**DePauw University**

**POLS 323 The Politics of RAce**

Fall 2020

“If you don’t understand white supremacy – [racism] – what it is, and how it works — everything else that you understand will only confuse you.” – Dr. Neely Fuller, Jr

**Professor:** Emmitt Y. Riley III, Ph.D.

**Meeting**: MWF viz Zoom at 1:40

**Class Location**: Asbury Hall Room 17

**Office Hours**: TBA

**Phone:** (765) - 658 - 6353

**Class Location**: Asbury Hall Room 111

**Email**: emmittriley@depauw.edu

**Website**: <http://www.emmittriley.com>

Facebook: <https://www.facebook.com/eyrile3rdphd/?fref=ts>

**Course Overview:**

This course will explore the centrality and significance of race in the modern American political system. Race continues to endure as a factor of powerful divisiveness, having unfortunate and persistent influence upon American politics and society. Its relevance and role in shaping contemporary American politics are apparent in Presidential electoral politics, in urban politics, in the political and social attitudes of Americans, and in the contemporary debates about the welfare system and the scope and function of the federal government. We will investigate the role that race has played in each of these areas so that you can better understand the current context of race in America.

**Goals and Effectiveness:**

This course is writing and research intensive. Writing is an essential skill for success in the work force and post-undergraduate studies. We will work to develop and improve argumentative and analytical writing. At the end of this course you will be able to construct, defend, and refute arguments using the academic literature. All writing assignments and discussions must be predicated on a logical argument. This requires careful reading and digestion of the assigned literature.

**COURSE CONTENT and Intellectual Growth:**

The content of this course requires us to think critically about Race in American Politics. Much of the content will discuss race. Given the high racial tension in the national and on this campus, I understand that this can be an uncomfortable conversation. We all approach the study of race from a modern political science perspective not an emotional one. For purposes of studying race politics you will be asked to think critically and scientifically. It is imperative that class discussions remain **civil** and **grounded in academic and empirically sound research**. I am not interested in partisan ideologically based opinions that cannot be supported or substantiated with empirical evidence.

“Unfortunately, similar to the Monday morning (Sunday morning for college football fans) quarterback, politics is a field whereby many citizens have self-proclaimed themselves as experts, depending on which beauty salon/barbershop or bar they frequent. Hence, this course seeks to reduce the number of "doorstep" opinions by teaching students how to systematically search for the truth (i.e., carve away as much residual to get as close to the truth as possible) as it relates to the field of politics. **The course will also place strong emphasis on positivist questions, which address "what is?" as opposed to questions based on the normative approach, which address "what ought to be?"** (Orey 2006, 236).

We will read and analyze a variety of different academic works that will require us to engage in serious intellectual conversations that will some time challenge long standing assumptions. Understanding inequality requires us to think about some basic issues.

1) Understand race in the American political context

 2) Familiarize students with political science research

 3) Provide students with the tools to have educated conversations about race in America

In this course, we will seek to achieve these objectives through readings in the scholarly and the academic literature on race, in-depth discussion, and hands-on research and writing.

We will explore these issues by discussing five primary books and a number of scholarly works that offer variety of perspectives on American Politics.

**REQUIRED TEXT (S)**

McClain, Paula and Joseph Stewart Jr. 2014. *Can We All Get Along? Racial and Ethnic Minorities in American Politics*. Sixth Edition.

Brown, Michael. Martin Carnoy, Elliott Currie, Troy Duster, David Oppenheimer, Marjorie Shultz and David Wellman. 2003. *White Washing Race: The Myth of a Color Blind Society*. University of California Press.

Tate, Katherine. 2003. *Black Faces in the Mirror: African Americans and Their Representatives in the U.S. Congress*. University of Princeton Press.

Zoltan L. Hajnal. 2007. *Changing White Attitudes toward Black Political Leadership.* Cambridge University Press.

Tesler, Michael 2016. *Post Racial or Most Racial? Race and Politics in the Obama Era.* University of Chicago Press.

**Administrative Issues**

**Work Submission:**

All assignments must be submitted on moodle.

**Makeup Work**

I do not assign makeup work and I do not accept late assignments. You need to make every effort to submit all assignments in a timely fashion. There will be absolutely no make-up exams or quizzes.

**Electronics**

Cell Phones, Apple Watches, and Laptops are not to be used in the classroom unless you are instructed to use these items by the Professor. If you are using electronics that are unauthorized, I will deduct points from your class participation grade.

