

Race and Ethnicity in America

POLS 295-02 – CRIS 265-03 // Spring 2019 // Morse-Ingersoll Hall 207 // MWF 11:15 AM – 12:20 PM // Professor Philip Chen // chenp@beloit.edu // Office: Morse-Ingersoll 7 // Office Hours: Th 10:00 AM – 12:00 PM

Course Description

This course addresses the issues of race and ethnicity in American politics through two lenses: the crafting and implementation of domestic policies (such as welfare, education, and the criminal justice system) and the framing of political decisions. After an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to studies of American public policy. The course then transitions, examining the explicit and implicit racialization of political decisions. Throughout the course, students consider the role of institutional design, policy development, representation, and racial attitudes among the general public in shaping the American political environment. Prerequisite: Political Science 110, 130 or 160, or consent of instructor.

Course Objectives

By the end of this semester, you should be able to:

- Understand and describe a variety of approaches to the study of race and ethnicity
- Analyze and explain how American policy and politics is influenced by social identities
- Identify and critique instances of explicit and implicit racialization in American politics

Structure of the Class

I will occasionally lecture on new topics or extensions of the readings. However, I do not plan on lecturing on the readings because a) you are expected to have read them already and b) I'm not witty or interesting enough to lecture all the time.

The majority of the class will be spent on discussion and activities that are designed to help you integrate the readings and materials. Please come to class prepared to discuss the day's readings, as this is a key component of this course.

Office Hours and Help

I strive to make this course understandable and accessible for all students. If you have any questions about the content or structure of the course or about specific assignments, please do not hesitate to contact me. I am always happy to help if you come to me before assignments or exams are due. Please do not wait to ask for help until after the due date, come talk to me before if you are struggling.

Required Texts

This class will feature mostly academic books and articles. The required books are listed below and are available at the college bookstore or from Amazon or other places online. Readings are available on the class Moodle site at:

<https://moodle1819.beloit.edu/course/view.php?id=1281>

There are three required books for the course:

Alexander, Michelle. (2012). *The New Jim Crow*.

Haney Lopez, Ian. (2014). *Dog Whistle Politics*.

Oliver, J. Eric. (2010). *The Paradoxes of Integration*.

Grading

Grades are based on four different components, described in more detail below. 45% of your grade will come from a final literature review (1) on a topic of your choosing. An additional 20% of your grade will come from response essays (2). 5% of your grade consists of participation in class (3). Finally, 30% of your grade consists of weekly reading quizzes (4).

Reading Quizzes (Top 10)	30%
Response Essays	15%
Literature Review	
Research Questions	Required for Grade
Annotated Bibliography	Required for Grade
First Draft	Required for Grade
Peer Review Participation	Required for Grade
Paper Conference Attendance	Required for Grade
Final Paper	45%
Participation	10%

Literature Review (45%) – Each student will write a literature review that identifies a specific research question surrounding race and ethnicity in American politics. Many classes at Beloit culminate with a major research paper and you will all be required to do some type of capstone experience before graduation. It is my belief, however, that we as professors often do our students a disservice by treating the literature review portion of these assignments as little more than a formality or a hoop to jump through.

In this class, rather than writing a long final paper, we will spend a good deal of the semester writing and workshopping literature reviews to perfect the art of review and argumentation. A good literature review is neither a summary of prior research nor an all-inclusive list of everything written on a subject. Instead, a literature review begins with a research question and synthesizes relevant literature to make an argument. This may be different than what you have

written in the past, but with your dedication to the practice of writing a literature review, the end product will be a concise piece of writing you can be proud of.

You'll notice a number of components marked "Required (No Grade)." These pieces of the literature review can be thought of as low stakes requirements. In order to receive a final grade on your literature review, you must turn in all of these components, even though your performance on these assignments does not factor into your grade. Failing to turn in these assignments will lower your final project grade by 1/3 of a letter grade for each missing piece. For instance, if your grade for the entire literature review project was a B+, but you failed to turn in your research questions, your final grade for the project would be a B. If you were missing both the research questions and proposal, your B+ would become a B-.

Weekly Reading Quizzes (30%) – Over the past couple years, I've come to dislike the concept of midterm and final exams because they place a premium on memorization and intense study rather than a cohesive synthesis of the material we read. In essence, finals and midterms seem to encourage students to memorize minutiae instead of substance.

However, the readings for this class were chosen with intention and I believe they are important for students to get the most out of the class. I will not lecture much on the readings, as I believe classroom discussions are both more enjoyable and a better way for students to learn the ability to critique and challenge the works we read. In order for you to be prepared for these discussions, you will need to do the readings.

