

**POL 163: Group Politics
Winter 2025**

Instructor: Dr. Bianca Vicuña
Class meetings: Tuesdays and Thursdays, 1:40-3:00 pm
Location: Olson 146
Office: 576 Kerr Hall
E-mail: bvvicuna@ucdavis.edu
Office Hours: Tuesdays from 3:15 pm to 5:15 pm

TA: Braeden Davis
Email: bldavis@ucdavis.edu
Office: Kerr 568
Office Hours: Tuesdays 4:00-5:00

TA: Dominick Van Cleve
Email: dmvancleve@ucdavis.edu
Office: Kerr 575
Office Hours: Tuesdays noon to 1:00 pm

Course Description

In many ways, American politics is a competition between groups—between Democrats and Republicans, liberals and conservatives, People of Color (PoC) and Whites, native-born and foreign-born, and the religious and the secular, just to name a few. But why do we choose to belong to some political groups rather than others? And why do we dislike some political groups so much, and others not at all? Finally, why are some group conflicts in American politics short-lived, while others are so enduring? These are some of the core questions addressed by this course. To that end, we will examine the psychological sources of group conflict and cooperation in U.S. politics. Students will learn how political groups are co-determined by individual choices as well as institutional practices.

Class Expectations

Canvas

All information for the course can be accessed on the UC Davis Canvas web page for this course. Please do not email questions until you have double-checked these resources documents for the answer.

Email

I welcome email questions and comments, as do TAs. When you email me or a TA, you should compose your email as you would any piece of professional correspondence. Specifically:

- Please **include POL 163 in the subject line of the email.**
- Begin the email with a salutation (e.g., “Dear Professor Vicuña,” “Hi Dr. Vicuña”).

- Be courteous and respectful.
- Sign off with “Sincerely,” or “Best,” or the equivalent, and below this line write your name.

We will respond to your emails as quickly as possible. Do not expect a quick response to email sent on weekends or after 5pm on any day *and* give us at least 48 hours to respond during a weekday.

Laptops and Other Electronics

Laptops tend to be distracting in class. I ask that you resort to old-school paper copies of journal articles (when we read them) and old-school pen-and-paper note taking. In other words, NO ELECTRONICS in class. Caveat: If you have a documented learning disorder that is helped by typing your notes, feel free to talk with me and I will be happy to consider an exception.

Extensions/Late Work

Please back up your work to avoid any inconveniences caused by technology mishaps. UC Davis students get a free Box account. Consequently, if your computer crashes / is stolen the same week your assignment is due, we will feel very bad for you, but we will not grant you an extension. Likewise, except in rare, prolonged cases, illnesses and family emergencies are not acceptable excuses for late work; students should get their work done early in case unforeseen problems arise. ***You are responsible for staying in touch with the TA(s) and with me throughout the quarter about your progress on your research project, especially if you experience any difficulties.***

Course Structure

Most classes will involve lecture and discussion. The lectures will provide a firm context for students to ground their understanding of each week’s readings. In this way, the lectures complement—rather than duplicate—the readings. Therefore, do not make the mistaken assumption that lectures can substitute for each week’s readings. The objective behind combining lectures with discussion of the material is to strengthen students’ grip on the theories and concepts presented throughout the course.

Each student will be graded according to four criteria.

(1) Attendance/Participation (10%)

Students are expected to attend each class and participate in *informed* discussions about the class materials.

Starting Th. of Week 1, I will take attendance 18 times. I understand that life happens so each student has three free absences. These three absences are meant to cover illness, mental health days, as well as days you do not want to come to class. You do not need to email us about your absence. To get full credit for attendance, you are expected to attend 15 lectures. If you miss four to seven lectures of these 15 expected lectures, your attendance grade will be calculated based on the number of classes you attended out of 15. If you attended 12 classes out of the expected 15,

you would get an 80% for your attendance grade. If you miss eight or more of these fifteen lectures, you will get an automatic zero for both attendance and participation. Getting a zero on attendance/participation will significantly affect your grade.

