

Diversity and Society	
<i>Course Number:</i>	POLSC-AD 191J
<i>Days & Time</i>	4-19 January 2017, UMTWR, plus 7 January 2017, S, 1-4pm
<i>Credit Hours:</i>	4 (SRPP Theory and Institution Elective)
<i>Pre-requisites:</i>	None
<i>Instructors:</i>	Prof. Eric Knowles, NYU Psychology, eric.knowles@nyu.edu Prof. Cyrus Samii, NYU Politics, cds2083@nyu.edu

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,
- 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.
- Fourth, students apply statistical 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 pairs. Then, over the course of each unit, the pairs will complete the following:

- A set of 2-3 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 2-3 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 3-4 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 pair should divide the presentation duties equally (that is, 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

Date	Unit	Activities and readings	Assignments Due
1/4	Nativism	<p><i>Introduction to the class and review of syllabus</i></p> <p><i>To view and discuss in class:</i></p> <p>(video) <i>CNN Erin Burnett Out Front</i>, Donald Trump doubles down on calling Mexicans ‘rapists’, June 25, 2015.</p> <p>(video) <i>CNN Collection</i>, Paris terror: Marine Le Pen on halting immigration, July 21, 2016.</p> <p>(video) UKIP campaign advert 2016, ‘A safer Britain,’ April 29, 2016.</p> <p>Taub, A., A lesson from Brexit: on immigration, feelings trump facts, <i>New York Times</i>, June 26, 2016.</p> <p>(video) <i>The Open Mind</i>, The politics of resentment: interview with Katherine Cramer, November 5, 2016.</p> <p><i>Explanation of key themes for the “nativism” unit</i></p> <p><i>Discussion on posing research questions and hypotheses</i></p> <p><i>Readings for the next class:</i></p> <p>(Group threat) Enos, R. D. (2014). Causal effect of intergroup contact on exclusionary attitudes. <i>Proceedings of the National Academy of Sciences</i>, 111, 3699–3704.</p> <p>(Social identity and dislocation) Tajfel, H., Billig, M. G., Bundy, R. P., & Flament, C. (1971). Social categorization and intergroup behaviour. <i>European Journal of Social Psychology</i> 1, 149–178.</p> <p>Margalit, Y. (2012), “Lost in globalization: international economic integration and sources of popular discontent,” <i>International Studies Quarterly</i> 56(3):484-500.</p> <p>Denison, B. (2016). How to understand Trump’s appeal to resentful whites. <i>The Washington Post</i>, February 3, 2016. (See online version for links to academic research.)</p> <p>(Economic dislocation) Schwartz, N. D., and Q. Bui, “Where jobs are squeezed by Chinese trade, voters seek extremes,” <i>New York Times</i>, April 25, 2016, and Colantone, I., and P. Stanig, “The real reason the UK voted for Brexit? Jobs lost to Chinese competition,”</p>	

		<i>Washington Post</i> , July 7, 2016 (refers to: Autor, D., D. Dorn, G. Hanson, and K. Majlesi (2016), “Importing Political Polarization? The Electoral Consequences of Rising Trade Exposure,” Typescript, MIT.)	
1/5	Nativism	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>In-class workshop:</i> Introduction to survey data analysis</p> <p><i>Readings for the next class:</i></p> <p>Baglione, L. (2016), <i>Writing a Research Paper in Political Science</i>, Los Angeles, Sage, Ch. 7 & 8.</p> <p><i>Use the time over the next two days to practice working with data</i></p>	Slides on challenges, puzzles, and hypotheses
1/7	Nativism	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>In-class workshop:</i> Implementing research designs with survey data</p>	Slides on survey research strategies
1/8	(Film screening)	<p><i>La Haine</i> (1995, France)</p> <p><i>Discussion of film</i></p>	
1/9	Nativism	<p><i>Class discussion:</i> Slide presentations and discussion</p>	Slides on survey research findings
1/10	Exclusion	<p><i>To view and discuss in class:</i></p> <p>(video) <i>Moyers & Company</i>, “Facing the Truth: The Case for Reparations, with Ta-Nehisi Coates,” May 21, 2014.</p> <p>(video) B. Obama, “A More Perfect Union,” speech delivered at the National Constitution Center, Philadelphia, PA, March 18, 2008.</p> <p><i>Explanation of key themes and puzzles for the “exclusion” unit</i></p> <p><i>Readings for next class:</i></p> <p>(Racial diversity and resentment) Alesina, Alberto, Edward Glaeser, and Bruce Sacerdote. (2001). Why doesn’t the United States have a European-style welfare state? <i>Brookings Papers on Economic Activity</i> 2, 1-69.</p> <p>(Prejudice)</p>	

