

Term Information

Effective Term Spring 2022

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7175
Course Title Intersectionality and Identity Politics in the United States
Transcript Abbreviation Intersect ID Polit
Course Description This course is designed to examine the continued significance of race and ethnicity in American society with a focus on racial attitudes, identity, public opinion, and inter-group dynamics.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand the state of American racial politics
- Students will learn the skills necessary in order to evaluate and respectfully engage with research, with an eye towards learning best practices towards conducting your own research

Content Topic List

- Why are we still discussing race and racial issues?
- Roots of intersectionality
- African American Identity and Its Intersections
- Latino Identity and its Intersections
- White Identity and its Intersections
- Other Group Identities and their Intersection
- Skin Color and Multiracial Identity
- Race and Social Intersections in the 21st Century
- Attitudes About Crime and Race
- Policing and Social Movements

Sought Concurrence

No

Attachments

- POLITSC 7175.pdf: Syllabus POLITSC 7175

(Syllabus. Owner: Smith, Charles William)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Smith, Charles William | 08/27/2021 10:50 AM | Submitted for Approval |
| Approved | Caldeira, Gregory Anthony | 08/27/2021 01:31 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/15/2021 12:04 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/15/2021 12:04 PM | ASCCAO Approval |

Political Science 7175
Intersectionality and Identity Politics in the United States

Thursdays, 2:10 – 4:45pm ET
Class Meeting via CarmenZoom

Professor: Dr. Nicole Yadon

Email: yadon.4@osu.edu

Office hours:

By appointment at <https://calendly.com/yadonosu/office-hours>

Course Overview

Issues of race and ethnicity have shaped American political history from the colonial era to the present. This course is designed to examine the continued significance of race and ethnicity in American society with a focus on racial attitudes, identity, public opinion, and inter-group dynamics. For example, what is the source of our attitudes about race and racial policies? Are prejudices and negative stereotypes the result of pre-adult socialization? Or, are they motivated by a desire to protect the privileges of the in-group and to preserve their position in the socioeconomic hierarchy? What roles do societal elites (e.g. politicians, media figures, etc.) play in shaping racial attitudes? How have racial attitudes changed over time? This course will seek to answer these questions while also exploring the historical antecedents of racial conflict in the US.

Learning Objectives & Course Requirements

A primary goal of this course is for you to understand the state of American racial politics. In particular, we will discuss research and theories centered on different facets of race and intergroup relations in the United States.

A primary goal for this course is to learn the skills necessary in order to evaluate and respectfully engage with research, with an eye towards learning best practices towards conducting your own research. In class, we will examine how scholars design research questions, decide on a method to answer their question, go about data collection and analysis, and write-up their results. It is important not just to be critical of what we read, but to offer constructive, alternative suggestions that would further improve our understanding of a given topic.

The course has two primary requirements for students: (1) Commitment to the course and (2) Respectful discussion. Serious and regular attendance, completing required readings, coming to class prepared, leading discussion when assigned to do so, and contributing to a quality discussion are essential to a successful classroom experience. I encourage everyone to participate actively and thoughtfully in class. Come on time and well-prepared, but also ready to have an open and respectful dialogue. Different points of view will be shared and we should be respectful of one another, but also aware of our own biases and experiences that inform our opinions. Thus, opinions and interpretations of course material should always be supported with evidence from our texts and other scholarly materials. Please remember that we are here to discuss ideas, not people.

How This Online Course Works

Mode of delivery: This course is 100% online and meets via CarmenZoom during our scheduled course time.

Pace of online activities: This course is divided into weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Course Requirements

Your course grade will be based on the following components:

- 20% Participation
- 30% Assignment Memos
- 15% Peer Feedback
- 35% Final Research Proposal

Participation (20%): Your attendance and engagement are expected at every course meeting. Your preparation and thoughtful engagement in our sessions is very important. I have a broad definition of participation. This includes asking questions (via Zoom chat or by raising a hand), contributing to group projects/work, attentive listening, asking questions of one another (e.g., “what do you mean?”), explaining why you agree or disagree with another student’s comments, or otherwise engaging in and facilitating discussion. As part of your participation grade, all students will be assigned to lead discussion of the assigned readings for a given week in a small group (2-3 total students). When it is your group’s turn to lead discussion, please come prepared with not only overviews of the readings but also discussion questions for the class to discuss.

