

POSC 235
Race, Ethnicity and U.S. Politics
Tuesday/Friday 3:00 – 4:15
Denny 304
Spring 2019

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Office Hours: Tuesday 10:30 – 12:00; Friday: 11:00 – 12:30; and by appointment

Office Hours Sign Up (via Excel in Office 365): <https://bit.ly/2Rorcfy>

This course invites you to think critically and systematically about race and ethnicity in U.S. politics. Because people working in many disciplines have produced important scholarship on this topic, the course aims to introduce you to an interdisciplinary body of scholarship in which scholars grapple with the production, operation, and consequences of race and ethnicity in political life. Some of our central questions will include: How are social constructions of race/ethnicity reflected in and perpetuated by political and social institutions? How do race and ethnicity intersect with class and gender identities? How do racial and ethnic categories shape political thinking and behavior? What factors influence different levels and kinds of political engagement of various racial groups in the US?

The class is divided into three sections. The first explores various approaches to theorizing race and ethnicity and the structural effects of these constructions. The second explores race and ethnicity within American political opinion, participation, and representation. The third explores race and ethnicity within particular policy areas in the U.S. context, specifically: policies of punishment/incarceration, social welfare policy, and immigration.

U.S. Diversity Learning Goals

The United States has always been and remains a place of diversity, contest and inequality. A U.S. diversity course explores the ways in which diversity has enriched and complicated our lives. U.S. Diversity courses examine the intersections of two or more of the following categories of identity in the United States: race, ethnicity, gender, class, religion, sexual orientation, and/or disability. By considering people's lived experiences as members of dominant and subordinated groups, this course equips students to engage a complex, diverse United States.

The learning goals for this U.S. diversity course include:

- Becoming more knowledgeable about a complex and diverse United States
- Enhancing critical thinking about issues of position, power and privilege
- Recognizing the multiple identities that shape our interactions with one another
- Developing skills to engage in respectful and civil dialogue with others who have different perspectives

This course also fulfills the political science department’s research methods requirement, ensuring that all political science majors have exposure to both substantive issues in political science and the methods used in political science research. Race, Ethnicity and U.S. Politics will address two of the four political science research methods learning objectives (marked in bold) below:

1. **Identify and understand the method or methods employed by authors of key texts used in the course (among a wide range of possibilities). That is, the student will understand not only what an author is presenting as argument and evidence, but also how the method or methods used inform and structure the result.**
2. **Understand how one or more of the methods used in the study of politics might be put to the task of answering research questions germane to the subject matter being explored in a course.**
3. Understand broad aspects of research design, including how different methodological approaches are better suited for answering particular research questions and how likely research projects logically unfold.
4. Demonstrate the ability to apply a research method (or research methods) in an assignment for the course.

Textbooks

1. *Uneasy Alliances: Race and Party Competition in America*. 1999. Paul Frymer. Princeton University Press.
2. *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race*. 2011. Joe Soss, Sanford Schram, and Richard Fording. University of Chicago Press.

Grades

Assignment	Due Date	Percentage
Paper 1	February 15, 2019	18%
Exam 1	March 1, 2019	16%
Exam 2	April 5, 2019	16%
Paper 2	April 26, 2019	18%
Final Exam	May 14, 2019 9:00am	16%
Reading Checks		6%
Class Participation		10%
Total		100%

Grading Scale:

A = 94 – 100	B- = 80 – 82	D = 60 – 69
A- = 90 – 93	C+ = 77 – 79	F = 0 – 59
B+ = 87 – 89	C = 73 – 76	
B = 83 – 86	C- = 70 – 72	

Exams

Exam 1: The first exam will cover material from both the readings and topics covered in class and will assess your knowledge of class content and your ability to apply these concepts. The content on the exam will be from Part 1: the theoretical construction of race/ethnicity. The exam format will be a combination of multiple choice and short essay questions. More details about the exam will be provided via an in-class review session.

Exam 2: The second exam will cover material from both the readings and topics covered in class and will assess your knowledge of class content and your ability to apply these concepts. The content on the second exam will be from Part 2: Empirical study of race and ethnicity. The exam format will be a combination of multiple choice and short essay questions. More details about the exam will be provided in class.

Final Exam, 9:00am May 14, 2019: The final exam for the course will be an in-person exam focused on the final three units covered in the course: policing/mass incarceration, welfare policy, and immigration policy. More information about the final exam will be provided in class.