An informed discussion requires students to critically engage in the analysis of the theory, concepts, data, or methods used in the assigned work, as well as its relation to other course materials covered. To meet these goals, it is imperative that students complete assigned readings *prior* to attending class. If you complete the assigned readings, you do not need to worry about meeting this guideline, as your instructor will assist you in achieving it.

(2) Weekly quizzes (20%)

You will also be responsible of taking 8 online weekly quizzes. You can take each quiz up to two times between **Thursday at 5 pm to Sunday at 11:59 pm**. These quizzes are meant to assess whether you understood the readings. You may use your notes and class readings, but you **cannot** use your peers. Each quiz will consist of simple multiple-choice questions. Once you start a quiz, you have **24 hours** to submit it. If you decide to take a quiz twice, your final grade for that quiz will be the average grade of your two attempts.

(3) Research Proposal (50% Total):

For this course, you will write a research proposal. To make it easier for you, I broke this assignment into three smaller tasks. You will get more information about each task later in the course.

1. Research Proposal Draft (10%):

For the first submission, you will write about four pages. The goal of this task is for you to describe your research puzzle, write a brief literature review, and establish intellectual and broader significance of your project. Take this part of the assignment seriously as one of your peers *and* your instructor (or TA) will read it and provide thoughtful feedback.

2. Peer-feedback (10%)

Similar to the academic publishing process, you will read the initial submission of one of your colleagues and provide them with thoughtful feedback.

3. Research Proposal Final (30%):

For the final submission, you will write an additional three to four pages. In this part of the assignment, you are expected to write an argument, research method, and a set of observable expectations.

You will also write a one-paragraph memo explaining how you incorporated the feedback you got in the previous iteration of the assignment. If you didn't incorporate any of the feedback you got, explain why you didn't include the feedback.

(4) Final Exam (20%):

The final exam will take place on Canvas. This exam will become available to you on March 12th at 12 am and it will close on March 13rd at 11:59 pm. Once you start the exam, you have **24 hours** to submit it. Use your weekly quizzes to study for the final exam.

Criteria	Percentage of Final Grade	Due Date
Attendance/Participation	10%	
Weekly Quizzes	20%	Every TH at 11:59 pm
Research Proposal Draft	10%	Feb 6 th at 11:59 pm
Peer-review	10%	Feb. 15 th at 11:59 pm
Final Research Proposal	30%	March 6 th at 11:59 pm
Final Exam	20%	March 13 th at 11:59 pm
Total	100%	

Final Letter Grade	Final Score
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

Grade Appeals

You may appeal a grade by submitting a written request to the TA(s) via email (CC' me on the email). Appeals are due within one week of receiving the grade in question. Your written appeal should explain why you believe you should have received a different grade.

Disabilities

UC Davis encourages qualified students with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. *I am strongly committed to the same policy. If you feel you may need an accommodation based on the impact of a disability, you should contact the Student Disability*

Center at (530) 752-3184 as soon as possible to identify and document your specific needs. Additionally, it is your responsibility to contact me privately immediately at the beginning of the quarter (i.e., within the first week) so we can discuss how to accommodate your needs. Do not wait until just before an assignment deadline or an exam to inform me of a learning disability; any accommodations for disabilities must be arranged well in advance.

Academic Integrity¹

UC Davis and the Department of Political Science take violations of academic dishonesty seriously, as do I. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the UC Davis community are required to subscribe. In cases of a violation of academic integrity, it is policy to impose appropriate penalties that are consistent with University guidelines. Academic integrity cases will be sent to the office of Student Judicial Affairs.

Course Content Copyright Statement

All content generated as part of this course is protected by U.S. copyright law and by University policy and belongs exclusively to the instructors of this course and the UC Davis College of Letters and Sciences. This content includes (but is not limited to) lecture slides, lecture videos, assignments, etc. You may download course materials such as lecture slides for your coursework and class study; however, you may **not** copy or save assignment questions, share any content with persons not enrolled in the class, or post content to third-party study or note-sharing sites (including shared Google docs).