		<p>Knowles, E. D., Lowery, B. S., & Schaumberg, R. L. (2010). Racial prejudice predicts opposition to Obama and his health care reform plan. <i>Journal of Experimental Social Psychology</i>, <i>46</i>, 420–423.</p> <p>(Dynamics of perpetual inequality) Loury, G. (2002). <i>The anatomy of racial inequality</i>. Cambridge, MA: Harvard University Press, Ch. 1-3. (e-book through NYU libraries.)</p> <p>Loury, G. (2005). Racial stigma and its consequences. <i>Focus</i> <i>24</i>, 1:1-7.</p> <p>(Varieties of discrimination) Lang, K. (2007). <i>Poverty and discrimination</i>. Princeton, NJ: Princeton University Press. (Ch. 10.)</p>	
1/11	Exclusion	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>In-class workshop:</i> Introduction to measures of implicit bias and prejudice</p> <p><i>Readings for the next class:</i></p> <p>Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. <i>American Economic Review</i>, <i>94</i>, 991–1013.</p> <p>Rudman, L. A. (2004). Sources of Implicit Attitudes. <i>Current Directions in Psychological Science</i>, <i>13</i>, 79–82.</p>	Slides on challenges, puzzles, and hypotheses
1/12	Exclusion	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>In-class workshop:</i> Implementing research designs on implicit bias and prejudice</p>	Slides on implicit bias and prejudice research strategies
1/15	Field Trip	Details to be confirmed	
1/16	Exclusion, Violence	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>Explanation of key themes for the “violence” unit</i></p> <p><i>Readings for the next class:</i></p> <p>Stewart, F. (2008). Horizontal inequalities and conflict: An introduction and some hypotheses. In F. Stewart, ed., <i>Horizontal Inequalities and Conflict</i>, London: Palgrave.</p>	Slides on implicit bias and prejudice research findings

		<p>Davenport, C. (2007). State repression and political order. <i>Annual Review of Political Science</i> 10, 1-23.</p> <p>Samii, C., & West, E. A. (2016). Repressed productive potential and revolt: Insights from an insurgency in Burundi. Typescript, New York University.</p> <p>Kteily, N., Bruneau, E., Waytz, A., & Cotterill, S. (2015). The ascent of man: Theoretical and empirical evidence for blatant dehumanization. <i>Journal of Personality and Social Psychology</i>, 109, 901–31.</p>	
1/17	Violence	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>In-class workshop:</i> Introduction to measures of inter-group cooperation</p> <p><i>Readings for next class:</i></p> <p>Habyarimana, J., M. Humphreys, D.N. Posner, & J. M. Weinstein (2007). Why does ethnic diversity undermine public goods provision. <i>American Political Science Review</i> 101(4):709-725.</p> <p>Alexander, M., & F. Christia (2011). Context modularity of human altruism. <i>Science</i> 334:1392-1394.</p>	Slides on challenges, puzzles, and hypotheses
1/18	Violence	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>In-class workshop:</i> Implementing research designs on inter-group cooperation</p>	Slides on inter-group cooperation research strategies
1/19	Violence	<p><i>Class discussion:</i> Slide presentations and discussion</p> <p><i>End of class celebration</i></p>	Slides on inter-group cooperation research findings