Paper Assignments

There are two paper assignments in the course which will ask you to critically analyze approaches to studying race and ethnicity in U.S. politics. Paper length is approximately 5-6 pages double spaced, Times New Roman (or similar) 12 point font, 1 inch margins and standard spacing. More information will be provided in class/on Moodle at least 2 weeks prior to each paper's due date.

Reading Checks

The last two-thirds of the semester focus almost exclusively on empirical social science research about race/ethnicity in the U.S. In order to understand and critically assess these readings, you must become familiar with how empirical social science research is conducted and presented. Through “low-stakes” readings checks, you will practice breaking down social science research into its component parts and primary “take home” points. Key questions for reading checks will include: What is the primary research question? What is the primary method for data collection and what data were collected? What are the primary findings from the research? You will not be able to refer back to the readings when answering these questions so it will benefit you to read carefully and to make note of these key points for each reading. Reading checks will be graded on a three point scale: Check-Plus = 100%, Check = 85%, Check-Minus = 75% Reading checks will be unannounced and cannot be made up.

Participation and Attendance

This course will include in-class lectures mixed with class discussion. Please come to class having done the appropriate readings, and ready to think, take notes, and discuss the topics assigned for that day. I will make note of your in-class participation. Attendance in a college class is always important and it is my expectation that you attend every class session. However, over the course of the semester circumstances may arise (e.g., illness) that prevent you from attending class; as such, **you may miss up to two class sessions** without an effect on your final grade. Note that excessive absences will negatively affect your participation grade and understanding of course material.

Here are some things you can do to earn maximum credit for participation:

- ✓ Attend class
- ✓ Participate openly and regularly in discussions
- ✓ Ask questions when you have them – no matter how big or small!
- ✓ Feel free to consider and question, but never disrespect, others' contributions
- ✓ Try not to interrupt or monopolize the conversation
- ✓ Help create discussion openings by which other students may participate
- ✓ Stay on topic

NOTE: If you have difficulty speaking in public or for some other reason do not feel comfortable participating in the manner described above please speak with me within the first few days of class so that an alternate method of evaluation can be arranged.

Missing Assignments

If exceptional circumstances arise and you miss an exam or a paper assignment due date, I ask that you provide me with information according to two valid criteria:

1) Illness or hardship (e.g., death in the family). Please notify me as soon as possible if you cannot make an exam or paper assignment deadline. Ideally, we will correspond prior to the beginning of the exam or assignment due date. You should provide information regarding the reason for your absence, possible dates/times for making up the exam/turning in the paper, and the name and contact information of your academic adviser. I may not be able to grant make-up exam requests or due date extensions if you wait too long to notify me.

2) Religious holidays - please let me know about these early in the semester.

Technology

Most students comprehend class material to a deeper extent if they participate in class discussions and take notes by hand and I encourage you to do both in this class. Laptops for note-taking is *by permission only*. Cell phones are distracting to your peers and to the professor, so please refrain from using them in class. If you need to send a text or make a call under special circumstances, please step outside the room.

Office hours and Email

Office hours are a great chance to ask questions or raise concerns you have about lectures, assignments, readings, or political science in general. If you can't make office hours, we can discuss setting up an appointment for another time during the week. Please use the Excel form to schedule a time during office hours: <https://bit.ly/2Rorcfy>

If you need to contact me outside of class, the best way to reach me is via email (marchetk@dickinson.edu). I will do my best to respond to you within 24 hours if your email is received Monday-Friday. Emails received over the weekend may take up to 48 hours for a response. I will conduct course-related business via email, so please be sure to regularly check your official Dickinson College email account. Note that I will not summarize lectures, discussions, readings, or missed classes via email – it is best to come speak with me during office hours about any class content.

Accommodating Students with Disabilities

- This class may be recorded for accommodation purposes
- Laptop use is by permission only

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/access, email access@dickinson.edu, call (717) 245-1734, or go to ADS in the Lower Level of Old West, Room 5.

If you've already been granted accommodations at Dickinson, please let me know as soon as possible so that we can meet soon to review your Accommodation Letter and complete your Blue Form. If you will need test proctoring from ADS, remember that you will need to provide them with at least one week's notice.

Academic Integrity

Note that the College's policy on academic integrity governs this course. Please review this policy via the following links: [Community Standards](#), [Academic Misconduct](#) and [Social Misconduct](#). Faculty are required by Dickinson College policy to report any academic misconduct including evidence of plagiarism, even if accidental.

Part 1: Theoretical Construction of Race/Ethnicity

What is Race? What is Ethnicity? How do they matter?

