

YALE UNIVERSITY • SPRING 2018

PLSC 230: Group Processes and Intergroup Relations in American Politics

Tuesday 1:30-3:20pm • RKZ 02

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Office Hours: Tuesday, 3:30 - 5:00pm, or by appointment

COURSE DESCRIPTION

This seminar considers the role of group processes and intergroup relations in American politics, and is organized into two parts. The first part of the seminar draws on scholarship from political science, psychology, economics, and sociology to explore foundational concepts, theories, and debates in the study of how group processes shape political identity, political attitudes, and political behavior. The second part of the seminar delves deeper into research and ongoing scholarly debates on how groups shape American politics in selected domains, including selective exposure, political discourse and deliberation, collective action, mass evaluation of political candidates and incumbents, political representation, and political and policy development. This course is not meant to be comprehensive. Instead, it provides a focused examination of existing and new lines of academic research on group politics in the United States.

This class is for students interested in the social science of group processes in American politics. Students are expected to engage with social scientific theories, research methods, empirical and statistical analyses, and the substantive implications of empirical research. In addition to understanding the substantive content covered, a related goal of the course is to help students become careful and competent consumers and producers of quantitative research. In doing so, the course aims to help students develop technical skills that they might find valuable in other classes at Yale and in their post-Yale careers.

Finally, please note that this course is neither a forum for arguing about one's personal political beliefs, nor is it a forum to talk about current events. The focus is solely on academic research on group politics.

COURSE REQUIREMENTS

Class participation (20%): You are required to attend all seminar meetings, complete the assigned readings before class, and be prepared to discuss the readings in seminar. You are expected to come to class having organized your thoughts and with questions and comments to discuss. Participation grades are determined by attendance and by the quality of informed commentary you contribute during seminar meetings.

Short response papers (40%): You are required to write five short (max 2 pages, double spaced) reading response papers reacting to the week's readings. Two of the five response papers must be written during Weeks 2 through 6. The other three response papers must be written during Weeks 7 to 12. You may choose which weeks you choose to write a response paper, but you must make this

choice in advance by the end of the second week of class.

Response papers should avoid excessive summarization and should forcefully pursue a compelling argument. Papers must have a clear thesis statement. Successful papers should either identify an important theoretical and/or empirical limitation of the targeted work and discuss the substantive implication of these limitations, offer an alternative explanation of evidence presented in a reading, or explain how and why a reading challenges or confirms a key argument made by one or more readings from a prior week.

***** Response papers for a given week must be emailed to the instructor no later than 5pm on Monday, the day before class. No late response papers will be accepted. *****

Excellent response papers will: (i) have a clear and strong thesis; (ii) make a compelling and original argument in support of the thesis about the targeted readings; (iii) incorporate relevant evidence from the readings in support of the argument; and (iv) be well organized and well written.

The readings for this class are challenging; the response papers are intended to help you guide your reading so that you may better understand the contribution, strengths, and weaknesses of the assigned readings. To help guide your thinking as you read, a checklist of general questions to consider (that are applicable to all readings) will be posted on Canvas. You are welcome to discuss the readings with your fellow students before writing your responses. (If you discuss the readings with your classmates, please indicate your discussion partners' names on the response paper so I know you are not plagiarizing or cheating.) All written work must be your own.

Research paper (40%): You are required to write a 15 to 20 page original research paper. Your research paper must contain a theoretical argument related to one of the themes of the course and must test that argument empirically. For students writing a senior essay in this seminar, your research paper must be at least 25 pages in length (per department rules). For all students, your topic and research proposal must be approved by the instructor.

To ensure that you make timely progress toward the completion of a research paper, we will dedicate a portion of selected class meetings to discuss the nuts and bolts of how to conduct original empirical research. There are also several intermediate deadlines, which break down the specific steps and tasks necessary to build up to a completed research paper:

- **Short Memo 1 (Question, Motivation, Hypothesis):** Write a concise memo (2-3 pages, double spaced) identifying a research question, describing the question's theoretical and substantive importance, and specifying the main hypothesis you plan to test empirically.
- **Short Memo 2 (Empirical Strategy, Analysis Plan):** Write a concise memo (2-3 pages, double spaced) that restates the research question and main hypothesis, discusses the data and empirical strategy you plan to use to test your main hypothesis, and outlines your plan for collecting and analyzing the data.
- **Short Memo 3 (Preliminary Results):** Write a concise memo (2-3 pages, double spaced) that briefly restates the research question, main hypothesis, empirical strategy, and presents preliminary results.
- **Detailed Paper Outline:** Write a detailed outline of your paper, including a first cut of your main empirical results. A template outline will be posted on Canvas for you to follow. We will be

peer reviewing each others' detailed paper outlines in class. You will also receive more detailed comments by email in the second half of the week.