I expect students to do all the reading assigned each week, come to class prepared to discuss the material, and to contribute to the learning environment. Critical and insightful commentary is encouraged but given the subject matter of this class I expect all remarks to be civil and courteous, adhering to our mutually agreed upon classroom guidelines for discussion.

Memos (30%): The memos resulting from Assignments 1-7 will constitute 30% of your final grade. These memos must be submitted on time to receive full credit.

- **Assignment 1: Research Question**

Choose a puzzle or problem that you believe is: (a) important, (b) poorly explained by existing theories, and (c) amenable to analysis using multiple methods. Identify at least one hypothesis/observable implication that you think might resolve this puzzle/problem/question, and state the proposition in a clear, testable, and falsifiable form. Describe the “ideal data” that would allow you to most convincingly test your hypothesis, even if it is not realistic.

Write a 1 page memo outlining the puzzle or problem that motivates your thinking, as well as your initial thoughts on the theory you wish to test, its observable implications, and the ideal data you would use.

- **Assignment 2: Literature Review**

Building from Assignment 1, write a more detailed 3 page literature review outlining the existing state of the literature. What do we know about your topic of interest (and for whom)? What do we have yet to learn (and for whom)? While you should draw from readings, topics, and/or theories explored in this course, you should also feel free to combine or incorporate topics from other courses to speak to research questions and literatures of interest to you.

- **Assignment 3: Theory and Hypotheses**

In a 3 page memo, write up a more detailed discussion of your proposed theory. What is the conceptual or theoretical framework from which you are building? What literatures are you tying together and for what goal/purpose? What expectations do you derive from your theory? What are your testable hypotheses? The goal of this assignment is not to do a second lit review, but to practice crafting a theoretical or conceptual framework we can use to test hypotheses and tell a coherent social scientific story that contributes to the scientific enterprise.

- **Assignment 4: Case Selection**

Identify the case(s) that you will use to test the observable implications of your theory from Assignment 3. Write a 3 page memo describing your rationale for selecting the case(s)—e.g., based on identity, region, country—and provide a brief narrative about how you believe your theory applies (or does not apply) to the case you have selected. The final section of your memo should describe the data you will need to test these cases and, correspondingly, the potential sources of data you have been able to identify. (Note: You don't have to collect or analyze any data for the purposes of this draft grant proposal, but if these assignments serve as an opportunity for you to do some preliminary analyses or pilot work, I encourage it.)

- **Assignment 5: Measures and Method 1**

In a 3 page memo, discuss one set of measures and methods you could use to put your theory and hypotheses to the test. Make clear why this is an appropriate measure/method and what we will gain by using this method that we do not already know (or for this method vs. other methods). Outline a strategy to collect those data. Be very clear about the value added by this method as well as how you will address of concerns about internal/external validity, go about collecting/ analyzing the data, etc.

You can rely on any number of methods that best suit your needs and interests: e.g., content analysis of media data, archival or administrative data, ethnography, interviews, focus groups, an original survey, an existing large-n survey dataset (e.g., ANES, CMPS), a survey experiment, a field experiment, etc. You should also feel free to rely on existing measures of some construct or, if you are proposing a new data collection effort, to propose new measures.

- **Assignment 6: Measures and Method 2**

In a 3 page memo, discuss a second set of methods you could use to put your theory and hypotheses to the test. Make clear why this is an appropriate measure/method and what we will gain by using this method that we do not already know (or for this method vs. other methods).

Explicitly discuss how this second method will complement the first proposed method from Assignment 5. Be very clear about the value added by this method as well as how you will address of concerns about internal/external validity, go about collecting/analyzing the data, etc.

