

## POL379H: Topics in Comparative Politics: Race and Politics in America

Instructor: Renan Levine [renan.levine@utoronto.ca](mailto:renan.levine@utoronto.ca)

Movie watch parties (Optional): Sunday nights, 9 pm

Movie Discussion (Zoom): Mondays, 10 am – 11 am

Online lectures: Mondays 11- noon; Wednesdays 10 am - noon

Office hours: Thursdays, 1 - 2:30 pm

Syllabus version: 0.9 April 27, 2022

### Description

Well-publicized instances of police violence against minorities, the BLM movement, sharp differences by race in COVID mortality rates, and recent American election campaigns reveal a nation divided by race. Extensive scholarship exists to understand both the individual level foundations of prejudice and bias, as well as into structural or systemic factors that intentionally or unintentionally may lead to racist policy outcomes. This seminar draws from a variety of sources to understand contemporary politics of racial & ethnic identity. Much of the class will focus on white perceptions of Black-Americans, other minority groups, and themselves.

This is a short, condensed class of only six weeks, so rather than digging into American history, our focus will primarily be on recent developments. Each week is a unit organized around a specific topic or theme and will feature a movie, a discussion of the movie, and lecture time.

### Objectives

- Understand how social identities & psychological perspectives influence how we view ourselves and others, and how these differences find political expression.
- Differentiate between individual-level theories of racism and structural theories of the impact of racism that may persist even when people and policies are explicitly not racist; understand the impact of a lingering racial divisions, prejudice, a dominant white identity on contemporary American society.
- Gain insight into recent events and controversies, including the debate over how to teach about race and racism in schools.

### Seminars and Discussion

Since this is a synchronous course, students should join the Zoom link (on Quercus) for this course every Monday and Wednesday from 10 am until noon (Toronto time). Attendance on Mondays for the film discussion in the first hour (or so) of the class will be rewarded with participation credit for four sessions. Most of the rest of class time will be lecture-oriented, but most will feature discussion(s) either as a group with the professor or in breakout sessions. When the lecture features minimal discussions, recordings will be shared with the class on Quercus. There will also be online discussion forums on PeppereR (via Quercus) where regular and thoughtful contributions will be awarded participation credit.

## Readings

There is no textbook for this class although we will read several chapters of one book and students may prefer to order a hard copy of the book rather than peruse it as an e-book or pdf:

Jardina, Ashley. *White Identity Politics* (Cambridge, 2019) <http://go.utlib.ca/cat/12224850>

The Jardina e-book, and all other readings are available through the library or on-line at no charge to University of Toronto students. If you cannot find a copy of a text by searching the library website or Scholar.Google, please check Quercus or email the professor.

In the schedule below, there are some readings that include reviews of other work. These readings should be read like a textbook explaining key ideas. Other readings present experiments or studies, and students can focus on the main point or conclusion of the authors after noting the methodology employed. A few readings are prescriptive, focused more on what should happen rather than offering descriptions or explanations.

Many readings are drawn from newspapers, magazines or blogs, and represent a particular argumentative viewpoint. Such readings are assigned to provide insights into those perspectives without (necessarily) constituting an endorsement of those views. You should not assume that the professor endorses any of the views espoused by the authors of these treatises and op-eds, nor that agreeing with their views will improve one's grade. Students are encouraged to read everything critically and skeptically, which is most easily done when you agree with the conclusion of the reading.

Recommended readings are useful background information, but will not appear on any exams.

## Films

There are six movies assigned. Four are available through Kanopy, and two are available through Criterion On Demand. Many of these movies are also available in Canada through commercial subscription streaming services like Prime, or Disney+, or available for a modest fee through YouTube or similar streaming sites.

Kanopy is a streaming service that the University of Toronto library has limited access to, but many public libraries have full access. These libraries include the Toronto Public Library and at least one library in York, Peel and Durham regions. Please try to access the movies through these libraries rather than requesting that the university acquire the film.