- **Complete Paper Draft:** Submit a complete draft of the paper. We will have individual meetings in the following week to discuss feedback on your specific paper so you can make necessary revisions before submitting the final paper.
- **Final Paper:** Final papers are due on **April 24, 2018 at 4:00 pm**. You will also give a short 5-7 minute presentation of your research during the last class meeting (also on April 24).

START-OF-SEMESTER SURVEY

If you are **definitely enrolling** in the seminar, complete the start-of-semester survey at this link:

https://yalesurvey.qualtrics.com/jfe/form/SV_eRuuEBMpOuM1maF

no later than **Friday, January 26, 2018 at 5 PM** (i.e., by the end of shopping period). The survey takes about 5 minutes and is your opportunity to let me know about your intellectual interests and prior research training/background (so I can tailor instruction as needed). It will also let you select the weeks for which you want to write short response papers.

COURSE POLICIES

1. **Absences:** You may miss one class no questions asked. Otherwise absences will negatively and substantively impact your grade. Email me ahead of time if you know you will miss a class.
2. **Written assignments:** All written assignments must be typed in Times New Roman, 12-point font, double spaced, with 1-inch margins.
3. **Late work:** No late response papers will be accepted. For all other written assignments (including for intermediate deadlines for the research paper), late work will be downgraded a grade (e.g., from A to A- or from A- to B+) for every hour it is late until you turn it in. I will excuse late assignments only if you have a Dean's excuse.
4. **Re-grading policy:** Requests for re-grades must be submitted to the instructor in writing via email no later than 7 days and no earlier than 48 hours after receiving your graded work back. Re-grade requests must include at least one paragraph explaining why the initial grade was incorrect. Note that re-grades can result in a grade LOWER than your initial grade.
5. **Students with documented disabilities:** Please contact the Yale University Resource Office on Disabilities (<http://rod.yale.edu/>) to request accommodation for examinations or other course-related needs, so that we can coordinate to provide the accommodation(s) needed.
6. **Religious observances:** If you have a religious observance that conflicts with your participation in the course or with your ability to meet a deadline, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

ACADEMIC INTEGRITY

For both oral and written assignments, you may not plagiarize or engage in academic dishonesty under any circumstances. It is *your responsibility* to know and to follow the university policy on academic dishonesty. Any student caught plagiarizing or engaging in other forms of academic dishonesty will be reported to the Yale College Executive Committee.

If you have any questions or doubts about how to properly cite a source, do not hesitate to ask me or consult the Yale Writing Center (at the Yale Center for Teaching and Learning) beforehand. Here are links to relevant resources:

- Yale College Policy on Academic Dishonesty
<http://catalog.yale.edu/handbook-instructors-undergraduates-yale-college/teaching/academic-dishonesty/>
- Definitions of Plagiarism, Cheating, and Documentation of Sources
<http://catalog.yale.edu/undergraduate-regulations/policies/definitions-plagiarism-cheating/>
- How to Properly Cite Sources and Avoid Plagiarism (Yale Writing Center)
<http://ctl.yale.edu/writing/using-sources>

READINGS AND TEXTS

Readings are either posted on Canvas, are freely available online (links provided), or are available online via Yale Library/VPN (marked with [L]). You do NOT need to purchase any books.

Here are helpful and accessible texts if you are interested in learning more about empirical research methods. These are NOT required.

