

THE POLITICS OF RACE AND ETHNICITY

Fall 2022
Tuesday & Thursday 3:30pm- 4:45pm
KCB 106

PO 308 /AA 308

Professor Christine M. Slaughter, PhD
Email csla@bu.edu
Pronouns: she/her ([why?](#))
Office Hours: Tuesday 1-3pm
or by appointment / zoom ()

Department of Political Science
232 Bay State Road
PLS 214

Teaching Fellow: Chas Walker
Email: cbwalker@bu.edu

The problem of the twentieth century is the problem of the color line - the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea. – DuBois 1903

Using a social scientific approach, and combining research from history, political science, sociology, and economics, this course will contextualize the experiences of racial and ethnic minorities in the United States. Our main task is to understand the creation and uses of race, racial identity, racial consciousness, and racism in American politics and policy. Through examining historical and contemporary political issues, we will sharpen our ability to examine how race influences the political process. We will explore the ways that race influences political attitudes, participation, and representation. We will acknowledge that race can be (and often is) political.

We will engage historical, legal, and public policy frameworks to understand how, and why, race, ethnicity, nativity, and sovereignty has been the central to the organization of American politics. If American politics is “who gets what, when and how” (Laswell 1939), why is it the case that some receive preferential treatment, while others are excluded altogether? in the realm of politics, Is racial equity attainable?

Course Learning Objectives:

1. Student will learn to **describe** the complementary, competing, and contested ideas and constructs for understanding race and ethnicity in politics. Students will situate these theoretical contributions within specific time periods, and for the four largest racial and ethnic groups (African Americans, Asian Americans, Latinos, and Native Americans). [DIVERSITY, CIVIC ENGAGEMENT, AND GLOBAL CITIZENSHIP: Ethical Reasoning – ETR]
2. Students will **identify** and **evaluate** social and political phenomena and discuss sensitive topics, primarily the role of race in American politics and policy, with clarity and empirical evidence. [SCIENTIFIC AND SOCIAL INQUIRY: Social inquiry II - SO2]

3. Students will appraise and analyze the role of race in American politics, while evaluating and developing their own arguments regarding America as a racial state. [INTELLECTUAL TOOLKIT: Critical Thinking – CRT]

4. Students will assess professional and scholarly analyses. Further develop their public speaking and improve academic writing. Students will critique existing research while generating testable hypotheses to improve social science research on race and ethnicity. [SCIENTIFIC AND SOCIAL INQUIRY: Social inquiry II - SO2]

CLASS POLICIES

There are no official prerequisites, but a basic understanding of American political institutions (such as what's taught in PO introduction to American Politics) will be helpful. Using office hours effectively ([how?](#)) will help you do your best in this course. You are welcome to visit office hours or schedule an appointment. I am more than happy to talk with you specifically.

TEACHING PHILOSOPHY

I strongly believe that everyone in the course contributes to the learning process.

We will discuss many controversial, and sensitive ideas in this class. You are expected to be respectful of the viewpoints of fellow class members, professor, and teaching fellow. While I anticipate (and even, encourage!) disagreement and debate during the discussions, please keep your comments focused on the ideas and not the personal decisions, characteristics, or beliefs of your fellow class members.

Course Structure

This is a lecture course that relies heavily on active student participation and engagement with the weekly readings. You are expected to come to class having read the material and have questions for discussion. On a typical class day, we will start with an in-class presentation of the readings, a lecture, discussion, an activity involving relating class concepts to current events, and then close.

BOOKS AND OTHER COURSE MATERIALS

Shaw, Todd; Louis DeSipio, Dianne Pinderhughes; and Toni-Michelle Travis. 2019. Uneven Roads: An Introduction to U.S. Race and Ethnic Politics. Los Angeles, CA: Sage, Congressional Quarterly Press. (Available on Google)

Recommended Text:

Baglione, Lisa A. 2020. Writing a Research Paper in Political Science: A Practical Guide to inquiry, Structure, and Methods. Fourth Edition. Los Angeles: CQ Press, an Imprint of SAGE Publications, inc.

All readings are available on Blackboard. Refer to the course website for materials and updates. Otherwise, the readings are internet accessible while on campus or using the VPN.