**Attendance**

Class attendance is required. If you are absent three or more days, I will automatically lower your final grade by one letter grade.

**Grade Grievance /Rescoring Work**

If you believe that your work has not been scored appropriately you must submit in writing a letter justifying your reasons. This must be done within two days after the graded assignment has been returned. The professional judgment of the professor will be used to determine the merits of your claims. Please understand that if your work is rescored you might end up with a lower grade.

**Help Outside of Class**

I want each of you to know that I am fully available to provide you with assistance outside of the classroom. I will devote two workshops outside of class that will be designed to assist you with your research proposals. The dates of these workshops will be announced in class.

**Returning Graded Work**

I will work to return graded work in a timely fashion. There will be an 8 to 14 day turn around on assignments, essays, and papers. I encourage each of you to take advantage of office hours to discuss the substantive feedback on assignments.

**Academic Dishonesty:** In an academic community, the worst offense that can be committed is to cheat or plagiarize; neither will be accepted or condoned within this classroom. All material that is submitted must be your work or appropriately cited, if you have questions regarding citation procedure or when documentation is necessary — see me. Academic dishonesty, in any form, will be taken seriously. Such work will automatically receive a grade of F (“0”) and DePauw University’s policies will be followed. A second concern in the academic community is the freedom to discover inside and outside the classroom. Because this freedom should be equally available to all, harassment of any kind will not be tolerated

**GRADING SCALE**

A 100-95, A- 94-90

B+89-87, B 86-83

B- 82-80, C+ 79-77

C 76-73, C- 72-70

D+ 69-67, D 66-63

D- 62-60, F 59-0

**WHAT GRADES Mean:**

A= Work that goes beyond the requirements of the assignment by adding insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, and exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B=Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D=Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to real world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas. (Taken from Professor Oware’s Syllabi 08-17-2015)

**GRADE DISTRIBUTION**

Toward the end of the semester students often get concerned about their grades. In an effort to help students keep track of their grades I have included in this syllabi a chart that will **help you calculate your own average**. Please be advised that you should utilize the percentages categories to determine your specific average.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Exams20% | Research Proposal20% | Class Participation20% | Critiques25% | Presentations20%  |  |

**Assignments**

**Exams: Midterm and Final 20%**

There will be a total of two exams during the semester. The exams will comprise of a midterm and a final. The format of these exams will be essay format and will provide an assessment of the academic literature. You will be required to respond to two or more questions. Your objective here is to show that you understand the material and you can use the material to advance an argument.

**Midterm Exam: October 5**

**Proposals 20%**

During the course of the semester we will cover several different topics related to racial politics. You are to select one of the topics in the syllabus for this research. You can only use one source from the syllabi. You are to identify a topic, compose a research question, compose a literature review, proposed methodology, and anticipated findings. Your proposal must be between 8-10 pages in length. This review must consult a minimum of 8 academic journal articles. This paper must be doubled spaced with 1 in margins on all four sides. The following elements must be contained within the paper:

1. Abstract
2. Introduction and Research Question
3. Review of Academic Literature
4. Proposed Methodology
5. Conclusion

Your proposal must propose an important research question that can be justified theoretically. You should then present a thesis that answer your research question.

Topic Due September 14

Annotated Bibliography September 25

Introduction Draft: October 10

Literature Review & Methodology Draft: November 1
Final paper due: November 20.

**Class Participation/ Discussion Leaders 15%**

Because the format for this class is seminar style, we will devote a significant amount of attention to discussing and analyzing the readings during class. I will not lecture in this class. You will be graded on how much and the depth at which your comments demonstrates your understanding of the readings. Simply attending class does not constitute class participation. During the semester each student will be required to lead one class discussion. While the discussion leader will facilitate the discussion, each student will be required to do his or her part by engaging in class discussions. During the week that you are assigned to lead a class discussion you will need to submit (email) an outline of your discussion to the professor a day before class.

**Article Critiques 25%**

Each student will be required to submit three article critiques. Each article critique must be 2 pages 1.5-line spacing with 1’ margins on all four sides. Each critique must have a clear thesis statement with sufficient support for each level of criticism. Your critique must be written on one of the academic articles in the syllabus. You may want to write your critiques on a topic that are related to your literature review.