- Joshua D. Angrist and Jörn-Steffen Pischke. *Mastering 'Metrics: The Path from Cause to Effect*. Princeton University Press, Princeton, 2014
- Alan S. Gerber and Donald P. Green. *Field Experiments: Design, Analysis, and Interpretation*. W. W. Norton, New York, 2012
- Thad Dunning. *Natural Experiments in the Social Sciences: A Design-Based Approach*. Cambridge University Press, New York, 2012 [L]
- Kosuke Imai. *Quantitative Social Science: An Introduction*. Princeton University Press, Princeton, 2017

Here are selected resources about how to read and write empirical research reports. Do not hesitate to ask me questions about the following in office hours or in class (ideally sooner than later):

- Christian H. Jordan and Mark P. Zanna. How to Read a Journal Article in Social Psychology. In Roy F. Baumeister, editor, *The Self in Social Psychology*. Psychology Press, 1999
- Matt Masten. “How to Read an Empirical Research Paper.” Duke University Social Science Research Initiative. (Video, approx. 8 min). [Video link] [Transcript]
- Josh Pasek. Writing the Empirical Social Science Research Paper: A Guide for the Perplexed. <https://www.apa.org/education/undergrad/empirical-social-science.pdf>, 2012
- Kosuke Imai. How to Write an Empirical Social Science Paper. <https://imai.princeton.edu/teaching/files/HowToPaper.pdf>, 2013

COURSE OUTLINE

I reserve the right to alter the syllabus as needed. I will notify you by email of any changes.

I. FOUNDATIONS

Week 1 (Jan 16) — Course Overview; Broad Perspectives and Approaches

Required: (*Read these by the Week 2 class meeting*)

- Maya Sen and Omar Wasow. Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics. *Annual Review of Political Science*, 19:499–522, 2016
- Mala Htun. What It Means to Study Gender and the State. *Politics & Gender*, 1(1):157–166, 2005

- Mary R. Jackman. *The Velvet Glove: Paternalism and Conflict in Gender, Class, and Race Relations*. University of California Press, Berkeley, 1994 Chapter 1. (Full text of this book is available online at <http://ark.cdlib.org/ark:/13030/ft958009k3/>)
- John Gaventa. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*, chapter 1. University of Illinois Press, Urbana, 1980

In-class research workshop: Overview of research process. What's the goal? How do we get there? Developing a good research question.

Readings:

- Scott M. Lynch. Overview of the Research Process. In *Using Statistics in Social Research: A Concise Approach*, chapter 2. Springer, 2013
- Kenneth J. Arrow. Methodological Individualism and Social Knowledge. *American Economic Review, Papers and Proceedings*, 84(2):1–9, 1994

Week 2 (Jan 23) — Group Membership and Identification

[Complete start-of-semester survey (indicating which weeks you will write response papers) no later than Fri, Jan 26, 2018 at 5 PM.]

- Leonie Huddy. From Group Identity to Political Cohesion and Commitment. In Leonie Huddy, David O. Sears, and Jack S. Levy, editors, *The Oxford Handbook of Political Psychology*. Oxford University Press, 2nd edition, 2013
- Paula D. McClain, Jessica D. Johnson Carew, Eugene Walton, Jr., and Candice S. Watts. Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics? *Annual Review of Political Science*, 12:471–485, 2009
- Alexander Kuo, Neil Malhotra, and Cecilia Hyunjung Mo. Social Exclusion and Political Identity: The Case of Asian American Partisanship. *Journal of Politics*, 79(1):17–32, 2017
- Rebecca J. Kreitzer and Candis Watts Smith. Reproducible and Replicable: An Empirical Assessment of the Social Construction of Politically Relevant Target Groups. Working Paper. University of North Carolina-Chapel Hill, 2017
- Patrick J. Egan. What Lesbian, Gay, Bisexual and Transgender (LGBT) Identity Teaches Us about Political Identity – and Vice-Versa. Working Paper. New York University, 2017

In-class research workshop: Empirical research designs. Goals, strategies, challenges, and trade-offs. Feasibility. Ethics.

Readings:

- Alan S. Gerber and Donald P. Green. *Field Experiments: Design, Analysis, and Interpretation*. W. W. Norton, New York, 2012 Chapter 1.
- Thad Dunning. Improving Causal Inference: Strengths and Limitations of Natural Experiments. *Political Research Quarterly*, 61(2):282–293, 2008
- Cyrus Samii. Causal Empiricism in Quantitative Research. *Journal of Politics*, 78(3):941–955, 2016

Week 3 (Jan 30) — Group Interests and Preferences

[Memo 1 (question, motivation, hypothesis) due via email by Fri, Feb 2, 2018 at 9 AM.]