ASSIGNMENT & ASSESSMENT

In addition to completing the readings for each week, students will be expected to complete a 4–5-page paper, an in-class midterm, and a take-home final assessing their knowledge of the course material.

ASSESSMENT	
Reading Responses	15%
Active Class Participation	15%
Midterm Exam	20%
Data Analysis Project	20%
Final Exam	30%
Total	100%

Table 1

Final grades for the course will be based on the assessments above.

- A) **Reading Responses (15%):** There are three reading reflections throughout the course. These reflections do not require outside research and are based on course lectures and readings. These should be no longer than 1500 words (about 3pages), but no less than 1000 words (about 2 pages) and should demonstrate mastery over foundational themes in the readings. Please include in text citations. There is no additional research or citations needed to complete these. These are submitted to Blackboard on Tuesday October 4th, Tuesday November 1st, and Tuesday December 7^h. Since these are reflective, you may submit earlier than the deadline.
- B) **Active Class Participation (15%):**
- a. **Attendance and Participation (10%):** Given the seminar format, students are expected to attend all seminar meetings, read the required readings before class, and actively participate in the discussions and activities. For each reading(s) students should be able to answer the following questions:
 1. What are the issues?
 2. What are the conclusions?
 3. Are there any fallacies in the reasoning?
 4. How good is the evidence?
 - b. **Discussion Leaders (5%):**
 - i. **Student discussion leaders** will open each class meeting and present for 10-15 minutes on possible questions for discussion based on the readings. Rather than simply summarizing the materials, presenters should identify and frame the major issues addressed in the readings and provide some critical reflections on how the themes for the week or relate to the broader themes of the course. The presenters should prepare a handout outlining the key points of their presentation to be distributed to the class at the start of the seminar (perhaps on google docs). Outlines must also include at least two possible discussion questions.

C) **Midterm (20%):** We will have an in-class midterm on **Thursday, October 20th**. The exam will include multiple choice, essays, and matching. The example will cover lectures, readings, and class discussions.

D) **Data Analysis Project (4-5 pages) (20%):** in this assignment, you will choose one of three topics to analyze the behaviors, attitudes, or representation of racial and/or ethnic group in detail. This assignment is designed to help you think critically and apply what we've learned to the current day political landscape. Your data analysis project can discuss 1) political representation, 2) political behavior, or 3) political attitudes. Your task will be to identify a topic that interests you, form a hypothesis about the relationship between race and the outcome of interest, examine the results, and provide a theory or explanation of the patterns you observe in the data based on class readings and concepts.

To help you succeed, we will workshop possible topics during our class session. To get started, some possibilities include: *What percentage of respondents in each group reported voted in the 2020 general election? Is there a greater support for racial and ethnic minority candidates in majority minority districts in in local elections? What percentage of a racial and ethnic minority group support Republican candidates?* More on this as the course progresses.

Submitted via Blackboard by **NOVEMBER 29th** at 2pm.

E) **Final Exam (30%):** We will have a final exam that is comprehensive of all materials covered during the course. This exam will be online and open for a 24-hour window but should only take you 3-4 hours to complete.

FORMAT

All written assignments should be typed, double-spaced, using 12-point font, Times New Roman and one-inch margins on all sides. Your name, course name, assignment name, and date should be right anchored on the first page. You must cite your sources when you use quotations, paraphrase, and cite all facts. Do not use Wikipedia or other non-scholarly sources. Peer-reviewed journals are accessible from the libraries database. Page length does not include title page, graphs, tables, charts, endnotes, or reference page. Page numbers should be placed at the bottom right of page. Please include in proper in-text and bibliographic citations, following the citation style of your choice (e.g., APA, Chicago). Please take the time to check for typos, spelling, and grammatical errors because significant errors WILL reduce your grade! Papers will be graded on content, thoroughness in answering the questions, organization, length, and professionalism. Its good practice to have someone else read your submissions before you submit them.

Submissions not having this format will be returned ungraded. It is your responsibility to ensure that your file is submitted in compatibility format that can be opened and viewed.