You Must Do Your Own Work

All course work by students is to be done on an individual basis unless I clearly state otherwise. Any reference materials used in the preparation of any assignment must be explicitly cited. See the following link for tips on how to avoid plagiarism:

<<http://sja.ucdavis.edu/files/plagiarism.pdf>>. In general, every time you use another person's idea, you **must** cite the person at the end of the sentence in which you use the idea. Every time you use a specific phrase, even if the phrase is only two words long (e.g., "the fourth branch of government" or "streams of policymaking"), you **must** put the phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. Citations should be based on the APSA Style Manual. See the following link for citations guidelines: <<https://connect.apsanet.org/stylemanual/>>.

You are expected to adhere to the University of California's policies regarding academic honesty and integrity. All work should be your own (not copied from other sources or created by an AI program -- see below). Please note that to avoid any potential bias, I send every suspected case of cheating and plagiarism to the office of Student Judicial Affairs. Please consult this guide to understand the different forms of plagiarism: <http://sja.ucdavis.edu/files/plagiarism.pdf>

¹ Much of the text in this section has been directly obtained from the sections of the Princeton University website on Rights, Rules, and Responsibilities: <<http://www.princeton.edu/pr/pub/rrr>>. The irony is not lost on me.

Use of Artificial Intelligence (AI) Programs such as ChatGPT, Bing Chat, etc.

Students are expected to maintain academic integrity in all their coursework. This includes submitting original work and giving proper credit to sources used. In this course, the use of AI is strictly prohibited for any academic assignments. Students are required to do their research and generate their own original ideas and content. Thus, the use of AI (even just to generate an initial draft of a piece of text) would constitute plagiarism. If a student is found to have used AI for an assignment, they will face academic consequences, including but not limited to receiving a failing grade for the assignment, failing the course, or even suspension or expulsion from the institution. It is the responsibility of each student to adhere to the academic integrity policy and avoid using AI or any other unauthorized sources in their academic work. If you have any questions or concerns about the academic integrity policy, please contact the course instructor or academic advisor.

Violations also consist of obtaining or attempting to obtain copies of exams, assignments, or any other course materials from earlier versions of this course. Lying to or misleading me or a TA also constitutes a serious violation of academic integrity.

Sexual Harassment Resources

UC Davis is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy can be found with several campus resources, including CARE (Center for Advocacy, Resources and Education) at (530) 752-3299 and Counseling Services at (530) 752-2349. More information here:

http://sexualviolence.ucdavis.edu/docs/sexual_violence_support_brochure_jul15.pdf

Mental Health and Self-Care

Last, but certainly not least, it is important for all of us to tend to our own mental health throughout the quarter (and life!). Indeed, we cannot expect to do well in the classroom if we are not thinking about our own well-being from time to time.

You are encouraged to practice self-care so that you can remain focused and engaged. That might mean getting a drink of water, leaving to use the restroom, taking a moment to stretch, or doing something else you need to do to take care of yourself. College life can be overwhelming at times, but know that you are not alone if you're feeling stressed. UC Davis has mental health resources available for all students, and we strongly encourage you to take advantage of them. Please do not hesitate to reach out to the [Student Health and Counseling Services Center](#) for support. For many of us, systems of oppression such as racism, sexism, heterosexism or

cissexism may also cause additional stress. Please remember to reach out for support if and when you need it.

You can also visit [Virtual UC Davis](#) to find resources related to health and well-being, academics, basic needs (food and housing) and more.