- Mary R. Jackman. *The Velvet Glove: Paternalism and Conflict in Gender, Class, and Race Relations*. University of California Press, Berkeley, 1994 Chapters 2 and 6. (<http://ark.cdlib.org/ark:/13030/ft958009k3/>)
- Laurel Weldon. Perspectives Against Interests: Sketch of a Feminist Political Theory of ‘Women’. *Politics & Gender*, 7(3):441–446, 2011
- Claudine Gay, Jennifer Hochschild, and Ariel White. Americans’ Belief in Linked Fate: Does the Measure Capture the Concept? *Journal of Race, Ethnicity, and Politics*, 1(1):117–144, 2016
- Ismail K. White, Chryl N. Laird, and Troy D. Allen. Selling Out?: The Politics of Navigating Conflicts between Racial Group Interest and Self-Interest. *American Political Science Review*, 108(4):783–800, 2014
- Lauren D. Davenport. Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics. *American Political Science Review*, 110(1):52–67, 2016
- Sarah Khan. Personal is Political: Prospects for Women’s Substantive Representation in Pakistan. Working Paper. Columbia University, 2017

In-class research workshop: Data collection strategies. Data cleaning. Assembling datasets for analysis.

Week 4 (Feb 6) — Groups, Belief Systems, and Political Attitudes

[Individual meetings: Get feedback on Memo 1.]

- Erica Czaja, Jane Junn, and Tali Mendelberg. Race, Ethnicity, and the Group Bases of Public Opinion. In Adam Berinsky, editor, *New Directions in Public Opinion*, chapter 5. Routledge, 2nd edition, 2016
- Thomas E. Nelson and Donald R. Kinder. Issue Frames and Group-Centrism in American Public Opinion. *Journal of Politics*, 58(4):1055–1078, 1996
- Ismail K. White. When Race Matters and When It Doesn’t: Racial Group Differences in Response to Racial Cues. *American Political Science Review*, 101(2):339–354, 2007
- Adam Thal. Class Isolation and Affluent Americans’ Perception of Social Conditions. *Political Behavior*, 39(2):401–424, 2016
- Ryan D. Enos. Causal effect of intergroup contact on exclusionary attitudes. *Proceedings of the National Academy of Sciences of the United States of America*, 111(10):3699–3704, 2014

In-class research workshop: Data analysis and visualization. Using statistical software to work efficiently.

Week 5 (Feb 13) — Groups and Political Behavior

[Memo 2 (empirical strategy, analysis plan) due via email by Fri, Feb 16, 2018 at 9 AM.]

- Leonie Huddy, Lilliana Mason, and Lene Aaroe. Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity. *American Political Science Review*, 109(1):1–17, 2015

- Ali A. Valenzuela and Melissa R. Michelson. Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals. *American Political Science Review*, 110(4):615–630, 2016
- Ryan D. Enos and Noam Gidron. Intergroup Behavioral Strategies as Contextually Determined: Experimental Evidence from Israel. *Journal of Politics*, 78(3):851–867, 2016
- Tali Mendelberg. Do Enclaves Remediate Social Inequality? Working Paper. Princeton University, 2017
- Katherine Cramer Walsh. Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective. *American Political Science Review*, 106(3):517–532, 2012

In-class research workshop: Workshop your potential empirical strategies for your projects. [\[Come to class with potential empirical strategies ready to share and discuss.\]](#)

Week 6 (Feb 20) — Intergroup Prejudice, Discrimination, and Violence

[\[Individual meetings: Get feedback on Memo 2, finalize your work plan.\]](#)

Required:

- Shanto Iyengar and Sean J. Westwood. Fear and Loathing across Party Lines: New Evidence on Group Polarization. *American Journal of Political Science*, 59(3):690–707, 2015
- Efrén O. Pérez. Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics. *American Journal of Political Science*, 59(3):549–564, 2015
- David Broockman and Joshua Kalla. Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352(6282):220–224, 2016
- Lisa D. Cook, Trevon D. Logan, and John M. Parman. Racial Segregation and Southern Lynching. NBER Working Paper 23813, 2017
- Andrew B. Hall, Connor Huff, and Shiro Kuriwaki. When Wealth Encourages Individuals to Fight: Evidence from the American Civil War. Working Paper. Stanford University and Harvard University, 2017

Recommended:

- Elizabeth Levy Paluck and Donald P. Green. Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. *Annual Review of Psychology*, 60:339–367, 2009

Research workshop: Optional (if there is demand): Statistical software tutorial (would be scheduled outside of class time)

II. APPLICATIONS

Week 7 (Feb 27) — Affective Polarization and Selective Exposure?