- **Assignment 7: Funding Proposal**

Prepare a short research grant proposal with a comprehensive budget (1,000 words or less, excluding budget and references). Proposals should briefly outline the basic rationale of the research, the question under study, and the methods and analytic approach to be employed. In addition, investigate and list five sources of potential research funding for which you qualify.

Peer Feedback (15%): Through our course Carmen page, you must provide thoughtful feedback, to your assigned peer based on the class readings and discussions by 9am Monday morning following the submission's due date.

Final Research Proposal (35%): The final product from this course will be a fully written funding proposal that can be used as the foundation for submission to the NSF Doctoral Dissertation Research Grant (DDRIG). No matter your stage in graduate school, practicing the art of pitching your research to a broad audience and applying for funding (both early and often) is essential.

Your DDRIG proposal should build on the assignments throughout the semester, but improve upon them based on feedback and integrate them into a coherent research proposal. Follow the guidelines outlined by NSF (format, length, etc.) as they pertain to the Project Description and Project Budget. Be sure to include a statement of your research question, a brief review of the literature, preliminary findings (if any), research plan, and an itemized budget up to \$15,000. **Your final proposal is due Monday Dec 7 by 5pm ET.**

Grading Scale

| | | | | | |
|----|----------|----|----------|----|----------|
| A | 93-100% | B- | 80-82.99 | D+ | 67-69.99 |
| A- | 90-92.99 | C+ | 77-79.99 | D | 60-66.99 |
| B+ | 87-89.99 | C | 73-76.99 | E | 0-59.99 |
| B | 83-86.99 | C- | 70-72.99 | | |

COURSE POLICIES

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations: The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This online course requires use of CarmenCanvas (Ohio State's learning management system), CarmenZoom, and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Academic Ethics and Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://oaa.osu.edu/coamresources.html>

***NOTE: All assignments submitted will be automatically analyzed by a plagiarism-detection software (turnitin) via Canvas. ***

Course materials:

All course materials will be available free online via our Carmen website. There are no books that need to be purchased for this course. Still, I encourage you to consider which books from the syllabus might be beneficial to have immediate access to given your own research needs and interests.

COURSE SCHEDULE AND READINGS

Week 1: Introductions and Guidelines for Classroom Discussion (January 13)

Week 2: Why are we still discussing race and racial attitudes? Looking back and looking ahead (January 20)

As a primer, please review the following media coverage of race and racial disparities:

“The History of Racism in America.” *Smithsonian Magazine*. Available from:

<https://www.smithsonianmag.com/history/158-resources-understanding-systemic-racism-america-180975029/>

“The black-white economic divide is as wide as it was in 1968.” *Washington Post*.

Available from: <https://www.washingtonpost.com/business/2020/06/04/economic-divide-black-households/>

"Americans Are Determined to Believe in Black Progress whether it's happening or not." *The Atlantic*. Available from:

<https://www.theatlantic.com/magazine/archive/2020/09/the-mythology-of-racial-progress/614173/>

“Racism’s Hidden Toll.” *The New York Times*. Available from:

<https://www.nytimes.com/interactive/2020/08/11/opinion/us-coronavirus-black-mortality.html>

1. Allport, Gordon W. 1979. *The Nature of Prejudice: 25th Anniversary Edition*. New York: Basic Books. Ch. 1, 13, and 16 (3-16; 206-218; and 261-282).
2. Thernstrom, Stephan and Abigail Thernstrom. 1999. *American in Black and White: One Nation, Indivisible*. New York: Simon & Schuster. Introduction (pg. 13-22).
3. Bonilla-Silva, Eduardo. 1997. “Rethinking Racism: Toward a Structural Interpretation.” *American Sociological Review* 62(3):465-480.

