis*, Chapters 2, 5, and 8
- “Social Psychology of Identities”~ Judith Howard
- “What is Identity?” ~ James Fearon
- Homework: Revising your Research Puzzle: Question + Why it Matters
- In-Class Activity: Measurement and Available Data: ANES, CMPS, CES
- Supplemental Readings: • Abdelal, Rawi, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott. 2006. "Identity as a Variable." *Perspectives on Politics* 4(4): 695-711.
- Akerlof, George A., and Rachel E. Kranton. 2000. "Economics and Identity." *The Quarterly Journal of Economics* 115(3): 715-753.
- Barth, Fredrik. 2012. "Boundaries and Connections." *Signifying Identities*. Routledge. Chapter 1 (pgs. 17-35)
- Bénabou, Roland, and Jean Tirole. 2011. "Identity, Morals, and Taboos: Beliefs as Assets." *The Quarterly Journal of Economics* 126(2): 805-855.
- Bernstein, Mary. 2005. "Identity Politics." *Annual Review of Sociology* 31: 47-74.
- Brubaker, Rogers, and Frederick Cooper. 2000. "Beyond "Identity"." *Theory and Society* 29(1): 1-47.
- Chandra, Kanchan. 2006. "What is Ethnic Identity and Does it Matter?" *Annual Review of Political Science* 9: 397-424
- Glazer, Nathan, Andrew M. Greeley, Orlando Patterson, and Daniel P. Moynihan. 1974. "What is Ethnicity?." *Bulletin of the American Academy of Arts and Sciences* 16-35.

Week 3, February 19th : The Social Self and Social Identity Theory

- Assigned Reading:
- Start *Uncivil Agreement* (needs to be complete next week)
 - “The Social Identity Theory of Intergroup Behavior”~ Henri Tajfel and John C. Turner
 - “Intergroup Behavior, Self-Stereotyping, and the Salience of Social Categories”~ Michael A. Hogg and John C. Turner
 - “From Social to Political Identity: A Critical Examination of Social Identity Theory”~ Leonie Huddy
- Homework: Revising your Synopsis: What have you learned so far?
- In-Class Activity: Testing Hypotheses: Independent vs. Dependent Variables
- Supplemental Readings:
- Brewer, Marilynn B. 1991. "The Social Self: On Being the Same and Different at the Same Time." *Personality and Social Psychology Bulletin* 17(5): 475-482.
 - Brewer, Marilynn B. 2001. "The Many Faces of Social Identity: Implications for Political Psychology." *Political Psychology* 22(1): 115-125.
 - Brown, Rupert. 2000. "Social Identity Theory: Past Achievements, Current Problems and Future Challenges." *European Journal of Social Psychology* 30(6): 745-778.
 - Burn, Shawn Meghan, Roger Aboud, and Carey Moyles. 2000. “The Relationship between Gender Social Identity and Support for Feminism.” *Sex Roles* 42(11-12): 1081-1089.
 - Fearon, James, and David Laitin. 2000. “Violence and the Social Construction of Ethnic Identity.” *International Organization* 54(4): 845-877.

Week 4, February 26th: The Social Self and Social Identity Theory

- Assigned Reading:
- Finish *Uncivil Agreement* (whole book)
- Homework: Revising your Hypothesis: What you think the answer is?
- In-Class Activity: Summary Statistics/Visualization: Correlations, Histograms, Box Plots
- In-Class Reading:
- “System Justification Draws Latino Support for Nativist Policies”~Efrén Pérez, et. al
- Supplemental Readings:
- Huddy, Leonie, Lillian Mason, and Lene Aarøe. 2015 "Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity." *American Political Science Review* 109(1): 103-132.
 - Hymans, Jacques E.C. 2002. "Applying Social Identity Theory to the Study of International Politics: A Caution and an Agenda." *Annual Meeting of the International Studies Association, New Orleans*.