Week 1: January 22, 25

T: In class: View *Race: The Power of an Illusion Episode 1: The Difference Between Us*:
<https://dickinson.kanopy.com/video/race-power-illusion-0>

F: NO CLASS MEETING: By 3pm submit on Moodle a 2-page reflection on how today's readings relate to *Race: The Power of an Illusion Episode 1: The Difference Between Us*

1. Matthew Desmond and Mustafa Emirbayer. 2009. "What is Racial Domination?" *Du Bois Review*. 6 (2): 335-355.
2. Smedley, Audrey and Brian Smedley. 2005. "Race as Biology Is Fiction, Racism as a Social Problem Is Real". *American Psychologist*. Vol. 60, No. 1, 16 –26.

Week 2: January 29, February 1

T: In class: View *Race: The Power of an Illusion Episode 2: The Story We Tell*:
<https://envoy.dickinson.edu:5440/video/race-power-illusion-0>

1. *Can We All Get Along* Chapter 1 "America's Dilemmas (Moodle)

F:

1. *Can We All Get Along* Chapter 2: "Resources and Status of America's Racial Minorities" (Moodle)
2. Complete "Racial Sorting" exercise and come to class ready to discuss:
http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

Week 3: February 5, 8

T: In Class: View *Race: The power of an illusion: Episode 3- The House We Live In*:
<https://envoy.dickinson.edu:5440/video/race-power-illusion-0>

1. Cybelle Fox and Thomas A. Guglielmo. 2012. "Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945." *American Journal of Sociology*. 118(2): 327-79. Pgs. 327-351 (1-25)

F:

1. Cybelle Fox and Thomas A. Guglielmo. 2012. "Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945." *American Journal of Sociology*. 118(2): 327-79. Pgs. 352- 379. (26-End)

Week 4: February 12, 15

T:

1. <http://www.pewsocialtrends.org/2015/06/11/chapter-1-race-and-multiracial-americans-in-the-u-s-census/>
2. <https://www.nbcnews.com/news/latino/will-2020-census-miss-reality-latino-numbers-identity-n897976>
3. <https://www.npr.org/2018/02/01/582338628/-what-kind-of-white-2020-census-to-ask-white-people-about-origins>
4. <http://theconversation.com/the-us-census-bureau-keeps-confusing-race-and-ethnicity-89649>

Colorblind Racism/Implicit Bias

F: **PAPER 1 DUE**

1. Dovidio, John, Samuel Gaertner, Kerry Kawakami, Gordon Hodson. 2002. "Why Can't We All Just Get Along? Interpersonal Biases and Interracial Distrust." *Cultural Diversity and Ethnic Minority Psychology*. Vol 8, 2: 88-102.
2. Take 2 implicit bias tests that are based on race/ethnicity
Directions: go to this site: <https://implicit.harvard.edu/implicit/> and click the following: Project Implicit Social Attitudes -> I wish to proceed (bottom of page) -> select test from column on left
More info here: <http://www.pbs.org/independentlens/blog/implicit-test/>

Week 5: February 19, 22

T:

1. Skim: Carlson, James M. and Mark S. Hyde. 2003. Chapter 5 "Reviewing Previous Research" In *Doing Empirical Political Research*, Boston, MA: Houghton Mifflin Company. Pp. 96-123. Read pages 96 – 100, skim 101 – 118.
2. Hoover Green, Amelia. 2013. "How to read political science: A guide in four steps." Drexel University.
3. Carlson, James M. and Mark S. Hyde. 2003. Chapter 6 "Assessing Relationships: Association or Causality?" In *Doing Empirical Political Research*, Boston, MA: Houghton Mifflin Company. Pp. 96-123
4. Read Abstract, Section 1, Section 2, Section 4: "p-values and significance tests" portion only, Section 10 in EGAP: Experiments in Governance and Politics. 2015. "10 Things to Know About Reading a Regression Table." <http://egap.org/resources/guides/10-things-to-know-about-reading-a-regression-table/>

F:

1. Marianne Bertrand, Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination". *The American Economic Review*, Vol. 94, No. 4 pp. 991-1013.
2. <http://kdvr.com/2015/12/13/airbnb-hosts-found-to-discriminate-against-guests-with-black-names/>
3. http://www.huffingtonpost.com/entry/minneapolis-st-paul-transit-race_56786ca5e4b0b958f65794ba?ncid=tweetlnkushpmsg00000067

Week 6: February 26, March 1

T: Catch Up/Exam 1 Review

F: Exam 1

Part 2: Empirical Studies of Race and Politics

Week 7: March 5, 8

T:

1. <http://www.cnn.com/2015/11/24/us/race-reality-key-findings/>
2. <http://www.people-press.org/2017/10/05/4-race-immigration-and-discrimination/>
3. Olson, Joel. 2008. "Whiteness and the Polarization of American Politics." *Political Research Quarterly*. 61(4): 704-18.