While I would love to be able to simply ask "did you do the reading?" and grade you on this, it seems unrealistic. On Monday of each week we will have a short, graded reading quiz. These quizzes will consist of a few multiple choice or short answer questions, as well as one or two longer (2-3 paragraph) questions that ask you to synthesize the readings in some way. I understand that sometimes things come up and readings don't get done. Over the course of the semester, there are 11 Mondays when I will administer quizzes. This makes for an odd division of 30% of your grade. Out of these 11 quizzes, I will drop your lowest score. Of the remaining 10 quizzes, each will be worth 3% of your grade. While no one quiz will make or break your final grade, failing to do any of the readings will severely limit your potential in this class.

At the end of the semester, I will simply take your highest 10 quiz grades, dropping the lowest grade, and average them. Because you have a quiz that is not counted, you cannot make up quizzes for unexcused absences. However, if you are going to miss a Monday class and let me know ahead of time, we can make arrangements for you to take the quiz at a different time. If you are sick or have an approved absence, just make sure to send me an email or talk to me before the quiz.

Response Essays (15%) – Each student will complete three response essays on the readings for a specific day. You will have an opportunity to pick the class sessions that you would like to write about. Along with the response essay, each student should turn in three discussion questions about the readings for us to talk about.

Response essays and discussion questions are due to me **by 8:00 AM on the day of class**.

Each paper should include a brief summary of the arguments in the reading(s) and a critique of the argument, evidence, and conclusions. Papers should be 2-3 pages long, double spaced. I will distribute a separate handout with more information about this assignment.

Participation (10%) – The participation portion of your grade includes regular attendance in class, completion of in-class activities, participation in class discussions, and asking questions during class.

Half of this grade is based purely off of attendance. I will hand out a sheet for everyone to sign in at the start of class. If you are late to class, please check with me after class to make sure I've recorded your attendance for the day. There are 25 days in the semester that we will meet as a class, and I will use the following scale to determine your attendance grade:

A	0-1 absences
A-	2-3 absence
B+	4 absences
B	5 absences
B-	6 absences
C+	7 absences
C	8 absences
C-	9 absences
D+	10 absences
D	11 absences
F	12 or more absences

NOTE: This count does NOT include excused absences. If you miss class because of an approved college activity, illness, or prior arrangement with me, this will not count against your attendance grade.

The other half of this grade is based on in-class participation. I'll advise you that I take the participation portion of the class seriously. I give very few A grades for participation. Thus, you shouldn't assume that simply attending class regularly is enough to get full participation. I grade participation holistically. If you are attentive in class, offer opinions and reactions to readings, and are engaged in discussion, you will do fine. But these are not simply "free" points for the class.

Grade Scale:

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

Grading – On some assignments, you may receive a grade of B+/A- or something like that. This is just my shorthand way of assigning a number grade between two letter grades. Thus, an A grade is recorded in the grade book as 100 points while an A- grade is recorded as 92 points. If I think your work fell between these points, you may get an A-/A, which would be recorded as 96 points. So a A-/A is technically an A grade, but in the middle of the A range instead of the high end.

When calculating final grades, I always round up. So an 88.7% in the class becomes an 89% (B+), but an 89.1% would be rounded up to a 90% (A-).

Course Schedule:

Days with reading quizzes marked with (RQ)

Introduction, Definitions, History, Implications

January 21	Class Introduction – No Readings
January 23	Read: Winant* Conover* Dalton*
January 25	The Difference Between Us (In Class) – No Readings
January 28	Read: Ferber* Waters*
January 30	Read: Allport Ch. 1* Allport Ch. 2*
February 1	Read: Pettigrew* Devos & Banaji*
February 4 (RQ)	Read: Mansbridge* Dovi*
February 6	Read: Hawkesworth* Strolovitch*

Policy Implications – The Social Safety Net

February 8	Read: Newkirk* Fiscella et al*
February 11 (RQ)	Read: Schram et al* Callaghan & Olson*
February 13	Read: Gilens 1995* Gilens 1996*

Policy Implications – Criminal Justice

February 15	DUE: Research Questions Read: Alexander Introduction
February 18 (RQ)	Read: Alexander Ch. 1

February 20 Read: Alexander Ch. 2

February 22 Read: Alexander Ch. 3

February 25 (RQ) Read: Alexander Ch. 4

February 27 Read: Alexander Ch. 5

March 1 Read: Alexander Ch. 6

Policy Implications – Immigration

March 4 (RQ) Read: Andersen & Cohen* (Politics of Democratic Inclusion)
 Jones-Correa* (Politics of Democratic Inclusion)

March 6 Read: Huntington*
 Citrin et al 2007*

March 8 Read: Citrin et al 1997*
 Brader et al*

Spring Break – NO CLASS

March 11, 13, 15

Institutional Challenges

March 18 (RQ) Joel Simon Visit (Weissberg Chair)
 Read: Readings TBD

March 20 **DUE: Annotated Bibliography**
 Read: Key Ch. 26*
 Soffen*
 Jefferson County Resegregation*

March 22 Read: Hershey*
 Atkeson*

March 25 (RQ) Read: Barreto*
 Overby & Cosgrove*
 Take home reading quiz.
 OR
 Attend Weissberg Lecture (Friday, March 22 @ 7:30 PM) and write a
 short reaction paper.