Week 5, March 5th:**Political Consequences of Group Identity**

Assigned Reading:

- *White Identity Politics*,
 - Everyone read chapters 1, 2, 3
 - Split class and in pairs read chapters 4, 5, 6, 7
- Note: For your assigned chapter, come ready to share the key takeaway/finding and highlight what you think are the most important findings and revelations about group identity and the consequences for political behavior

Homework: Pair and Share: Assigned Chapter Reflection

In-Class Activity: Constructing Additive/Summative Variables

Supplemental Readings:

- Gay, Claudine, and Katherine Tate. 1998. "Doubly Bound: The impact of Gender and Race on the Politics of Black Women." *Political Psychology* 19(1): 169-184.
- Klandermans, Pieter G. 2014. "Identity Politics and Politicized Identities: Identity Processes and the Dynamics of Protest." *Political Psychology* 35(1): 1-22.
- Miller, Arthur H., Patricia Gurin, Gerald Gurin, and Oksana Malanchuk. 1981. "Group consciousness and Political Participation." *American Journal of Political Science* 25(3): 494- 511.
- Walsh, Katherine Cramer. 2012 "Putting Inequality in its Place: Rural Consciousness and the Power of Perspective." *American Political Science Review* 106(3): 517-532.
- Htun, Mala. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.

Week 6, March 12th:**Political Consequences of Group Identity (Cont.)**

Assigned Reading:

- *Steadfast Democrat*, Introduction and chapters 1, 4, 5, and 6
- Note: chapters 2 and 3 provide important historical context for the theory. If you are unfamiliar with this history, you may want to read as well.

Homework: Synopsis Update: What have you learned now?

In-Class Activity: Heading to Colby Art Museum to check out Chicano Activism Display

Supplemental Readings:

- Dawson, Michael C. 1995. *Behind the Mule: Race and Class in African-American Politics*. Chapters 1 & 3.
- Egan, Patrick J. 2012. "Group Cohesion without Group Mobilization: The Case of Lesbians, Gays and Bisexuals." *British Journal of Political Science* 42(3): 597-616.
- Gay, Claudine, Jennifer Hochschild, and Ariel White. 2016. "Americans' Belief in Linked Fate: Does the Measure Capture the Concept?." *Journal of Race, Ethnicity and Politics* 1(1): 117-144.

- Htun, Mala. 2004. "Is Gender like Ethnicity? The Political Representation of Identity Groups." *Perspectives on Politics* 2(3): 439-458.
- Jamal, Amaney. 2005. "The Political Participation and Engagement of Muslim Americans: Mosque Involvement and Group Consciousness." *American Politics Research* 33(4): 521-544.

Week 7, March 19th:
Assigned Reading:

Identities and Intergroup Conflict (Symbolic and Threat)

- Blumer, Herbert. 1958. "Race Prejudice as a Sense of Group Position." *Pacific Sociological Review* 1(1): 3-7.
- Kinder, Donald R and David O Sears. 1981. "Prejudice and Politics: Symbolic Racism versus Racial Threat to the Good Life." *Journal of Personality and Social Psychology* 45(6): 1196-1210.
- Bobo, Lawrence. 1983. "Whites' Opposition to Busing: Symbolic Racism or Realistic Group Conflict?." *Journal of Personality and Social Psychology* 45(6): 1196-1210.
- Enos, Ryan D. 2014. "Causal Effect of Intergroup Contact on Exclusionary Attitudes." *Proceedings of the National Academy of Sciences* 111(10): 3699-3704.

Homework:

LITERATURE REVIEW DUE TODAY

In-Class Activity:

Difference of Means Tests: Comparing Groups

Supplemental Readings:

- Allport, Gordon. 1954. *The Nature of Prejudice*.
- Bobo, Lawrence D. 1999. "Prejudice as Group Position: Microfoundations of a Sociological Approach to Racism and Race Relations." *Journal of Social Issues* 55(3): 445-472.
- Bobo, Lawrence, and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context." *American Sociological Review* 61(6): 951-972.