- Diana C. Mutz. Cross-cutting Social Networks: Testing Democratic Theory in Practice. *American Political Science Review*, 96(1):111–126, 2002
- Gregory Huber and Neil Malhotra. Political Homophily in Social Relationships: Evidence from Online Dating Behavior. *Journal of Politics*, 79(1):269–283, 2017
- Andrew M. Guess. Media Choice and Moderation: Evidence from Online Tracking Data. Working Paper. Princeton University, 2018

- Thomas Wood and Ethan Porter. The elusive backfire effect: mass attitudes' steadfast factual adherence. *Political Behavior*, forthcoming
- Brendan Nyhan and Thomas Zeitzoff. Fighting the Past: Perceptions of Control, Historical Misperceptions, and Corrective Information in the Israeli-Palestinian Conflict. *Political Psychology*, forthcoming

Week 8 (Mar 6) — Political Deliberation and Discourse

[Memo 3 (preliminary results) due via email by Fri, Mar 9, 2018 at 9 AM. You will get comments on Memo 3 back via email.]

Required:

- Christopher F. Karpowitz, Tali Mendelberg, and Lee Shaker. Gender Inequality in Deliberative Participation. *American Political Science Review*, 106(3):533–547, 2012
- Tali Mendelberg, Christopher F. Karpowitz, and J. Baxter Oliphant. Gender Inequality in Deliberation: Unpacking the Black Box of Interaction. *Perspectives on Politics*, 12(1):18–44, 2014
- Tali Mendelberg and Christopher F. Karpowitz. Power, Gender, and Group Discussion. *Political Psychology*, 37(S1):23–60, 2016
- Tali Mendelberg and John Oleske. Race and public deliberation. *Political Communication*, 17:169–191, 2000
- Katherine Cramer Walsh. *Talking about Race: Community Dialogues and the Politics of Difference*. University of Chicago Press, 2007. Skim chapter 1. Read chapters 6-8. [L]

Recommended:

- Mary Hawkesworth. Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions. *American Political Science Review*, 97(4):529–550, 2003
- Eduardo Bonilla-Silva and Tyrone A. Forman. “I am not a racist but...”: mapping White college students' racial ideology in the USA. *Discourse & Society*, 11(1):50–85, 2000

Spring Break (Mar 13, 20) — No Class

Week 9 (Mar 27) — Collective Action and Intergroup Cooperation

[Detailed Paper Outline due via email by Fri, Mar 30, 2018 at 9 AM.]

- Bert Klandermans and Jacquelin van Stekelenburg. Social Movements and the Dynamics of Collective Action. In Leonie Huddy, David O. Sears, and Jack S. Levy, editors, *The Oxford Handbook of Political Psychology*. Oxford University Press, 2nd edition, 2013
- James Habyarimana, Macartan Humphreys, Daniel N. Posner, and Jeremy Weinstein. Why Does Ethnic Diversity Undermine Public Goods Provision? *American Political Science Review*, 101(4):709–725, 2007
- Maria Abascal. Us and Them: Black-White Relations in the Wake of Hispanic Population Growth. *American Sociological Review*, 80(4):789–813, 2015
- Michael Jones-Correa. Structural Shifts and Institutional Capacity: Possibilities for Ethnic Cooperation and Conflict in Urban Settings. In Michael Jones-Correa, editor, *Governing American Cities*, chapter 7. Russell Sage Foundation, 2005 [L]
- Lorrie Frasure-Yokley. *Racial and Ethnic Politics in American Suburbs*. Cambridge University Press, New York, 2015. Everyone will read Chapter 1. You will be randomly assigned to read Chapter 3, 4, or 5. [L]

Week 10 (Apr 3) — Mass Evaluations of Candidates and Incumbents

[Individual meetings: [Get feedback on your detailed paper outline.](#)]