GRADES

Highest Effort, Exceeds Expectations	Above Average	Average	Below Average	Low Effort, Below Expectations
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A	B	C	D	F
93-100 A	87-89 B+	77-79 C+	67 - 69 D+	0 - 59 F
90-92 A-	83 -86 B	73 - 76 C	60-67 D	
	80 - 82 B-	70 - 72 C-		

GRADING

Assignment grades, and final course grades are assigned using the above grading scale. I do not grade on a curve. Requests for rounding will be ignored. You are encouraged to do your best on all assignments. If you'd like to discuss your grade in the course, please visit office hours. It's best to initiate these conversations as soon as the concern arises.

APPEALS

Errors happen, if you receive a grade in error, please let me know, in writing. Other than clerical errors, I do not discuss grades over email.

If you have a grievance with a grade you earned, the process begins with the teaching fellow. You have 24 hours after receiving the grade to email the teaching fellow, your specific request to review the assignment/ exams. The request *must* include a clear outline of your claims. Any request after 24 hours will not be reviewed. Submitting a grievance does not mean a higher grade. If the matter is not resolved with the teaching fellow, Professor Slaughter will review your request. Note your grade can be raised or lowered upon review.

LATE POLICIES

Please do not email your assignments to the teaching fellows or me. Unless posted elsewhere, all assignments are DUE AT 2PM ON THE DATE (NOT 5PM, NOT 11:59PM). Any work submitted late, receives a penalty of one letter grade for every day it is late (starting immediately after the work is due). No assignment will be accepted after 36 hours without prior agreement. The only acceptable excuse for late work is a note from a doctor documenting an illness. Computer crashes, freezes, or incompatible submissions are not excusable. Be sure to back your work up on Dropbox, Box, Google drive, or anywhere else, often.

Resources/Support/How to Succeed in This Course:

As a professor, my role in the classroom is to empower you with information. However, learning is a shared responsibility, which primarily falls on you. I am available in office hours to assist you on an individual basis. However, not all topics am I equipped to address, diagnose, or solve. Beyond course materials, the teaching fellow, and myself please visit your advisor, the writing assistance program, counseling center, librarians, or other campus offices where relevant.

If you are experiencing difficulties in keeping up with the academic demands of this course, please consider contacting your academic advisor (or CAS's Office of Academic Advising: 100 Bay State Rd., Room 401, casadv@bu.edu, 617-353-2400) and/or make use of the peer tutoring resources at the Educational Resource Center (<http://www.bu.edu/erc/peer-tutoring/>).

ATTENDANCE

Being present in class is essential to the learning process. Attendance in all class sessions is strongly encouraged. I will not take daily attendance; however, a portion of your grade reflects active participation in class discussions, activities, and presentations. Assignments, including examples, will draw primarily on material covered in the lectures, which may not be in the course readings. If you cannot attend a class session for an unforeseen reason, that's okay, no need to let me know. However, don't make it a habit. Please do not arrive to class late. While there is a 5-minute grace period for entry, please do not enter beyond that.

Pop Quizzes will be administered if it becomes apparent that students are not doing course readings. These pop quizzes will count towards your daily participation grade. There are no make-ups for pop quizzes.

Use of Electronic Devices

Be mindful of your use of electronic devices in the class. During the first hour of class, refrain from using electronic devices. **Studies have shown that using electronic devices to take notes decreases academic performance and distracts other students.** ¹ Please take notes by hand instead.

CORRESPONDENCE

The best way to reach me is via email: csla@bu.edu Generally, I will respond to your email with 24 hours, Monday-Friday. include in your email subject [PO308] so that the message isn't missed. Unsure about how to craft an email, [here](#) is an online guide.

It is your responsibility that you receive all course correspondence. Use your BU email for correspondence. Be sure to remove spam filters for my email, as well as the teaching fellow.

Accessibility, learning and testing accommodation. We assume that all of us learn in different ways. If there are circumstances that may affect your performance in this class, please talk to your discussion course leader as soon as possible so that we can work together to develop strategies for accommodations that will satisfy both your learning needs and the requirements of the course. The Office of Disability & Access Services is the office responsible for assisting students with disabilities. If you have a disability that interferes with your learning (whether visible or invisible, physical, or mental), you are encouraged to register with this office. Disability & Access Services will work with you to determine appropriate accommodations for your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations you need that you will share with your teachers; specific information about your disability will remain private. Letters of accommodation should be presented as soon as possible to ensure that student needs are addressed from the start of the course. Contact Disability & Access Services at access@bu.edu and 617-353-3658; learn more at www.bu.edu/disability. Please note that Boston University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Religious Observance. Boston University's policy on religious observance will be adhered to in this course.