Week 3: The Roots of Intersectionality (January 27)

1. Crenshaw, Kimberle. 1990. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43(6): 1241–1300.
2. Combahee River Collective Statement. Available from: <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>
3. Purdie-Vaughns, Valerie, and Richard P. Eibach. 2008. “Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities.” *Sex Roles* 59(5–6): 377–91.

Week 4: African American Identity and its Intersections, Part 1 (February 3)

1. Cohen, Cathy. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press. Chapters 1, 2, and 7.
2. Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton University Press. Chapters 3-4.

Week 5: African American Identity and its Intersections, Part 2 (February 10)

1. Phoenix, Davin. 2019. *The Anger Gap*. Cambridge University Press. Chapters 2 and 3 (optionally Chapter 6).
2. Philpot, Tasha S, and Hanes Walton. 2007. “One of Our Own: Black Female Candidates and the Voters Who Support Them.” *American Journal of Political Science* 51(1): 49–62.

3. White, Ismail K., Chryl N. Laird, and Troy D. Allen. 2014. "Selling Out? The Politics of Navigating Conflicts between Racial Group Interest and Self-Interest." *American Political Science Review* 108 (4): 783–800.
4. Monk, Ellis, Michael Esposito, and Hedwig Lee. 2021. "Beholding Inequality: Race, Gender, and Returns to Physical Attractiveness in the United States." *American Journal of Sociology* 127(1): 194–241.

Week 6: Latino Identity and its Intersections (February 17)

1. Jones-Correa, Michael, and David L. Leal. 1996. "Becoming 'Hispanic': Secondary Panethnic Identification among Latin American-Origin Populations in the United States." *Hispanic Journal of Behavioral Sciences* 18(2): 214–54.
2. Abrajano, M. and M. Alvarez. 2010. "Assessing the Causes and Effects of Political Trust among U.S. Latinos." *American Politics Research*, 38(1):110-141.
3. Cortez, David. 2020. "Latinxs in La Migra: Why They Join and Why It Matters." *Political Research Quarterly*.
4. Valenzuela, Ali A., and Melissa R. Michelson. 2016. "Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals." *American Political Science Review* 110 (4): 615–30.
5. Barreto, Matt A. 2007. "Si Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review* 101 (3): 425–41.

Week 7: White Identity and its Intersections (February 24)

1. Jardina, Ashley. 2020. "In-Group Love and Out-Group Hate: White Racial Attitudes in Contemporary U.S. Elections." *Political Behavior*.
2. Yadon, Nicole, and Mara Ostfeld. 2020. "Shades of Privilege: The Relationship Between Skin Color and Political Attitudes Among White Americans." *Political Behavior*.
3. Devos, Thierry, and Mahzarin R. Banaji. 2005. "American = White?" *Journal of Personality and Social Psychology* 88(3): 447-466.

4. Nteta, Tatishe M., and Jill S. Greenlee. 2014. "A Change is Gonna Come: Generational Membership and White Racial Attitudes in the 21st Century." *Political Psychology* 34(6): 877-897.
5. Hutchings, Vincent L. 2009. "Change or More of the Same? Evaluating Racial Attitudes in the Obama Era." *Public Opinion Quarterly* 73(5): 917-942.

Week 8: Other Group Identities and their Intersections (March 3)

1. Junn, Jane, and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context." *Perspectives on Politics*.
2. Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics & Society* 27(1): 105–38.
3. Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60(6): 947–65.
4. Lajevardi, Nazita, Kassra A. R. Oskooii, Hannah L. Walker, and Aubrey L. Westfall. 2019. "The Paradox Between Integration and Perceived Discrimination Among American Muslims." *Political Psychology*.

Week 9: Skin Color and Multiracial Identity (March 10)

1. Davenport, Lauren. 2016. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics." *American Political Science Review* 110(1): 52-67.
2. Lemi, Danielle Casarez. 2020. "Do Voters Prefer Just Any Descriptive Representative? The Case of Multiracial Candidates." *Perspectives on Politics*.
3. Hochschild, Jennifer L., and Vesla Weaver. 2007. "The Skin-Color Paradox and the American Racial Order." *Social Forces* 86(2): 643-670.
4. Lemi, Danielle, and Nadia Brown. 2020. "The Political Implications of Colorism Are Gendered." *PS: Political Science & Politics*: 1–5.
5. Ostfeld, Mara, and Nicole Yadon. 2019. "Mejorando La Raza?: The Political Undertones Of Latinos' Skin Color in the U.S." *Social Forces*.