When possible (and technology cooperates), the professor will host online watch parties on Zoom on Sunday nights, for students who wish to "chat" during the film with each other, like to talk about films immediately after watching them, or simply do not have access to these streaming services.

## Assignments

Final Exam = 25% TBA

Short Paper on Identity = 10% due July 15

Survey Data Analysis = 5% due July 22

Presentation (recorded) on the impact of racism, identity conflict, racial divisions, or prejudice on contemporary American society = 15%. Due no later than July 29 so students can get a grade before the registrar's withdrawal deadline (students encouraged to complete and upload a presentation earlier!)

Reflection Journal= 20% due August 12

### Participation = 25%

Movie discussion = 8%. Attending discussion on Mondays ready to discuss the film is worth 2 marks for each weekly unit (max=4).

Wednesday class attendance = 4%. Attending lectures on Wednesday or posting a comment or question about the week on PeppereR is worth one mark for each weekly unit (max = 4)

Each unit, "central" discussion question(s) = 6%. In each unit, 1-3 questions will be designated as "central" questions and highlighted on the syllabus (below). Discussing (at least) one of these topics on PeppereR (accessed through Quercus) is worth 1.5 marks per weekly unit (max=4). Credit will be given for comments (and responses) shared within one week after they are covered in class.

Comment/feedback on presentation = 2%. Students will be assigned to a small group of students to comment and discuss each others' presentations. Participating in that discussion on at least two separate occasions is worth 2 marks.

Additional participation on forums/attendance = 5%. Five points can be rewarded for additional participation on PeppereR forums on any question or topic, including posting beyond four "central" discussion questions, for attendance in discussions beyond the maximum points above, and/or subjectively rewarded for high quality participation in discussions, lectures and online forums.

Bonus point: write a brief review of a recommended movie or another movie you think is appropriate for this class, describe what concepts it illustrated or challenged, and argue for its inclusion in future syllabi.

### Assignment Details

More detailed descriptions of each assignment will be posted on Quercus.

#### *Short Paper on Identity*

In a short paper (around 500-1000 words), students should answer the following question: How is your identity different than your grandfather/grandmother's (or aunt/uncle from that generation). Speculate or speak to your ancestor (if possible and you are comfortable doing so) about how they view themselves. This paper will be graded: Great (85), Good (75) or Incomplete (0). The difference between "great" and "good" is whether or not you merely describe the biography of your family members (good and necessary), or whether you explore the question of each of your identities (the point of this assignment. For example: the instructor's grandmother emigrated to the USA from Poland as a child. Telling her story may be necessary, but the key question is whether she identifies as an immigrant, as a mother/grandmother, as a homemaker, as a Polish-American, a Jewish-American, a Zionist, an Orthodox Jew, just an American, or something else - and whether such identities differ from her grandson's identities. You can find an example of such an essay by the instructor on PeppereR, where you can share [excerpts of] your paper with your classmates. Students whose work falls short of expectations for a "complete" paper may be asked to re-submit.

### *Presentation*

In no more than five minutes, and using no more than three Powerpoint slides (or Prezi nodes), students record a presentation on a topic explicating an academic consideration of a topic relevant to the course. Typically, these presentations take the form of “I found this interesting research about \_\_\_\_\_. The scholars hypothesize that\_\_\_\_\_.” Often the subjects of these presentations are recommended articles, articles citing work read in class, or articles cited by articles we read in class. Students will be assigned groups of three-five students for feedback and discussion for participation credit.

### *Survey Data Analysis*

Students will be responsible for completing a bivariate statistical analysis examining the relationship between right (conservative) ideology and views on race and immigrants from the 2016 American National Election Study. Unless students are already comfortable and familiar with statistical software packages like R, STATA, SAS or SPSS, students will complete the analysis using an easy-to-use on-line tool here: <http://sda.berkeley.edu/> Lengthy instructions will enable all students, including anyone without any knowledge of statistics to complete the task. After completing the analysis, students will answer multiple choice questions on Quercus.