March 27 Read: Hicks, McKee, Sellers, & Smith*
 Rocha & Matsubayashi*
 Wilson & Brewer*

Political Campaigns

March 29 NO CLASS (Advising Practicum)
 Read: Mendelberg Ch. 3*

April 1 (RQ) Read: Mendelberg Ch. 7*
 Mendelberg Ch. 8*

April 3 Read: Haney Lopez Introduction
 Haney Lopez Ch. 1

April 5 NO CLASS (Professor at Conference)

April 8 Read: Haney Lopez Ch. 2
 Haney Lopez Ch. 3

April 10 Read: Haney Lopez Ch. 4

April 12 Read: Haney Lopez Ch. 5
 Haney Lopez Ch. 6

April 15 (RQ) Read: Haney Lopez Ch. 7
 Haney Lopez Ch. 8

April 17 **DUE: First Draft**
 Read: Haney Lopez Ch. 9
 Haney Lopez Conclusion

April 19 Peer Review – No Readings

Paper Conferences

Anytime this Week Read: Oliver Introduction
 Oliver Ch. 1

April 22 NO CLASS (Paper Conferences, Meet with Professor)

April 24 NO CLASS (Paper Conferences, Meet with Professor)

April 26 NO CLASS (Paper Conferences, Meet with Professor)

The Challenges of Space

April 29 (RQ)	Read: Oliver Ch. 2
May 1	Jigsaw Class Session Read: Oliver Ch. 3 (Group A) Oliver Ch. 4 (Group B) Oliver Ch. 5 (Group C)
May 3	Read: Oliver Ch. 6
May 6 (RQ)	Read: Oliver Ch. 7
May 8	Last Day of Class! – No Readings
May 11	DUE: Final Draft, by 12:00 PM (Noon)

Course Policies

Attendance: Regular attendance is vital for your success in this course. I understand, however, that sometimes circumstances prevent you from coming to class. Missing one class will not destroy your participation grade; missing several will.

Late Work: Assignments are due at the **beginning of class** on the day they are listed as due. Any assignments turned in after this time will be subject to the following late penalty: For each day late, I will deduct a third of a letter grade. So if an assignment is due Friday and you turn it in after class on Friday, a B+ paper would receive a B. If you turn it in Saturday, it would be a B-, Monday would be a C.

Assignments should be turned in using the Moodle system unless otherwise noted.

Grade Changes: Any appeals of a grade must be made at least **24 hours after** I hand back an assignment or exam. If you would like to appeal the grade you got on an assignment, prior to meeting with me you must submit a written statement detailing why you think your grade should be changed. I will then meet with you to discuss your statement and why you think your grade should be changed.

If I make a mistake in totaling your grade for an exam or assignment (e.g. I added the points up incorrectly) then you do not need to write a statement or wait 24 hours. Just talk to me after class or during office hours and I'll double check and fix the mistake.

Contacting the Professor: I encourage you to contact me with questions and concerns about the course, readings, and assignments. In general, quick clarification questions can be handled over email. More in-depth questions are best discussed in person during my office hours, where we can have an actual conversation. If my office hours conflict with your class or work schedule, I am available by appointment as well.

Please allow a full 24 hours for an email response. Often, my responses will be quicker than this, but do not send multiple emails about the same request until 24 hours have passed. I cannot guarantee that if you email me right before an assignment or exam that I will be able to answer your question in time, so please make sure and email me early if you have a time-specific question.

Extra Credit and Retakes: There is no scheduled extra credit in this course. You may not retake quizzes. There may be opportunities for extra credit, however.

Disability Services and Accommodations: If you have a disability and need accommodations, contact Learning Enrichment and Disability Services (LEADS) located on 2nd floor Pearsons (north side), [608-363-2572](tel:608-363-2572), learning@beloit.edu, or make an appointment through joydeleon.youcanbook.me. For accommodations in my class, you must bring me an Access Letter from the Director of LEADS and then we will discuss how to implement the accommodations. Contact that office promptly; accommodations are not retroactive. Free peer tutoring is available for most classes. For a tutor, apply by going to your Portal, to the Student Life tab, and then apply using the Tutoring Forms (on left) and Request a Tutor. If you have any questions, contact LEADS.

Inclusivity: **Inclusivity** is a demonstration of equity and social justice through awareness, understanding, and respect for the differences in identity, culture, background, experience, and socialization, and the ways in which these forms of difference impact how we live and learn. Inclusivity requires equitable, institution-wide representation and access to resources. In practice, this manifests itself by each individual being aware of, committed to, and responsible for the well-being and care of all students, staff, and faculty.