Week 8, March 26th:

Spring Break

Assigned Reading:

- None

Homework:

None

In-Class Activity:

None

Supplemental Readings:

- None

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| Week 9, April 2nd: | Political Consequences to Threat: Responses from Dominant Group |
| Assigned Reading: | <ul style="list-style-type: none"> • <i>Post-Racial or Most Racial</i>, Introduction and chapters 1, 2, and 3 • Choose one other empirical chapter from the book to examine |
| Homework: | Data Decision: Finalize your dataset and identify Independent/Dependent Variables |
| In-Class Activity: | Re-Introduction to Linear Regression + “coefplots” and “outreg” |
| Supplemental Readings: | <ul style="list-style-type: none"> • Kinder, Donald R., and Lynn M. Sanders. 1996. <i>Divided by Color: Racial Politics and Democratic Ideals</i>. • Newman, Benjamin J., Todd K. Hartman, and Charles S. Taber. 2012. "Foreign Language Exposure, Cultural Threat, and Opposition to Immigration." <i>Political Psychology</i> 33(5): 635-657. • Pettigrew, Thomas F. 1988. "Intergroup Contact Theory." <i>Annual Review of Psychology</i> 49(1): 65-85. • Stephan, Walter S., and Cookie White Stephan. "An Integrated Threat Theory of Prejudice." <i>Reducing Prejudice and Discrimination</i>. Psychology Press, 2013. 33-56. |

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| Week 10, April 9th: | Political Consequences to Threat: Responses from Marginalized Groups |
| Assigned Reading: | <ul style="list-style-type: none"> • <i>Racial Order, Racialized Responses</i> (entire book) |
| Homework: | Data and Methods Draft: Describe your survey and your measurements |
| In-Class Activity: | Introduction to non-linear regression: Logit/Ologit + marginsplot |
| Supplemental Readings: | <ul style="list-style-type: none"> • Haines, Pavielle and Seth Masket. 2024. “You Had Better Mention All of Them: Race and Gender in Election Loss Narratives.” <i>Political Research Quarterly</i> 77(1): 417-431. • Pérez, Efrén; Seth k. Goldman, Yuen J Huo; Tatishe Nteta and Linda R. Tropp. 2024. “Are Solidarity and Identification as People of Color Distinct? Validating New Measures Across Asian, Black, Latino, and Multiracial Americans.” <i>Political Science Research and Methods</i> 1-17. • Zou, Linda X. and Sapna Cheryan. 2017. “Two Axes of Subordination: A New Model of Racial Position.” <i>Journal of Personality and Social Psychology</i>. 112(5): 696-717. |

Week 11, April 16th: **Stigma**

- Assigned Reading:
- Major, Brenda, and Laurie T. O'Brien. 2005. "The Social Psychology of Stigma." *Annual Review of Psychology* 56: 393-421.
 - Cohen, Cathy J. 2004. "Deviance as Resistance: A New Research Agenda for the Study of Black Politics." *Du Bois Review: Social Science Research on Race* 1(1): 27-45.
 - Pérez, Efrén O. 2015. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics." *American Journal of Political Science* 59(3): 549-564.
 - Lyle, Monique L. 2015. "Effects of Anti-Black Political Messages on Self-Esteem." *Journal of Experimental Political Science* 2(1): 73-80.
- Homework: First Test of Hypothesis and Results
- In-Class Activity: Introduction to Interaction Terms + Plotting Multiple Results
- Supplemental Readings:
- Bedolla, Lisa Garcia. 2003. "The Identity Paradox: Latino Language, Politics and Selective Dissociation." *Latino Studies* 1(2): 264-283.
 - Cohen, Cathy J. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*.
 - Dovidio, John F., Brenda Major, and Jennifer Crocker. 2000. "Stigma: Introduction and overview." *The Social Psychology of Stigma* 1-28.
 - Garcia-Rios, Sergio, Francisco Pedraza, and Bryan Wilcox-Archuleta. 2019. "Direct and Indirect Xenophobic Attacks: Unpacking Portfolios of Identity." *Political Behavior* 41(3): 633-656.
 - Lewis Jr, Neil A., and Denise Sekaquaptewa. 2016. "Beyond Test Performance: A Broader View of Stereotype Threat." *Current Opinion in Psychology* 11: 40-43.
 - Luhtanen, Riia, and Jennifer Crocker. 1992. "A Collective Self-esteem Scale: Self-evaluation of One's Social Identity." *Personality and Social Psychology Bulletin* 18(3): 302-318.
 - Pérez, Efrén O. 2015. "Ricochet: How Elite Discourse Politicizes Racial and Ethnic Identities." *Political Behavior* 37(1): 155-180.
 - Pinel, Elizabeth C. 1999. "Stigma Consciousness: The Psychological Legacy of Social Stereotypes." *Journal of personality and social psychology* 76(1): 114-128.
 - Steele, Claude M., Steven J. Spencer, and Joshua Aronson. 2002. "Contending with Group Image: The Psychology of Stereotype and Social Identity Threat." *Advances in Experimental Social Psychology*. 34: 379-440.

