Diversity and Society	
Course Number:	POLSC-UH 2320J
Days & Time	JTerm 2021, Su Mo Tu We Th
Credit Hours:	4
Pre-requisites:	None
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Description

Immigration in Europe, demographic change in the United States, accumulation of inequalities around the world, democratization in developing countries—these are transformative processes that force societies to confront issues of cohesion amidst ethnic, religious, and gender diversity. This course will prepare students to apply a social scientific mindset in thinking through these issues. It will allow students to engage with cutting-edge theoretical, experimental, and observational approaches to understanding the psychological and rational bases of intergroup conflict, processes through which people react to diversity, and ways that institutions promote or stall movement mitigating conflicts. Class assignments allow students to work with data using surveys, laboratory, and field techniques.

Intended Learning Outcomes

Students who successfully complete this course will be able to
- State clear and well-motivated *hypotheses* about the sources of inter-group conflict and inequality and ways to address them,
- Formulate and implement *empirical strategies* for evaluating such hypotheses using quantitative or qualitative data,
- Discuss *policy implications* for addressing intergroup conflict and inequality on the basis of empirical analyses, including recognition of potential dilemmas associated with policies for addressing conflict and inequality.

Teaching and Learning Methodology

We focus on three issue areas: nativist reactions to immigration and demographic change, discrimination and enduring exclusion, and inter-ethnic violence. For each issue area, pedagogy them follows three steps.

- First, we begin with texts and audio-visual media illustrating relevant issues in each domain. The idea is to get students to "witness" the challenges associated with each issue area. This illustrative material is meant to be engaging and to get students thinking about the nature of the challenges. This illustrative material will include segments from news sources, speeches, and such material to show how the relevant challenges play out in

everyday life. In association with this, students then learn about data and scientific techniques that can be used to describe the nature of the challenge (e.g., characterizing extent of support for nativist platforms, extent of discrimination and exclusion, and extent of inter-ethnic mistrust). Students are given the opportunity to work with the data and techniques themselves.

- Second, students will study and discuss theoretical frameworks from the social sciences that attempt to explain the sources the challenges that they have witnessed. From this theoretical discussion, students are guided through the process of posing hypotheses and developing empirical strategies for testing the hypotheses.
- Third, students apply statistical, experimental, and other scientific techniques to conduct tests of the hypotheses that they developed.

Assignments and Grading

Each unit will involve assignments that correspond to the steps in the teaching and learning methodology. Students will work in groups of two or three. Then, over the course of each unit, each groups will complete the following:

- A set of 3 presentation slides on a societal challenges and "puzzles" associated with the theme of the unit (e.g., backlash to globalization and support for nativist platforms, enduring exclusion, and extent of inter-ethnic mistrust or violence), illustrating statistics that highlight the challenge, and then proposing at least two hypotheses to explain the puzzle, along with a 5-10 minute presentation of these slides to class;
- A set of 3 presentation slides describing a research strategy to investigate one of the hypotheses, along with a 5-10 minute presentation of these slides to class;
- A set of 3 presentation slides describing results of the test of the hypothesis, along with a 10-15 minute presentation to class of the findings.

This implies a total of 9 presentation assignments. Each assignment will receive a grade of up to 10 points depending on how satisfactory was the work, and a 0 if not completed. Members of each group should divide the presentation duties equally (e.g., one person should not do all of the presentations). Satisfactory work should reference the assigned texts and other relevant material, accurately characterize the content of these texts/material, and demonstrate an ability to synthesize and innovate. The presentation assignments will count toward 70% of the grade.

Class attendance and participation in class are mandatory. Attendance and participation will count toward 30% of the grade.

Course Materials

Relevant texts will include book sections, academic articles, primary source materials, and journalistic pieces as indicated in the class schedule. All reading material will be made available electronically. We will also screen video clips and films as indicated in the schedule.

Schedule

Session	Unit	Activities and readings	Assignments Due
1 Mo 1/6	Nativism	*Introduction to the class and review of syllabus* *To view and discuss in class*: (video) *CNN Erin Burnett Out Front*, Donald Trump doubles down on calling Mexicans 'rapists', June 25, 2015. https://youtu.be/Jaz1J0s-cL4 (video) UKIP campaign advert 2016, 'A safer Britain,' April 29, 2016. https://youtu.be/zNsmY4lyV9M (video) Matteo Salvini's hard-line immigration policies, July 29, 2019. https://youtu.be/fcUsISBF6QQ (video) Home Minister Amit Shah today introduced the citizenship amendment bill in the Lok Sabha, December 9, 2019. https://youtu.be/obAYtbw1dOE *Explanation of key themes for the "nativism" unit* *Discussion on posing research questions, puzzles, and hypotheses* *Readings for the next class*: (Group status threat and racism) Mutz, D. C. (2018). Status threat, not economic hardship, explains the 2016 presidential vote. *Proceedings of the National Academy of Sciences*, *111*, 3699–3704. Denison, B. (2016). How to understand Trump's appeal to resentful whites. *The Washington Post*, February 3, 2016. (See online version for links to academic research.) Chatterton Williams, T. (2017). The French Origins of "You Will Not Replace Us. *New Yorker,* December 4, 2017. 445 (Economic dislocation) Schwartz, N. D., and Q. Bui, "Where jobs are squeezed by Chinese trade, voters seek extremes," *New York Times*, April 25, 2016. Colantone, I., and P. Stanig, "The real reason the UK voted for Brexit? Jobs lost to Chinese competition," *Washington Post*, July 7, 2016.	