F:

1. Lien, Pei-te. 1998. "Does the Gender Gap in Political Attitudes and Behavior Vary Across Racial Groups? Comparing Asians to Whites, Blacks, and Latinos," *Political Research Quarterly* 51(4): 869-894.
2. <http://www.pewresearch.org/2015/11/12/the-unique-challenges-of-surveying-u-s-latinos/>
3. <http://blogs.lse.ac.uk/usappblog/2015/10/20/larger-latino-populations-are-linked-to-smaller-knowledge-gaps-between-citizen-and-non-citizen-latinos/>

MARCH 12, 15: NO CLASS – SPRING BREAK

Week 9: March 19, 22

T:

1. *Can We All Get Along* Chapter 3 "America's Racial Minorities in the Contemporary Political System: Actors" p. 74 – top of 115 (PDF pgs. 2-22)
2. Chris Zepeda-Millán and Sophia J. Wallace. 2013. "Racialization in Times of Contention: How Social Movements Influence Latino Racial Identity." *Politics, Groups, and Identities*. 1(4): 510-27.

F:

1. Chong, Dennis and Reuel Rogers. 2005. "Racial Solidarity and Political Participation." *Political Behavior* Vol. 27, No. 4: 347-374.
2. <http://www.theatlantic.com/politics/archive/2015/09/the-changing-outlook-for-black-voters/403975/>
3. <https://www.npr.org/sections/codeswitch/2018/05/04/605531828/what-the-kanye-controversy-can-teach-us-about-black-voters>

Week 10: March 26, 29

T:

1. *Uneasy Alliances* Chapter 1 "Introduction"
2. *Uneasy Alliances* Chapter 2 "Competitive Parties and the Invisibility of Captured Groups"

F:

1. *Uneasy Alliances* Chapter 5 "Party Education and Mobilization of the Captured Group"

Week 11: April 2, 5

T:

1. *Uneasy Alliances* Chapter 6 "Black Representation in Congress"
2. Jane M. Mansbridge. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics*. 61(3): 628-57.

F: Exam 2

Part 3: Race and Public Policy

Race and public policy: Policing/Punishment/Death Penalty

Week 12: April 9, 12

T:

1. View *Thirteenth*

F:

1. Finish/Discuss *Thirteenth*
2. Bass, Sandra. 2001. "Policing Space, Policing Race: Social Control Imperatives and Police Discretionary Decisions." *Social Justice* 28 (1): 156-176.

Week 13: April 16, 19

T:

1. Uggen, Christopher and Jeff Manza. 2002. "Democratic contraction? Political consequences of felon disenfranchisement in the United States." *American Sociological Review*. 67 (6).

Race and public policy: Welfare

F:

1. *Disciplining the Poor* : Chapter 1 “Introduction”
2. *Disciplining the Poor*: Chapter 3 “The Color of Neoliberal Paternalism”

Week 14: April 23, 26

T:

1. *Disciplining the Poor*: Chapter 7: “The Local Politics of Discipline”
2. *Disciplining the Poor*: Chapter 10: “Caseworker Discretion and Decisions to Discipline”

Race and public policy: Immigration

F: **PAPER 2 DUE**

1. View *Separated: Children at the Border* (54 minutes)
<https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>
2. <http://www.pewresearch.org/fact-tank/2018/11/30/key-findings-about-u-s-immigrants/>
3. <http://www.pewhispanic.org/2018/11/27/u-s-unauthorized-immigrant-total-dips-to-lowest-level-in-a-decade/>

Week 15: April 30, May 3

T:

1. Garcia, Angela. 2012. “Return to sender? A comparative analysis of immigrant communities in ‘attrition through enforcement’ destinations.” *Ethnic and Racial Studies*.
2. Daniel Hopkins. 2010. “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition.” *American Political Science Review*. 104(1): 40-60.

F: Catch Up/Course Evaluations/Discuss Final Exam

Finals Week: May 14

FINAL EXAM: 9:00am Tuesday May 14, 2019