### *Final Exam*

A cumulative exam will be multiple choice and contain some short answer/essay questions. Special emphasis will be paid to the questions raised in the last week of the class about education policy in America, and the debate over bias training, racially conscious teaching and critical race theory.

### *Reflection Journal*

In this paper, students will look back at what they learned from at least three lectures, films and/or readings to evaluate what was novel, what was surprising, what was controversial, what was offensive, what was difficult, what lacked insight, or what seemed wrong. Students should reflect on how these readings, discussions, lectures or films reinforce or challenge existing beliefs, and how their understandings or views have been affected by these materials (if affected). Demonstrate understanding of key concepts by drawing connections, highlighting contradictions, and/or identifying unexplained phenomena through referencing at least two academic articles or theories. Students are encouraged to critique course materials, and are reminded that they need not agree with any article or lecture’s conclusion, or the professor’s assessment. Conclude by looking into what the future might look like.

### *Grading Policies*

#### *Late Assignments*

All work will be submitted electronically to Quercus and/or the PepperR discussion forums (accessible through Quercus). The deadline for all assignments is at 11:59 pm on Quercus. All matters of grading, exemptions, and discipline procedures will be handled in accordance with the Arts & Science Academic Handbook. After a 72 hour grace period, late assignments will be penalized 3% per day for the next seven days of lateness. After ten calendar days of lateness, the instructor will refuse to accept the work for grading. We will generously grant extensions for work, family, child care, or other non-health reasons

prior to the deadline or quiz, so please make sure you, or someone you delegate, contacts the instructor or the TA whenever there may be an issue. Students whose health renders them unable to complete an assignment should also contact the professor before deadlines under non-exceptional circumstances.

See <http://www.artsci.utoronto.ca/main/faculty/resources/faculty/acaresources> for the complete handbook.

### *Appeals*

Any student who believes that any work has been unfairly graded may ask the instructor to re-evaluate his or her work. Grading appeals should be submitted via email with a cover letter explaining the basis of the appeal to the instructor.

### *Plagiarism and Academic Integrity*

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Please familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. A list of potential offences can be found here:

<https://view.officeapps.live.com/op/view.aspx?src=http://www.artsci.utoronto.ca/osai/instructors-and-staff/tips-templates/AI-statement-and-checklist.docx>

The above link also includes a checklist that you should consult before you submit written work in any class to avoid any plagiarism issues. Plagiarism is a serious academic offense with a severe penalty. It is essential that you understand what plagiarism is and that you do not commit it. Please see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> for more information and tips on how to avoid plagiarism.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

This is a class that you will have opportunities to collaborate with other students. It is important that all students acknowledge, and identify, any and all collaborators when they submit such work, even if the work is not formally submitted on behalf of more than one student.

The final exam is open book; however, students may not communicate with each other during the exam. When there are multiple sittings of exams, students should avoid all communications with other students from whenever students start taking the test until an hour or two after the test window closes to ensure that no one is even inadvertently given an unfair advantage.

## Other

### **Accessibility Needs**

The University of Toronto is committed to accessibility and I wholeheartedly share that commitment by ensuring that every student should have a fair chance to excel in this course. I strive to create and maintain an inclusive environment and promise to provide reasonable and appropriate accommodations to persons who require them. Students with diverse learning styles and needs are welcome in this course. I invite you to discuss any accessibility concerns about the course, the classroom or course materials with me and/or staffers at Accessibility Services. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services at 416-978-8060 or [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). Appointments and drop-in sessions for accessibility advisors and learning strategists are available. For more information, please visit <http://studentlife.utoronto.ca/as>

### **Family Care & Involvement**

During these challenging periods, I know that many often face unexpected child- and elder- care challenges or requirements to quarantine for public health reasons that may necessitate children or family members to be present or nearby during Zoom classes. I know that for many of us, finding quiet, private space during class may be challenging on occasion. If you have some responsibility to care for children, or will be in close proximity to other family members during class time, you should know that when they *are welcome* to be present during any live webinars or office hours. Videos may be kept off at all time. Please encourage any family member who may be interested in politics or just some cheap entertainment to listen to lectures or join our movie nights. I will be happy to respond to any questions they might have, but please remember that everyone's graded work in this class must reflect their own efforts. If they are disinterested, but present, just remember to keep yourself muted. 😊

### **Religious Accommodations**

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to university policies, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice, so that we can collaborate to make alternate arrangements.