Critique: A Critical Review and Assessment of the Article

•  Include a summary as well as your own analysis and evaluation of the article.

•  Know the article thoroughly.

•  Do not include personal opinions.

•  Be sure to distinguish your thoughts from the author’s words.

•  Focus on the positive aspects and what the author(s) of the study learned.

•  Note limitations of the study at the end of the essay:

Do the data and conclusions contradict each other?

Is there sufficient data to support the author’s generalizations?

What questions remain unanswered?

How could future studies be improved?

**\*Please adhere to only the deadlines in the syllabi. The dates in Moodle are incorrect.**

Formatting:

* Format:
* Font Size 12
* 1’ Margins all four sides
* Sources should be properly cited (APA)
* Do not use contractions in academic writing
* Do not use personal pronouns

**Deadlines:**

**Paper 1 September 18**

**Paper 2 October 18**

**Paper 3 November 10**

**Research Proposal Presentation:** Student will each do an oral presentation on their research proposal. You will present the following from your proposals.

1. Introduction of Problem (This section should provide the context out of which the issue at hand is addressing)
2. Review of the Academic Research (This section should be a critical evaluation and review of the sources consulted for the project. What are the major debates in the literature? What do we know? What has the literature failed to address? )
3. Methodology It can also contain an evaluation of the methods, measurement for variables, hypothesis, and etc.)
4. Findings ((This section should discuss an overview of the data and what it tells us about the topic.)
5. Conclusion (Concluding Thoughts, debates and recommendation for future research.

I am asking that you be creative. You are permitted to use power point presentation, poster presentations, video presentations or etc. You will be graded on both content and creativity. Presentations are limited to 10 minutes

**Due December 1**

|  |
| --- |
| **Class Schedule** **Fall 2020** **Please note that it is your responsibility to retrieve electronic journals from the university’s database. An \*denotes works that I will email or post on Moodle. Otherwise you can find the readings in databases such as JSTOR or EBCOHOST.** |
| August 31 | **Introductions*** Syllabi Review
* Framing Discussions about Race and U.S. Politics
 |
| September 2 | **The Centrality of Race** Assigned Readings: * *Can We All Get Alone? Racial and Ethnic Minorities in American Politics*. Chapter 1: America’s Dilemma
* Hutchings, Vince and Nicholas Valentino. 2004. “The Centrality of Race in American Politics.” *Annual Review of Political Science* 48: 383-408.
 |
| September 7 | **prospective on Race/ Systemic Racism in U.S. the Data** Racial Realist vs. Racial Conservatives Assigned Readings: * *Can We All Get Alone? Racial and Ethnic Minorities in American Politics*. Chapter 2: Resources and Status of America’s Racial Minorities.
 |
| September 9 | **Race, the U.S. Constitution, and the Concept of Representation** Assigned Readings: * *Can We All Get Alone? Racial and Ethnic Minorities in American Politics*. Chapter 2: Resources and Status of America’s Racial Minorities. Con’t Selected pages TBA
* TBA
 |
| September 14 | **Race and Minority Representation in Congress** Black Faces in the Mirror: African Americans and Their Representative by Katherine Tate, Chapter 1: The Puzzle of Representation in Congress Chapter 2: Black Members of Congress, Chapter 3: The Election of Blacks to Congress.Can We All Get Along? Racial and Ethnic Minorities in American Politics by Paula McClain and Joseph Stewart pages 158-163; 168-178. |
| September 16 | **Race and Minority Representation in Congress in Congress**Black Faces in the Mirror: African Americans and Their Representative by Katherine Tate,Chapter 4: Legislative Styles and Voting Records Chapter 5: Symbols and Substance Chapter 6: Blacks’ Evaluations of House Members: Does Race Matter?  |
| September 21 | **Race and Minority Representation in Congress in Congress** Black Faces in the Mirror: African Americans and Their Representative by Katherine Tate, Chapter 7: Descriptive Representation and Black Political Empowerment, Chapter 8: Descriptive Representation and Trust in Government, Chapter 9: The Future of Black Faces in the U.S. Congress. Discussant 4: Roberts  |
| September 23 | **Race and Racial Attitudes** Tarman, Christopher and David O. Sears. 2005. “The Conceptualization and Measurement of Symbolic Racism. ” *Journal of Politics* 67(3): 731-761. ( Request from Library) Sears, David O. and P. J. Henry. 2005 “Over Thirty Years Later A Contemporary Look at Symbolic Racism and Its Critics.” *Advances in Experimental Social Psychology* 37 (3): 95-105. (Request from Libarary) Can we all get alone ? Chapter 3 . |
| September 28 | **Race and Racial Attitudes** Orey, Byron. 2004. “Racial Attitudes and Support for the Mississippi State Flag.” *American Politics Research* 32 (1): 102-116.Tesler, Michael. 2016. *Post Racial or Most Racial? : Race and Politics in the Obama Era*. Introduction and Chapter 1: Racial Attitudes and American Politics in the Age of Obama. Kinder, Donald R. and David O. Sears. 1981. “Prejudice and Politics Symbolic Racism versus Racial Threat to the Good Life. ” *Journal of Personality and Social Psychology* 40 (2): 414-431. (Request from Library) |
| September 30 | **Race and Public Policy** Tesler. M. (2015). The condition ripe for racial spillover effect. *Advances in Political Psychology*. 36(1): 101-117. Tesler, Michael. 2016. *Post Racial or Most Racial? : Race and Politics in the Obama Era.-* Chapter 2: The Spillover of Racialization Hypothesis Chapter 5: The Spillover of Racialization into Public Policy Sears, David O., Colette Van Lary, Mary Carrilllo and Rick Kosterman. 1997 “Is it really Racism? The Origins of White Americans’ Opposition to Race-Targeted Policies.” *Public Opinion Quarterly* 61(1): 16-53. |
| October 5 | **Race and Public Policy** Krysan, Maria. 2000. “Prejudice, Politics and Public Opinion Understanding the Sources of Racial Policy Attitudes. ” *Annual Review of Sociology* 26(3): 35-168.Can We all get along? Chapter 4 A Review of All Civil Rights Acts – I will email this document.   |
| October 7 | **Race and the U.S. Courts**Review the following Supreme Court Cases* Dread Scott v. Sanford, 1857
* Plessey v. Ferguson, 1896
* Brown v. Board of Education, 1955.
* Loving v. Virginia, 1967
* Gutter v. Bollinger, 2003
* Shelby County v. Holder, 2013