Date	Readings	Notes
<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Course Introduction & The Basics of Group Behavior</p>		
Tue. Jan. 7 th	Syllabus	
Th. Jan. 9 th	<p>Required:</p> <p>Huddy, Leonie. 2001. "From Social to Political Identity: A Critical Examination of Social Identity Theory." <i>Political Psychology</i> 22(1): 127–56. doi:10.1111/0162-895X.00230.</p> <p>Recommended:</p> <p>Tajfel, Henri, and John C. Turner. 1986. "An Integrative Theory of Intergroup Conflict." In <i>The Social Psychology of Intergroup Relations.</i>, eds. William G. Austin and Stephen Worchel. Monterey, CA: Brooks/Cole, 33–47.</p>	Quiz #1 by 11:59 pm.
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">When Do Groups Influence Political Tendencies? The Effects of Group Membership, Social Identity, and Group Consciousness</p>		
Tue. Jan. 14 th	<p>Required:</p> <p>Lee, Taeku. 2008. Race, Immigration, and the Identity-to-Politics Link. <i>Annual Review of Political Science</i> 11: 457-478.</p> <p>Gurin, Patricia. 1985. "Women's Gender Consciousness." <i>Public Opinion Quarterly</i> 49(2): 143–63. doi:10.1086/268911.</p>	
Th. Jan. 16 th	<p>Required:</p> <p>Gay, Claudine, Jennifer Hochschild, and Ariel White. 2016. "Americans' Belief in Linked Fate: Does the Measure Capture the Concept?" <i>Journal of Race, Ethnicity and Politics</i> 1(1): 117–44. doi:10.1017/rep.2015.3.</p> <p>Pérez, Efrén O. 2015. Ricochet: How Elite Discourse Politicizes Racial and Ethnic Identities. <i>Political Behavior</i> 37(1): 155-180.</p>	Quiz #2 by 11:59 pm.
<p style="text-align: center;">Week 3</p>		

Group Status		
Tue. Jan.21	<p>Required:</p> <p>Crenshaw, Kimberle. 1989. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” <i>University of Chicago Legal Forum</i> 1989: 139–68.</p>	
Th. Jan. 23	<p>Kim, Claire Jean. 2001. The Racial Triangulation of Asian Americans. In G.H. Chang, ed., <i>Asian American and Politics</i>. Palo Alto: Stanford University Press.</p> <p>Zou, Linda X., and Sapna Cheryan. 2017. “Two Axes of Subordination: A New Model of Racial Position.” <i>Journal of Personality and Social Psychology</i> 112(5): 696–717. doi:10.1037/pspa0000080.</p>	Quiz #3 by 11:59 pm
<p>Week 4</p> <p>How Do Institution Shape Our Identities and Our Political Behavior?</p>		
Tue. Jan. 28	<p>Required:</p> <p>Passel, Mark Hugo Lopez, Jens Manuel Krogstad and Jeffrey S. 2024. “Who Is Hispanic?” <i>Pew Research Center</i>. https://www.pewresearch.org/short-reads/2024/09/12/who-is-hispanic/ (January 5, 2025).</p> <p>Vicuña, Bianca V., and Efrén O. Pérez. 2021. “New Label, Different Identity? Three Experiments on the Uniqueness of Latinx.” <i>Politics, Groups, and Identities</i> 11(3): 677–84. doi:10.1080/21565503.2021.2010576.</p>	
Th. Jan. 30	<p>Required:</p> <p>Barreto, Matt A., Gary M. Segura, and Nathan D. Woods. 2004. “The Mobilizing Effect of Majority-Minority Districts on Latino Turnout.” <i>The American Political Science Review</i> 98(1): 65–75.</p> <p>Barreto, Matt A. 2007. “¡Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters.” <i>The American Political Science Review</i> 101(3): 425–41.</p>	Quiz #4 by 11:59 pm.
Week 5		
Tue. Feb. 4 th	Movie	
Th. Feb. 6th	Movie	Research Proposal