## Contact

The instructor will be available via Quercus email, U of T email, Microsoft Teams and Whatsapp. Please include POL379 in the subject line of all emails, and as a preface to all Whatsapp messages. Be forewarned, the instructor is often occupied (or pre-occupied) with his children in the morning and at dinner time, and attempts to unplug during the Jewish Sabbath from Friday evening through Saturday evening (if not all weekend). During the week, the instructor will try to respond to emails within 48 hours. Students are encouraged to use the Quercus (Pepper) discussion forums for class questions. Please do not hesitate to request a time for a face-to-face or phone chat, including after 9 pm on weeknights. This is especially true for questions involving a statistics program or task that is not quite

working out since many computer issues are best resolved that way rather than back-and-forth emails or messages.

## Course Schedule

### 1. Identity

**Sunday Film:** Little White Lie (Kanopy or Prime)

**Monday Readings:**

Fearon, James. "What is Identity (as we now use that term)?"

<https://web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-.pdf>

*Recommended:* Iceberg Identity Activity <https://adl.org/sites/default/files/The-Identity-Iceberg-WEB-Student/story.htm>

Select poems (we will read during the synchronous, online discussion):

Amichai, Y. *The Diameter of the Bomb* <https://allpoetry.com/The-Diameter-Of-The-Bomb>

Aresti, G. *My Father's House* <http://basquepoetry.eus/?i=poemak-en&b=1427>

Zayyad (or Ziad), T. *On the Trunk of an Olive Tree* <https://www.poemhunter.com/poem/on-the-trunk-of-an-olive-tree-2/>

Wheatley, Phillis. *On Being Brought from Africa to America*

<https://archive.vcu.edu/english/engweb/webtexts/Wheatley/brought.html>

*Recommended film (via Kanopy, we will watch excerpts in class):* Race Power of Illusion, Episode I

**Wednesday Readings:**

Lee, Aubrie "The Hardest Part of Being Disabled Is Being Ignored"

<https://rootedinrights.org/the-hardest-part-of-being-disabled-is-being-ignored/>

Ramirez, Mark D., and David AM Peterson. *Ignored racism: White animus toward Latinos*. Cambridge University Press, 2020. Ch. 3. "The Measurement of Latina/o Racism-Ethnicism"

[https://www-cambridge-org.myaccess.library.utoronto.ca/core/services/aop-cambridge-core/content/view/6DB1A338A49B62915D30AD224A983FE5/9781108495325c3\\_27-55.pdf/measurement\\_of\\_latinao\\_racismethnicism.pdf](https://www-cambridge-org.myaccess.library.utoronto.ca/core/services/aop-cambridge-core/content/view/6DB1A338A49B62915D30AD224A983FE5/9781108495325c3_27-55.pdf/measurement_of_latinao_racismethnicism.pdf)

Waxman, D., Schraub, D. and Hosein, A., 2021. Arguing about antisemitism: why we disagree about antisemitism, and what we can do about it. *Ethnic and Racial Studies*, pp. 1-22.

