

## PLAP 3500: Political Psychology of Racism and Sexism

University of Virginia  
Department of Politics

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Zoom links for meetings available on Collab

Weekdays 1-3:15 pm

June 21 – July 16

### Course description

This course examines the politics and psychology of racism, sexism, and their intersections. We will use a variety of methodologies to explore both the roots and consequences of prejudiced attitudes, ranging from theoretical texts to experimental designs. Students will assess different techniques used to understand how racism, sexism and other forms of prejudice manifest in contemporary politics.

### Requirements

Students should complete all assigned reading and, equally important, having thought a bit about it, prior to weekly discussion sections. Grades will be based on the following:

- attendance and participation: 15%
- discussion posts (10 total): 15%
- paper proposal: 10%
- paper outline: 15%
- final paper: 35%
- paper presentations: 10%

A word about academic integrity: Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the source. It is assumed that all students in this class will abide by the University of Virginia Honor Code. If, in the course of writing an assignment, you have any questions about whether you have violated an academic integrity standard just ask! There is no penalty for being cautious. For more information see:

<http://honor.virginia.edu/academic-fraud> along with: <http://usingsources.fas.harvard.edu/what-constitutes-plagiarism>

All readings available on Collab under Resources.

### Discussion posts

You will write 10 discussion posts on Collab throughout the class. You can pick any 10 days of the class so long as they have assigned reading. Discussion posts should be about two paragraphs in length and are a space for you to reflect on the readings and related class discussion. The following questions can guide your discussion posts (but you have no obligation to address these particular questions):

- What parts of the reading(s) bring up questions for you?

- Did you find any parts of the reading especially thought-provoking? Why?
- Are you unsure what part of the reading meant? What needs clarification?
- How might concepts from the readings apply to other political phenomena or your own personal experience?
- What connections can you draw between today's reading(s) and previous topics we've discussed? (this should become easier after week 1)

Your discussion posts will help guide our class conversations. ***Posts due by noon.***

### **Attendance and participation**

You are expected to attend all section discussions. I will take attendance each day, so if there is a valid reason you will not be able to make it, please email me as soon as possible. I expect you to show up on time and ready to engage. However, merely showing up is not sufficient to achieve a high participation grade. Each week your class participation will be assessed based on the quality of your contribution to the conversation.

In addition to participating in the classroom conversation, students may also reply to classmates' discussion posts. To receive participation credit for your responses, please write at least a few sentences that engage with your classmate's comments or questions.

### **Classroom guidelines**

As this class will meet online-only, it is your responsibility to make sure you are focusing on the classroom conversation and nothing else. Please do not distract yourself by attempting to multitasking.

In this class, we will discuss upsetting and difficult topics. The topics we will discuss are available to you in this syllabus – **please let me know in advance if you anticipate challenges engaging with any of the material listed below.** First and foremost, we all must take care of ourselves.

Please respect your peers and listen carefully to what each student has to say. You are here to learn from your peers and everyone benefits from a constructive exchange. To do so, we must remain aware of our privileges and respect each other's experiences. **We are all responsible for creating an inclusive, safe learning environment, which means we must hold each other accountable for biased language and behavior.** Do not be afraid to disagree with me or with a classmate,<sup>1</sup> just do so politely.

### **Your well-being**

My primary objective is to ensure that you are fully understanding and engaging with course material. This entirely depends on your own personal safety, health, and well-being. During the course of the semester, if you find yourself struggling in any capacity, please contact me and I will get you in touch with the appropriate resource. Further, if you worry that any concerns of this nature are jeopardizing your ability to successfully complete your coursework, please come to see me or Professor Freedman *as soon as possible* so arrangements can be made with

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<sup>1</sup> With the caveat that no one's personal experiences are ever up for debate.

Professor Freedman and/or your Associate Dean. To this end, I will also post a list of mental health, food and financial assistance, and technology assistance resources on Collab for your use. This is available under the “Resources” tab.

If you or someone you know is struggling with gender, sexual, domestic, or other forms of power-based personal violence, there are many community and University of Virginia resources available. **The Office of the Dean of Students:** 434-924-7133 (or after-hours and weekends: 434-924-7166 for the University Police Department, ask them to refer the issue to the Dean on Call). **Sexual Assault Resources Agency (SARA) Hotline:** 434-977-7273 (24/7). **Shelter for Help in Emergency (SHE) hotline:** 434-293-8509 (24/7). And the **UVA Women’s Center:** 435-982-2361. If you prefer to speak anonymously and confidentially over the phone to UVa student volunteers, you may call **Madison House’s HELP Line** (24/7): 434-295-8255. More information about reporting options and available resources can be found at [www.virginia.edu/sexualviolence](http://www.virginia.edu/sexualviolence).

As an instructor and as a person, know that I care about you and your well-being, and I stand ready to provide support and resources as I can. As an instructor, I am also a responsible employee, which means that I am required by University policy and federal law to report what you tell me about power-based personal violence to the University's Title IX Coordinator, who will ensure that you receive the resources and support you need, while also reviewing the information presented to determine whether further action is necessary to ensure survivor safety and the safety of the University community.