**In Mississippi Town, Some Fear School Desegregation Ruling May Backfire** [**http://www.nytimes.com/2016/06/07/us/in-mississippi-town-some-fear-school-desegregation-ruling-may-backfire.html?\_r=0**](http://www.nytimes.com/2016/06/07/us/in-mississippi-town-some-fear-school-desegregation-ruling-may-backfire.html?_r=0) |
| October 12 | **Midterm Exam**  |
| October 14 | **Race and Political Participation National, State, and Local Politics** Racial Politics in American Cities by Browning, Marshall, and Tabb Introduction “Can People of Color Achieve Equality in City Government? The Setting and Issues.”  |
| October 19 | **Race and Political Participation National, State, and Local Politics** Racial Politics in American Cities by Browning, Marshall, and Tabb Introduction “Can People of Color Achieve Equality in City Government? The Setting and Issues.”  |
|  |  |
| October 21 | **Race and Political Participation: Mobilization and Incorporation** Racial Politics in American Cities by Browning, Marshall, and Tabb Chapter 1 “Mobilization, Incorporation, and Policy” Page 17-47.  |
| October 26 | **Race and the Media** *Why Americans Hate Welfare? Race, Media, and the Politics of Anti-Poverty* Chapter 6: Media Distortions: Causes and ConsequencesChapter 7: Racial Stereotypes and Public Responses to Poverty |
| October 28 | **The Informational Theory: White Reactions to Black Leadership** IntroductionChapter 1: Black Leadership: PossibilitiesChapter 2: The Transformation of the White VoteChapter 3: The Transformation of White Attitudes  |
| November 2 | **The Informational Theory: White Reactions to Black Leadership**Chapter 4: Learning Across Different Cities Chapter 5: Black Mayoral Leadership in Los AngelesChapter 6: Black Mayoral Leadership in Chicago Chapter 7: Other Cases Where Information Could Matter Conclusion: A Tale of Caution and Hope  |
| November 4 | Election Reflections  |
| November 9 | **Race and the U.S. Presidency** Chapter 12. The Presidency and the African American Quest for Universal Freedom by Walton and Smith **\*Will post reading on Moodle.** Tesler, Michael. 2016. *Post Racial or Most Racial? : Race and Politics in the Obama Era. -* Chapter 3: The Obama Presidency, Racial Attitudes, and the 2012 Election; Chapter 7: The Growing Racialization of Partisan Attachments  |
| November 11 | **Race and the U.S. Presidency**Tesler, Michael. 2016. *Post Racial or Most Racial? : Race and Politics in the Obama Era.* Chapter 3: The Obama Presidency, Racial Attitudes, and the 2012 Election. Price, Melanye. 2016. “The Race Whisperer: Barack Obama and the Political Uses of Race.” Selected Chapters \*To be emailed  |