*Recommended reading:*

Abrams, Stacey. "Identity Politics Strengths Democracy" *Foreign Affairs* See:

<https://www.voices4america.com/identity-politics-strengthens-democracy-by-stacey-y-abrams-2628256340.html>

Carlson, Tucker responds to Abrams. Read here

[https://www.realclearpolitics.com/video/2019/02/07/tucker\\_carlson\\_stacey\\_abrams\\_says\\_identity\\_politics\\_will\\_unite\\_country\\_she\\_wants\\_a\\_revolt.html?spot\\_im\\_scroll\\_to\\_comments=true](https://www.realclearpolitics.com/video/2019/02/07/tucker_carlson_stacey_abrams_says_identity_politics_will_unite_country_she_wants_a_revolt.html?spot_im_scroll_to_comments=true)

**Central Questions:** *Who -or what- makes us who we are? How much do our families' choices or circumstances determine what we become and where we feel a sense of belonging? How does the way others view us shape our own self-perceptions?*

*Can we ignore or erase some social identities? Why do some identities – individual, group or national – matter in politics, but not others?*

*What are alternatives to “identity politics”? When/where is “identity politics” a bad thing? If people organized on the basis of economic or social class, and not by identity, what political divisions would you expect?*

July 15: Short Identity Paper Due

## 2. Structural and Systemic Racism (?)

**Sunday Film:** Rise Again: Tulsa and the Red Summer (Criterion or Disney+)

*Recommended film:* Race: Power of an Illusion, Episodes II & III (Kanopy – we will view a few clips during class)

### Readings:

*The lecture this week will provide a brief primer on demographics in the US, American politics, and the history of race in the USA.*

McClain, Paula D., & Carew, Jessica D.J. (2018). “‘Can We All Get Along?’ Racial and Ethnic Minorities in American Politics (7th ed.). Routledge. Skim part Ch. 2, pp. 27-42 for demographic information & read part Ch. 3, pp. 76-91 for information on ideology and identity.

Recommended: pp. 146-150 for interest group information. [https://www.taylorfrancis.com/myaccess.library.utoronto.ca/books/get-along-paula-mcclain-jessica-johnson-carew/10.4324/9780429495533?context=ubx&refId=44db1cfb-19b6-494f-b08d-f8fe719929fb](https://www.taylorfrancis.com/myaccess/library.utoronto.ca/books/get-along-paula-mcclain-jessica-johnson-carew/10.4324/9780429495533?context=ubx&refId=44db1cfb-19b6-494f-b08d-f8fe719929fb)

Thompson, Debra E. *The Schematic State* (Cambridge, 2016), Ch. 4

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991106902939906196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106902939906196)

Cramer, Katherine. “Understanding the Role of Racism in Contemporary US Public Opinion.” *Annual Review of Political Science* 23 (May 11, 2020): 153–69. doi:10.1146/annurev-polisci-060418-042842.

Aspen Institute “11 Terms You Should Know to Better Understand Structural Racism,” July 11, 2016. <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>



Purdue University Writing Guide: Critical Race Theory (especially see definition of key terms)  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/critical\\_race\\_theory.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html)

McArdle, Megan. "Opinion: How to explain systemic racism to non-liberals like me." *Washington Post* July 14, 2020 [https://www.washingtonpost.com/opinions/in-the-covid-19-world-systemic-racism-is-deadly/2020/07/14/aabe1672-c601-11ea-b037-f9711f89ee46\\_story.html](https://www.washingtonpost.com/opinions/in-the-covid-19-world-systemic-racism-is-deadly/2020/07/14/aabe1672-c601-11ea-b037-f9711f89ee46_story.html)

### Central Questions:

*Why is there so much debate in the United States over "systemic" or "structural" racism? In other words, why is systemic racism obvious to some people but resisted or denied by others?*

July 22: Survey Data Analysis due.

### 3. Prejudice & Racism: Individual-level Studies

**Sunday Film:** Stormy Weather (Criterion or pay per view on YouTube and others)

#### Monday Readings:

*These articles draw on research into psychology; when reading try to draw out the main conclusions along with some understanding of how the researchers arrived at those conclusions. If something is confusing, please post to Peppere before Friday's lecture so I can explain. I recommend you read the articles in the order presented, the first review some basic, foundational work on the psychology of prejudice. The last two articles bring in important factors like education, history, contact, and threat.*

Crawford, Jarret T., and Mark J. Brandt. "Who is prejudiced, and toward whom? The big five traits and generalized prejudice." *Personality and Social Psychology Bulletin* 45, no. 10 (2019): 1455-1467.