- Amy E. Lerman and Meredith L. Sadin. Stereotyping or Projection? How White and Black Voters Estimate Black Candidates' Ideology. *Political Psychology*, 37(2):147–163, 2016
- Yanna Krupnikov, Spencer Piston, and Nichole M. Bauer. Saving Face: Identifying Voter Responses to Black and Female Candidates. *Political Psychology*, 37(2):253–273, 2016
- Nichole M. Bauer, Laurel Harbridge Yong, and Yanna Krupnikov. Who is Punished? Conditions Affecting Voter Evaluations of Legislators Who Do Not Compromise. *Political Behavior*, 39:279–300, 2017
- Tatishe Nteta and Brian Schaffner. Substance and Symbolism: Race, Ethnicity, and Campaign Appeals in the United States. *Political Communication*, 30(2):232–253, 2013
- Dawn Teele, Joshua Kalla, and Frances McCall Rosenbluth. Faces of Bias in Politics: Evidence from Elite and Voter Conjoint Experiments on Gender. Working Paper. UPenn, UC Berkeley, and Yale, 2017

Week 11 (Apr 10) — Political Representation

[Complete Paper Draft due via email by Fri, Apr 13, 2018 at 9 AM.]

- Michele L. Swers and Stella M. Rouse. Descriptive Representation: Understanding the Impact of Identity on Substantive Representation of Group Interests. In George C. Edwards, III, Frances E. Lee, and Eric Schickler, editors, *The Oxford Handbook of the American Congress*. Oxford University Press, 2011
- Sarah F. Anzia and Christopher R. Berry. The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen? *American Journal of Political Science*, 55(3):478–493, 2011
- Daniel Q. Gillion. Protest and Congressional Behavior: Assessing Racial and Ethnic Minority Protests in the District. *Journal of Politics*, 74(4):950–962, 2012
- Pavithra Suryanarayan and Steven White. Slavery, Reconstruction, and Fiscal Capacity in the American South. Working Paper. Johns Hopkins University and Syracuse University, 2017
- Michael W. Sances and Hye Young You. Who Pays for Government? Descriptive Representation and Exploitative Revenue Sources. *Journal of Politics*, 79(3):1090–1094, 2017

Week 12 (Apr 17) — The Politics of Civil Rights after 1964

[Individual meetings: [Get feedback on paper draft, finalize your list of final revisions.](#)]

Required:

- Desmond S. King and Rogers M. Smith. Racial Orders in American Political Development. *American Political Science Review*, 99(1):75–92, 2005
- John Skrentny. Policy-Elite Perceptions and Social Movement Success: Understanding Variations in Group Inclusion in Affirmative Action. *American Journal of Sociology*, 111(6):1762–1815, 2006
- Ariel White, Noah L. Nathan, and Julie K. Faller. What Do I Need to Vote? Bureaucratic Discretion and Discrimination by Local Election Officials. *American Political Science Review*, 109(1):129–142, 2015
- Jonathan Mummolo. Modern Police Tactics, Police-Citizen Interactions, and the Prospects for Reform. *Journal of Politics*, 2017

- Albert H. Fang, Andrew M. Guess, and Macartan Humphreys. Can the Government Deter Discrimination? Evidence from a Randomized Intervention in New York City. *Journal of Politics*, forthcoming

Recommended:

- Lauren B. Edelman, Christopher Uggen, and Howard S. Erlanger. The Endogeneity of Legal Regulation: Grievance Procedures as Rational Myth. *American Journal of Sociology*, 105(2):406–454, 1999
- Vicki Schultz. Reconceptualizing Sexual Harassment. *Yale Law Journal*, 107(6):1683–1805, 1998

Week 13 (Apr 24) — Normative Provocations for Empirical Research on Intergroup Politics; Course Wrap-up

[Final papers due via email by Tuesday, April 24, 2018, at 4 PM. Student research presentations in class (5-7 min each).]

- Juliet Hooker. Black Protest/White Grievance: On the Problem of White Political Imaginations Not Shaped by Loss. *South Atlantic Quarterly*, 116(3):483–504, 2017
- Minkah Makalani. Black Lives Matter and the Limits of Formal Black Politics. *South Atlantic Quarterly*, 116(3):529–552, 2017