		(Interaction between group status and economic dislocation)	
		Knowles, E. D., & Tropp, L. R. (2018). The racial and economic context of Trump support: Evidence for threat, identity, and contact effects in the 2016 presidential election. *Social Psychological and Personality Science, 9,* 275-284.	
2 Tu 1/7	Nativism	*Class discussion*: Slide presentations and discussion *In-class workshop*: Introduction to survey data analysis *Readings for the next class*: Baglione, L. (2016), *Writing a Research Paper in Political Science*, Los Angeles, Sage, Ch. 7 & 8.	Slides on challenges, puzzles, and hypotheses
3 We 1/8	Nativism	*Class discussion*: Slide presentations and discussion *In-class workshop*: Implementing research designs with survey data	Slides on survey research strategies
4 Th 1/9	Nativism, Exclusion	*Class discussion*: Slide presentations and discussion *Explanation of key themes for the "exclusion" unit* *Readings for next unit*: (Diversity and poor public services) Alesina, A., Glaeser, E., & Sacerdote, B. (2001).Why doesn't the United States have a European-style welfare state? *Brookings Papers on Economic Activity* 2, 1-69. (Explanations for discrimination) Lang, K. (2007). *Poverty and discrimination*. Princeton, NJ: Princeton University Press. (Ch. 10.) ("Vicious circles" and the consequences of stigma) Loury, G. (2005). Racial stigma and its consequences. *Focus 24*, 1:1-7. (Health effects of discrimination)	Slides on survey research findings

		Gemmill, A., Catalano, R., Casey, J.A., et al. Association of Preterm Births Among US Latina Women With the 2016 Presidential Election. JAMA Netw Open. 2019;2(7):e197084.	
Fr 1/10	No class		
Sa 1/11	No class		
5 Su 1/12	Exclusion	*Class discussion*: Slide presentations and discussion *In-class workshop*: Introduction to measures of implicit bias and prejudice *Readings for next class*: Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, *94*, 991–1013. Rudman, L. A. (2004). Sources of Implicit Attitudes. *Current Directions in Psychological Science*, *13*, 79–82.	Slides on challenges, puzzles, and hypotheses
6 Mo 1/13	Exclusion	*Class discussion*: Slide presentations and discussion *In-class workshop*: Implementing research designs on implicit bias and prejudice	Slides on research strategies
7 Tu 1/14	Exclusion	*In-class workshop*: Finalize instruments and experiment to post to MTurk	
8 We 1/15	Exclusion	*La Haine* (1995, France) *Discussion of film*	
9 Th 1/16	Exclusion, Strategies for Change	*In-class workshop*: Analyzing data from MTurk experiment (first half of class) and presenting findings (second half) *Explanation of key themes for the "strategies for change" unit* *Readings on strategies for change for the next unit*: (Social Contact) Broockman, D., & Kalla, J. (2016). Durably Reducing Transphobia: A Field Experiment on Door-to-Door Canvassing. *Science* 352:6282: 220-224.	

		Paluck, B., Green, S., & Green, D. (2019). The Contact Hypothesis Re-Evaluated. *Behavioral Public Policy* 3(2): 129-158.	
		(Affirmative Action)	
		Chauchard, S. (2014). Can Descriptive Representation Change Beliefs about a Stigmatized Group? Evidence from Rural India. American Political Science Review 108(2): 403-422.	
		Coates, T. The Case for Reparations. *The Atlantic*, June 2014.	
		Washington, E. (2012). Do Majority-Black Districts Limit Blacks' Representation? The Case of 1990 Redistricting. *The Journal of Law and Economics* 55(2): 251-274.	
		Weisskopf, T. Is Positive Discrimination a Good Way to Aid Disadvantaged Ethnic Communities? *Economic and Political Weekly*, February 25, 2006.	
Fr 1/17	No class		
Sa 1/18	No class		
10 Su 1/19	Strategies for Change	*Class discussion*: Slide presentations and discussion	Slides on puzzles, hypotheses, and research designs for strategies for change
11 Mo 1/20	Field Trip to Dubai	International Institute for Tolerance (morning) Sheikh Mohammed Center for Cultural Understanding (lunch and walking tour)	
12 Tu 1/21	Strategies for Change	*In-class workshop*: Designing field experiment on strategies for change	
13 We 1/22	Strategies for Change	*Field research day:* Implementing field experiment on strategies for change	
14 Th 1/23	Strategies for Change	*In-class workshop*: Analyzing field experimental data *Class discussion*: Slide presentations and discussion	Slides on field experimental findings