Madva, Alex, and Michael Brownstein. "Stereotypes, prejudice, and the taxonomy of the implicit social mind." *Noûs* 52, no. 3 (2018): 611-644.

Meuleman, Bart, Koen Abts, Koen Sloopmaeckers, and Cecil Meeusen, "Differentiated Threat and the Genesis of Prejudice: Group-Specific Antecedents of Homonegativity, Islamophobia, Anti-Semitism, and Anti-Immigrant Attitudes," *Social Problems*, Volume 66, Issue 2, May 2019, Pages 222–244.

DeSante, Christopher D., and Candis Watts Smith. 2020. "Fear, Institutionalized Racism, and Empathy: The Underlying Dimensions of Whites' Racial Attitudes." *PS: Political Science & Politics* 53 (4). Cambridge University Press: 639–45.

Kam, Cindy D., and Camille D. Burge. "Uncovering reactions to the racial resentment scale across the racial divide." *The Journal of Politics* 80, no. 1 (2018): 314-320.

Wright, Joshua D., Zachary Goldberg, Irene Cheung, and Victoria M. Esses. "Clarifying the meaning of symbolic racism." (2021). <https://psyarxiv.com/5et3b/>

*Recommended Readings:*

Goldman, Seth K., and Daniel J. Hopkins. "Past place, present prejudice: The impact of adolescent racial context on white racial attitudes." *The Journal of Politics* 82, no. 2 (2020): 529-542.

Maxwell, Angie, and Stephanie R. Schulte. "Racial resentment attitudes among white millennial youth: The influence of parents and media." *Social Science Quarterly* 99, no. 3 (2018): 1183-1199.

Tesler, Michael. "The return of old-fashioned racism to White Americans' partisan preferences in the early Obama era." *The Journal of Politics* 75, no. 1 (2013): 110-123.

Wetts, Rachel, and Robb Willer. "Who is called by the dog whistle? Experimental evidence that racial resentment and political ideology condition responses to racially encoded messages." *Socius* 5 (2019): 2378023119866268.

### **Wednesday Reading:**

Jardina, Ashley. *White Identity Politics* Ch. 3 & 5 (1 & 2 are recommended)

*Recommended foundational works:*

Blumer, Herbert. "Race Prejudice as a Sense of Group Position." *The Pacific Sociological Review* 1, no. 1 (1958): 3-7.

Bobo, Lawrence D., 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): 951-72.

Tajfel, Henri, and J.C. Turner. 1979. "An Integrative Theory of Intergroup Conflict." In *The Social Psychology of Intergroup Relations*, eds. W.G. Austin and S. Worchel

Duckitt, John 2003 A dual-process cognitive-motivational theory of ideology and prejudice

Jost, John T., Christopher M. Federico, and Jaime L. Napier. "Political ideology: Its structure, functions, and elective affinities." *Annual review of psychology* 60 (2009): 307-337.

**Film (in class):** A Night at the Garden (short film): <https://anightatthegarden.com> & clip from "Gentleman's Agreement" (Criterion)

**Central Questions:** *Do you think that ignorance is connected to prejudice? Can reducing ignorance combat prejudice? How? Persuade me...*

*How is symbolic racism (or racial resentment and similar concepts) different than traditional racism? Would you expect people who score high on such measures consider themselves to be free of prejudice?*

*What is the difference between conservatives who believe in individual responsibility, small government and color-blind policies and people who score high on racial resentment? If you were a Republican, would you object to being described as being racially resentful (and would you be right/wrong)?*

## 4. Beyond White & Black: Model Minorities and Xenophobia

**Sunday Film:** Gook (Kanopy and Prime)

*Recommended Background Film: LA 92 (Criterion & Disney+)* This is an excellent documentary about the Rodney King trial and the violence that it led to in Los Angeles in 1992 when the fictional events in Gook take place..