NO CLASS, SPRING BREAK (MARCH 17)

Week 10: Race and Social Interactions in the 21st Century (March 24)

1. Feliciano, Cynthia, and Belinda Robnett. 2014. "How External Racial Classifications Shape Latino Dating Choices." *Du Bois Review* 11(2): 295-328.
2. Hebl, Michelle R., Melissa J. Williams, Jane M. Sundermann, Harrison J. Kell, and Paul G. Davies. 2012. "Selectively Friending: Racial Stereotypicality and Social Rejection." *Journal of Experimental Social Psychology* 48: 1329-1335.
3. Tsunokai, Glenn T., Allison R. McGrath, and Jillian K. Kavanagh. 2014. "Online Dating Preferences of Asian Americans." *Journal of Social and Personal Relationships* 31(6): 796-814.
4. Sidanius, James, Colette Van Laar, Shana Levin, and Stacey Sinclair. 2004. "Ethnic Enclaves and the Dynamics of Social Identity on the College Campus: The Good, the Bad, and the Ugly." *Journal of Personality and Social Psychology* 87(1): 96-110.

Week 11: Attitudes about Crime and Race (March 31)

1. Peffley, Mark and Jon Hurwitz. 2007. "Persuasion and Resistance: Race and the Death Penalty in America." *American Journal of Political Science* 51(4): 996-1012.
2. Goff, Phillip Atiba, Jennifer L. Eberhardt, Melissa J. Williams, Matthew Christian Jackson. 2008. "Not Yet Human: Implicit Knowledge, Historical Dehumanization, and Contemporary Consequences." *Journal of Personality and Social Psychology* 94(2): 292-306.
3. Goff, Phillip Atiba, and Matthew Christian Jackson, Brooke Allison Lewis Di Leone, Carmen Marie Culotta, and Natalie Ann DiTomasso. 2014. "The Essence of Innocence: Consequences of Dehumanizing Black Children." *Journal of Personality and Social Psychology* 106(4): 526-545.
4. Eberhardt, Jennifer L., and Paul G. Davies, Valerie J. Perdie-Vaughns, and Sheri Lynn Johnson. 2006. "Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital-Sentencing Outcomes." *Psychological Science* 17(5): 383-386.

NO CLASS, MPSA ANNUAL CONFERENCE (Thurs April 7)

Week 12: Policing and Social Movements (April 14)

1. Weaver, Vesla, Gwen Prowse, and Spencer Piston. 2019. "Too Much Knowledge, Too Little Power: An Assessment of Political Knowledge in Highly Policed Communities." *Journal of Politics* 81(3): 1153–66.
2. Yadon, Nicole. "“They Say We’re Violent’: The Multidimensionality of Race in Perceptions of Police Brutality and BLM.” *Working Paper*.
3. Weaver, Vesla M., and Amy E. Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(04): 817–33.
4. Bonilla, Tabitha, & Alvin Tillery. 2020. "Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test." *American Political Science Review*.
5. Gause, LaGina. 2020. "Revealing Issue Salience via Costly Protest: How Legislative Behavior following Protest Advantages Low-Resource Groups." *British Journal of Political Science*.
6. Nuamah, Sally A. "Public Perceptions of Black Girls and Their Punitive Consequences." *Working Paper*. Available from: <https://www.ipr.northwestern.edu/documents/working-papers/2020/wp-20-49-3rev.pdf>.

Week 13: Course Wrap-Up and Reflection (April 21)

***** FINAL RESEARCH PROPOSAL due on Canvas by 5pm (ET) Mon Dec 7 *****