| November 16 | **Race and White Political Behavior** Giles, Michael. 1996. “Racial Threat and Partisan Identification.” *American Political Science Review* 88 (2) 317-326. Stephen Voss. 1996. “Beyond Racial Threat: Failure of and Old Hypothesis.” *Journal of Politics* 58 (4): 1156-1170.  |
| November 18 | **Race and White Political Behavior**Orey, Byron. 2001 “A New Racial Threat in the New South A Conditional Yes.” *American Review of Politics* 22 (2): 233-329.Vesla, Weaver. 2012. “The Electoral Consequences of Skin Color: The Hidden Side of Race in Politics.” *Political Behavior* 34(1): 112-34.  |
| November 30 | **Local Politics: Biracial Coalitions** Racial Politics in American Cities by Browning, Marshall, and Tabb Chapter Part II: Post Incorporation Politics in Los Angeles 51-75; Philadelphia’s Evolving Biracial Coalition 77-110.  |
| December 2 | **Race and Barriers to Voting** [**What We Know about Voter-ID Laws, Registration, and Turnout**](http://www.jstor.org.duproxy.palni.edu/stable/20452378?Search=yes&resultItemClick=true&searchText=voter&searchText=id&searchText=laws&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dvoter%2Bid%2Blaws%26amp%3Bprq%3DRacial%2BThreat%26amp%3Bgroup%3Dnone%26amp%3Bwc%3Don%26amp%3Bso%3Drel%26amp%3Bfc%3Doff%26amp%3Bacc%3Don%26amp%3Bhp%3D25)**.** [Marjorie Randon Hershey](http://www.jstor.org.duproxy.palni.edu/action/doBasicSearch?group=none&wc=on&so=rel&fc=off&acc=on&hp=25&Query=au:%22Marjorie+Randon+Hershey%22&si=1)PS: Political Science and Politics, Vol. 42, No. 1 (Jan., 2009), pp. 87-91Rocha, Rene R.; Tetsuya Matsubayashi. The Politics of Race and **Voter** **ID** **Laws** in the States: The Return of Jim Crow? Political Research Quarterly. Sep2014, Vol. 67 Issue 3, p666-679. 14p.[**The Empirical Effects of Voter-ID Laws: Present or Absent?**](http://www.jstor.org.duproxy.palni.edu/stable/20452385?Search=yes&resultItemClick=true&searchText=voter&searchText=id&searchText=laws&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dvoter%2Bid%2Blaws%26amp%3Bprq%3DRacial%2BThreat%26amp%3Bgroup%3Dnone%26amp%3Bwc%3Don%26amp%3Bso%3Drel%26amp%3Bfc%3Doff%26amp%3Bacc%3Don%26amp%3Bhp%3D25)[Jason D. Mycoff](http://www.jstor.org.duproxy.palni.edu/action/doBasicSearch?group=none&wc=on&so=rel&fc=off&acc=on&hp=25&Query=au:%22Jason+D.+Mycoff%22&si=1), [Michael W. Wagner](http://www.jstor.org.duproxy.palni.edu/action/doBasicSearch?group=none&wc=on&so=rel&fc=off&acc=on&hp=25&Query=au:%22Michael+W.+Wagner%22&si=1), [David C. Wilson](http://www.jstor.org.duproxy.palni.edu/action/doBasicSearch?group=none&wc=on&so=rel&fc=off&acc=on&hp=25&Query=au:%22David+C.+Wilson%22&si=1)PS: Political Science and Politics, Vol. 42, No. 1 (Jan., 2009), pp. 121-126 |
| December 7 | Immigration and U.S. Attitudes TBA .American While Black by N. Carter Chapters 1-3 |
| December 9 | Immigration and U.S. Attitudes TBA .American While Black by N. Charters 4-6. |
| December 14-18, 2019  | Final Exams  |