Jardina, Ch. 6

Cohen, Jeffrey E. "From antisemitism to philosemitism? Trends in American attitudes toward Jews from 1964 to 2016." *Religions* 9, no. 4 (2018): 107.

Lin, Monica H., Virginia SY Kwan, Anna Cheung, and Susan T. Fiske. "Stereotype content model explains prejudice for an envied outgroup: Scale of anti-Asian American stereotypes." *Personality and Social Psychology Bulletin* 31, no. 1 (2005): 34-47.

Lajevardi, Nazita, and Kassra A. R. Oskooii. 2018. "Old-Fashioned Racism, Contemporary Islamophobia, and the Isolation of Muslim Americans in the Age of Trump." *The Journal of Race, Ethnicity, and Politics* 3 (1). Cambridge University Press: 112–52.

Sears, David O., Mingying Fu, P.J. Henry, and Kerra Bui. 2003. "The Origins and Persistence of Ethnic Identity among the 'New Immigrant' Groups." *Social Psychology Quarterly* 66(4): 419–37

**Central questions:** *what does the notion of "model immigrant" or "model minority" teach us about prejudice (the good stereotypes and the bad)? In what ways do such images help or harm members of those groups - and members of not-model groups?*

*What is similar and what is different to the way Americans view foreigners, immigrants and other minorities to Black Americans?*

*How does cultural threat affect views of minorities? How is this threat distinct from political or economic threat?*

July 29: Presentation due on Pepper.

## 5. Indigenous

**Sunday\* Film:** Young Lakota (Kanopy)

*No class on Monday, August 1 because of the Civic Holiday. Depending on student interest/vote, the film, Young Lakota, may be viewed on Sunday, July 31, Tuesday, August 2, Sunday, August 7, or without a watch party.*

### Wednesday Readings

Sarah Winnemucca Hopkins *Life Among the Piutes: Their Wrongs and Claims* (1883)

[http://www.yosemite.ca.us/library/life\\_among\\_the\\_piutes/](http://www.yosemite.ca.us/library/life_among_the_piutes/) Ch. 1, 5 & 7

Eves, Rosalyn "Sarah Winnemucca Devoted Her Life to Protecting Native Americans in the Face of an Expanding United States" *Smithsonian Magazine* July 27, 2016.

<https://www.smithsonianmag.com/history/sarah-winnemucca-devoted-life-protecting-lives-native-americans-face-expanding-united-states-180959930/>

Martinez, Donna. *Documents of American Indian Removal*. Santa Barbara, California: ABC-CLIO, An Imprint of ABC-CLIO, LLC, 2019, Ch. 6, especially WPA interview of Kate Rackleff, pp. 250-254. [https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991106923066806196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106923066806196)

Chief Joseph <http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm>  
[http://www.pbs.org/weta/thewest/people/a\\_c/chiefjoseph.htm](http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm)

Rice, James D. 2014. "Beyond 'The Ecological Indian' and 'Virgin Soil Epidemics': New Perspectives on Native Americans and the Environment." *History Compass* 12 (9): 745–57. <https://doi.org/10.1111/hic3.12184>.

"Crying Indian" PSA. <https://www.youtube.com/watch?v=j7OHG7tHrNM> (referenced by Rice)  
Sheppard, R.Z. (1 Feb 1971). "The Forked-Tongue Syndrome". *Time*. New York City: Time Inc. (Review of "Bury my heart at Wounded Knee," by Dee Brown)

## 6. Can we teach our children well?

**Sunday\* Film:** Divided States: Hellertown, PA (Kanopy or Vimeo)

*Depending on when Young Lakota is viewed, this film may be screened on August 7 or August 14.*

### **Monday Readings (Education):**

Collins, Cory "What is White Privilege, Really?" *Teaching Tolerance* (2018)  
<https://www.tolerance.org/magazine/fall-2018/what-is-white-privilege-really>