Week 12, April 23rd:

Group-Based Shame and Guilt

Assigned Reading:

- Lickel, Brian, Rachel R. Steele, and Toni Schmader. 2011. "Group-based Shame and Guilt: Emerging Directions in Research." *Social and Personality Psychology Compass* 5(3): 153-163.
- Johns, Michael, Toni Schmader, and Brian Lickel. 2005. "Ashamed to be an American? The Role of Identification in Predicting Vicarious Shame for Anti-Arab Prejudice after 9–11." *Self and Identity* 4(4): 331-348.
- Chudy, Jennifer, Spencer Piston, and Joshua Shipper. 2019. "Guilt by Association: White Collective Guilt in American Politics." *The Journal of Politics* 81(3): 968-981.
- Burge, Camille D., and Gbemende Johnson. 2018. "Race, Crime, and Emotions." *Research & Politics* 5(3): 1-9.

Homework: Data and Methods Draft: Describe your survey and your measurements

In-Class Activity: Revising and Editing Visualizations + combining plot w/ `gcreg2`

Supplemental Readings:

- Bar-Tal, Daniel, Eran Halperin, and Joseph De Rivera. 2007. "Collective Emotions in Conflict Situations: Societal Implications." *Journal of Social Issues* 63(2): 441-460.
- Doosje, Bertjan, Nyla R. Branscombe, Russell Spears, and Antony SR Manstead. 1998. "Guilty by Association: When One's Group has a Negative History." *Journal of Personality and Social Psychology* 75(4): 872-886.
- Lickel, Brian, Toni Schmader, Mathew Curtis, Marchelle Scarnier, and Daniel R. Ames. 2005. "Vicarious Shame and Guilt." *Group Processes & Intergroup Relations* 8(2): 145-157.
- McGarty, Craig, Anne Pedersen, Colin Wayne Leach, Tamarra Mansell, Julie Waller, and Ana- Maria Bliuc. 2005. "Group-based Guilt as a Predictor of Commitment to Apology." *British Journal of Social Psychology* 44(4): 659-680.
- Schmader, Toni, and Brian Lickel. 2006. "Stigma and Shame: Emotional Responses to the Stereotypic Actions of one's Ethnic Ingroup." *Stigma and Group Inequality: Social Psychological Perspectives* 261-285.
- Schmader, Toni, and Brian Lickel. 2006. "The Approach and Avoidance Function of Personal and Vicarious Shame and Guilt." *Motivation and Emotion* 30(1): 43-56.
- Tangney, June Price Ed, and Kurt W. Fischer. 1995. "Self-conscious Emotions: The Psychology of Shame, Guilt, Embarrassment, and Pride."
- Wohl, Michael JA, Nyla R. Branscombe, and Yechiel Klar. 2006. "Collective Guilt: Emotional Reactions when one's

Group has Done Wrong or Been Wronged." *European Review of Social Psychology* 17(1): 1-37.

Week 13, April 30th: **Intergroup Solidarity and Sympathy**
Assigned Reading: • *Some White Folks*, Chapters 1, 2, 4, and 7
Homework: Rough Draft of Paper Due
In-Class Activity: Revising and Editing Paper and Making a Presentation
Supplemental Readings: Works Cited of *Some White Folks*

Week 13: Friday, May 2nd: Final Draft of Course Paper Due
Upload the paper to the Course Moodle by 11:59 PM

Week 14, May 7th: **Presentations and Good-Byes**
Assigned Reading: • None
Homework: **Final Presentation**
In-Class Activity: Watch classmates' final presentations
Supplemental Readings: None