		Draft by 11:59 pm
<p style="text-align: center;">Week 6 Navigating/Negotiating Multiple Identities</p>		
Tue. Feb. 11 th	<p>Required:</p> <p>Brewer, Marilynn B. 1991. "The Social Self: On Being the Same and Different at the Same Time." <i>Personality and Social Psychology Bulletin</i> 17(5): 475–82. doi:10.1177/0146167291175001.</p>	
Th. Feb. 13 th	<p>Required:</p> <p>Gay, Claudine, and Katherine Tate. 1998. "Doubly Bound: The Impact of Gender and Race on the Politics of Black Women." <i>Political Psychology</i> 19(1): 169–84.</p> <p>García Bedolla, Lisa. 2005. <i>Fluid Borders: Latino Power, Identity, and Politics in Los Angeles</i>. University of California Press. Chapter 3.</p> <p>Recommended:</p> <p>Huddy, Leonie, Lilliana Mason, and S. Nechama Horwitz. 2016. "Political Identity Convergence: On Being Latino, Becoming a Democrat, and Getting Active." <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i> 2(3): 205–28. doi:10.7758/rsf.2016.2.3.11.</p>	Quiz #6 by 11:59 pm.
Sat. Feb. 15 th	N/A	Peer- feedback by 11:59 pm
<p style="text-align: center;">Week 7 Intragroup Conflict</p>		
Tue. Feb. 18 th	<p>Required:</p> <p>Cohen, Cathy. 1999. <i>Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i>. The University of Chicago Press. [Selected Chapters]</p>	
Th. Feb. 20 th	<p>Required:</p> <p>Klar, Samara. 2018. "When Common Identities Decrease Trust: An Experimental Study of Partisan Women." <i>American Journal of Political Science</i> 62(3): 610–22.</p>	Quiz #7 by 11:59 pm.

Week 8 Intergroup Conflict		
Tue. Feb. 25 th	<p>Required:</p> <p>Bobo, Lawrence. 1983. “Whites’ Opposition to Busing: Symbolic Racism or Realistic Group Conflict?” <i>Journal of Personality and Social Psychology</i> 45(6): 1196–1210. doi:10.1037/0022-3514.45.6.1196.</p> <p>Feldman, Stanley, and Karen Stenner. 1997.. “Perceived Threat and Authoritarianism.” <i>Political Psychology</i> 18(4): 741–70. doi:10.1111/0162-895X.00077</p>	
Th. Feb. 27 th	<p>Required:</p> <p>Brewer, Marilynn B. 1999. “The Psychology of Prejudice: Ingroup Love and Outgroup Hate?” <i>Journal of Social Issues</i> 55(3): 429–44. doi:https://doi.org/10.1111/0022-4537.00126.</p>	Quiz #8 by 11:59 pm.
Week 9 Intergroup Solidarity		
Tue. March 4 th	<p>Required:</p> <p>Cortland, Clarissa I., Maureen A. Craig, Jenessa R. Shapiro, Jennifer A. Richeson, Rebecca Neel, and Noah J. Goldstein. 2017. “Solidarity through Shared Disadvantage: Highlighting Shared Experiences of Discrimination Improves Relations between Stigmatized Groups.” <i>Journal of Personality and Social Psychology</i> 113(4): 547–67. doi:10.1037/pspi0000100</p>	
Th. March 6 th	<p>Required:</p> <p>Pérez, Efrén, Bianca V. Vicuña, Alisson Ramos, Kevin Phan, Mariella Solano, and Eric Tillett. 2022. “Bridging the Gaps Between Us: Explaining When and Why People of Color Express Shared Political Views.” <i>Political Behavior</i> 45(4): 1813–35. doi:10.1007/s11109-022-09797-z.</p>	Final Research Proposal by 11:59 pm
Fr. March 7 th	N/A	Quiz #9 by 11:59 pm
Week 10 Intragroup Solidarity		
Tue. March 11 th	Required:	

	<p>Barreto, Manuela, and Naomi Ellemers. 2002. "The Impact of Respect Versus Neglect of Self-Identities on Identification and Group Loyalty." <i>Personality and Social Psychology Bulletin</i> 28(5): 629–39. doi:10.1177/0146167202288007.</p> <p>Pérez, Efrén O., Maggie Deichert, and Andrew M. Engelhardt. 2019. "E Pluribus Unum? How Ethnic and National Identity Motivate Individual Reactions to a Political Ideal." <i>The Journal of Politics</i> 81(4): 1420–33. doi:10.1086/704596.</p>	
March 13 th	No class meeting	Final Exam by 11:59 pm