**Week 1: Theory & Research Design**

Monday 6/20	No class
Tuesday 6/21	<i>What is intersectionality?</i>  Combahee River Collective. 1977. "Combahee River Collective Statement."  Jane Coaston. 2019. "The Intersectionality Wars." <i>Vox</i> .
Wednesday 6/22	<i>Intersectionality part 2</i>  Kimberle Crenshaw. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination Doctrine, Feminist Theory and Antiracist Politics." <i>The University of Chicago Legal Forum</i> 139.
Thursday 6/23	<i>What is political psychology?</i>  Leonie Huddy, David O. Sears, and J.S. Levy. 2013. "Introduction: Theoretical Foundations of Political Psychology" in <i>The Oxford Handbook of Political Psychology</i> (2 ed).
Friday 6/24	<i>Political psychology research methods</i>  Rose McDermott. 2002. Experimental Methodology in Political Science. <i>Political Analysis</i> , 10, 325-342.
Saturday 6/25	No class  <b>Paper proposal due by 5 pm</b>

**Week 2: Enacting Prejudice**

Monday 6/27	<i>Political psychology of prejudice</i>  Don Kinder. 2013. "Prejudice and Politics" in <i>The Oxford Handbook of Political Psychology</i> (2 ed).
Tuesday 6/28	<i>Histories of prejudice</i>  Justin Driver. 2018. "Of Big Black Bucks and Golden-Haired Little Girls: How Fear of Interracial Sex Informed Brown v. Board of Education and Its Resistance." In <i>The Empire of Disgust</i> , eds. Zoya Hasan, Aziz Z. Huq, Martha C. Nussbaum, and Vidhu Verma. New York: Oxford University Press, 41–61.

Wednesday 6/29	<p><i>Prejudice and emotion</i></p> <p>Antoine J. Banks and Nicholas A. Valentino. 2012. “Emotional Substrates of White Racial Attitudes.” <i>American Journal of Political Science</i> 56(2): 286–97.</p>
Thursday 6/30	<p><i>Protection for who? Protection from who?</i></p> <p>McMahon, Jean M., and Kimberly Barsamian Kahn. 2018. “When Sexism Leads to Racism: Threat, Protecting Women, and Racial Bias.” <i>Sex Roles</i> 78(9): 591– 605.</p>
Friday 7/1	<p><i>Enacting and experiencing prejudice</i></p> <p>Chaya Crowder, “From race to #MeToo, what’s changed between Anita Hill and Christine Blasey Ford — and what hasn’t?,” <i>Washington Post</i>. September 28, 2018.</p> <p>Jelani Cobb. “R. Kelly and the Complexities of Race in the #MeToo Era” January 11, 2019.</p>

**Week 3: Experiencing Prejudice**

Monday 7/4	No class
Tuesday 7/5	<p><i>Histories of experiencing prejudice</i></p> <p>Ta-Nehisi Coates. 2017. “The Black Family in the Age of Mass Incarceration.” In <i>We Were Eight Years in Power: An American Tragedy</i>, New York: Random House, 223–84.</p> <p><b>Paper outline due by 5 pm</b></p>
Wednesday 7/6	<p><i>Prejudiced policing</i></p> <p>Sherry B. Ortner. 2020. “Racialized Patriarchy: Lessons from Police Brutality.” In <i>Gender, Considered: Feminist Reflections Across the US Social Sciences</i>, eds. Sarah Fenstermaker and Abigail J. Stewart. London: Palgrave Macmillan, 137–64.</p>
Thursday 7/7	<p><i>Experiencing prejudice 2</i></p> <p>Jonathan Collins, “Months before Charlottesville violence, minorities were already feeling alienated and excluded,” <i>Washington Post</i>. August 18, 2017.</p> <p>Gwen Prowse and Vesla Weaver, “<a href="#">We listened to people in highly policed U.S. communities</a>,” <i>Washington Post</i>. June 17, 2020.</p>

Friday 7/8	<p><i>Prejudice and political representation</i></p> <p>Nadia Brown. 2014. “‘It's more than hair...that's why you should care’: the politics of appearance for Black women state legislators.” <i>Politics, Groups, and Identities</i>, 2:3, 295-312.</p>
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**Week 4: Combatting Prejudice**

Monday 7/11	<p><i>Approaches to social justice</i></p> <p>Tyler, T.R. &amp; van der Toorn, J. 2013. “Social Justice,” in <i>The Oxford Handbook of Political Psychology</i> (2 ed).</p>
Tuesday 7/12	<p><i>Black Lives Matter</i></p> <p>Jennifer Chudy, “<a href="#">Many whites are protesting with Black Lives Matter. How far will their support go?</a>,” <i>Washington Post</i>. June 15, 2020.</p> <p>Hakeem Jefferson and Victor Ray. “White Backlash Is A Type Of Racial Reckoning, Too.” <i>FiveThirtyEight</i>. January 6, 2022.</p> <p>Antoine J. Banks, Ismail K. White and Brian D. McKenzie, “<a href="#">How do black people channel their anger about racial injustice? Here’s what we found,</a>” <i>Washington Post</i>. June 29, 2020.</p>
Wednesday 7/13	<p><i>Gender politics</i></p> <p>David Campbell and Christina Wolbrecht, “<a href="#">How women candidates are making girls feel better about politics,</a>” November 22, 2019.</p> <p>TBD</p>
Thursday 7/14	<p><i>Conclusions</i></p> <p>Kimberlé W. Crenshaw, 2016. “<a href="#">The Urgency of Intersectionality.</a>” <i>Ted Talk</i>.</p> <p>Presentations day 1 (6 students)</p>
Friday 7/15	<p><i>Conclusions 2</i></p> <p>Presentations day 2 (14 students)</p>
Saturday 7/16	<p>No class</p> <p>Use this time to work on the final paper!</p>

**Final paper due Monday, 7/18 by 5 pm**