Lukianoff, Greg, Adam Goldstein, Bonnie Snyder and Ryne Weiss. "13 important points in the campus & K-12 'critical race theory' debate." The Fire.org. June 28, 2021.  
[https://www.thefire.org/13-important-points-in-the-campus-k-12-critical-race-theory-debate/?utm\\_source=Google+](https://www.thefire.org/13-important-points-in-the-campus-k-12-critical-race-theory-debate/?utm_source=Google+)

Proctor, Sherrie L., Kathrynne Li, Natasha Chait, and Sehrish Gulfaraz. "Use of Critical Race Theory to Understand the Experiences of an African American Male During School Psychology Graduate Education." *School Psychology Review* (2022): 1-17.

Rufo, Christopher. "Critical Race Theory Would Not Solve Racial Inequality: It Would Deepen It." Heritage Foundation, March 23, 2021. <https://www.heritage.org/progressivism/report/critical-race-theory-would-not-solve-racial-inequality-it-would-deepen-it> For recommended background, see New Yorker article and/or podcast from unit #3)

*Recommended background & perspective on Mr. Rufo:*

<https://www.newyorker.com/news/annals-of-inquiry/how-a-conservative-activist-invented-the-conflict-over-critical-race-theory> or, if you prefer the podcast version:  
<https://www.newyorker.com/podcast/political-scene/the-new-culture-wars-over-american-history>

*Recommended:* Education Week Spotlight on Critical Race Theory, June 2021 (Browse magazine-like publication on Quercus or [https://fs24.formsite.com/edweek/images/THIS\\_ONE\\_6-10\\_CriticalRaceTheory.pdf](https://fs24.formsite.com/edweek/images/THIS_ONE_6-10_CriticalRaceTheory.pdf) )

August 12: Reflection Journal Due.

**Wednesday Readings (Interventions):**

Arora, Maneesh, and Hannah June Kim. "Stopping the Hate: Political Condemnations of Anti-Asian Rhetoric during the COVID-19 Crisis." *Journal of Asian American Studies* 23, no. 3 (2020): 387-405.

Dixon, John, Kevin Durrheim, and Manuela Thomaë. "The Principle-Implementation Gap in Attitudes Towards Racial Equality (and How to Close It)." *Political Psychology* 38, no. S1 (2017): 91-126.

FitzGerald, Chloë, Angela Martin, Delphine Berner, and Samia Hurst. "Interventions designed to reduce implicit prejudices and implicit stereotypes in real world contexts: a systematic review." *BMC psychology* 7, no. 1 (2019): 1-12.

Riley, Emmitt Y., and Clarissa Peterson. "I Can't Breathe: Assessing the Role of Racial Resentment and Racial Prejudice in Whites' Feelings toward Black Lives Matter." *National Review of Black Politics* 1, no. 4 (2020): 496-515.

Carson, Ben. "Opinion: Ben Carson: Moving our focus from equality to equity won't defeat racism. It's another kind of racism." *Washington Post* April 18, 2021  
<https://www.washingtonpost.com/opinions/2021/04/18/ben-carson-equity-equality-racism/>

Recommended: Bartels, Larry M. "Ethnic antagonism erodes Republicans' commitment to democracy." *Proceedings of the National Academy of Sciences* 117, no. 37 (2020): 22752-22759.

**Central Questions:** *People support actions to address racism more in principle than in practice. Does this surprise you? What is the root of such attitudes? How might this help realize a more equal, equitable North America?*

*What can be done (or should have been done) in Hellertown?*

*Which of Collins' suggestions for combating white privilege would be easiest? Most feasible? Can you suggest more practical ideas?*

*Would these interventions backfire or spark a backlash? Why? What would motivate that backlash?*

**Monday, August 15, Last Class.**

**TBA** *We may discuss *Divided States: Hellertown* to close out the term if the watch party for Young Lakota is held on August 7. If not, we could screen "Moonlight," focus on a topic of student choice, and/or return to a discussion that we felt had not sufficiently covered in previous weeks.*