Academic Conduct. All members of the University are expected to maintain the highest standards of academic honesty and integrity; we have the same expectations of each other in this course. Seminar leaders take the issue of plagiarism seriously and expect all the work you do in this course to be your own. Plagiarism or other forms of academic misconduct in this course **will** result in a failing grade for the course and/or referral of the case to the

¹ <https://www.educationnext.org/should-professors-ban-laptops-classroom-computer-use-affects-student-learning-study/>

CAS Academic Conduct Committee, which may impose penalties up to and including expulsion from the University. Your best rule is to make sure you cite every source you employ, using quotation marks and providing citation whenever you use someone else’s words. If you have questions about what plagiarism is and how it differs from the appropriate use of other people’s work, consult the [Academic Conduct Code](#).

Lectures may not be reproduced in any form or otherwise copied, displayed, or distributed without the written permission of the instructor. Please note that selling or buying lecture notes or summaries is prohibited in this class and may result in disciplinary action under the [BU Code of Student Responsibilities](#).

OUT OF THE CLASSROOM LEARNING EXPERIENCE

Our classroom is only one site of learning. As a budding political scientist, I encourage everyone to learn from their community, and be Immersed in It. To that end, there are two opportunities to submit brief scholarly reflections (video, audio, written) on out of the classroom experiences for additional credit on the mid-term and final assignments. These are due **before** the midterm and final.

To receive credit, students *must connect* their reflection to topics discussed in classes. This means page citations of the readings where relevant. Personal reflections, or what you liked or disliked should be minimal. Submitting a reflection *does not guarantee* full credit. See the rubric on **Blackboard** for more information. Professor Slaughter will identify these opportunities for you during class, and then posted on Blackboard.



COURSE CALENDAR			
Date	Reading		Deliverable
	(A Brief) History of Race and Ethnicity		
	What is race and ethnicity? does the distribution and allocation of resources reify racial categories? What is the role of American social and political institutions in creating race?		
Week 1	Tuesday, September 6, 2022	Watch: RACE --- The Power of an Illusion, <i>The Story We Tell</i> www.racepowerofanillusion.org	Introductions
	Thursday, September 8, 2022	The Social Construction of Race Uneven Roads: Introduction: Race as an Uneven Road (p. 1-37) Hirschman, Charles. "The Origins and Demise of the Concept of Race." Population and Development Review 30, no. 3 (2004): 385–415.	

COURSE CALENDAR

Date	Reading	Deliverable
<p>Week 2 Tuesday September 13, 2022</p>	<p>The Study of Race and Politics</p> <p>Hutchings, Vincent L., and Nicholas A. Valentino. 2004. "The Centrality of Race in American Politics." <i>Annual Review of Political Science</i> 7(1): 383-408.</p> <p>The "Problem" and Politics of Race, McClain, Paula D., and John A. Garcia. 1993. "Expanding Disciplinary Boundaries: Black, Latino, and Racial Minority Group Politics in Political Science." <i>Political science: The state of the discipline II</i> (pp. 247-279).</p>	
<p>Thursday, September 15, 2022</p>	<p>Michael Omi & Howard Winant "Chapter 1 Racial Formation"</p> <p>Watch: Racial Formation Theory (an explainer by Dr. Tonya Golash-Boza) https://www.youtube.com/watch?v=4f7Pe5bO82E</p>	
<p>Racial Advantages and Racial Disadvantages</p> <p>How has the political uses of race and ethnicity change over time? In what ways have race and ethnicity shaped the experiences of the four largest racial and ethnic groups in the United States?</p>		
<p>Week 3 Tuesday, September 20, 2022</p>	<p>Uneven Roads: Native Americans</p> <p>"A Tour of Indian People & Indian Land" David E. Wilkins, 2006. <i>American Indian Politics and the American Political System, 2nd. ed.</i> New York: Rowman & Littlefield</p> <p>WATCH: 'We the People' - the three most misunderstood words in US history Mark Charles TEDxTysons (YOUTUBE)</p>	
<p>Thursday, September 22, 2022</p>	<p>Uneven Roads: Black Americans</p> <p>Katherine Tate (1994) <i>The New Black Politics</i> From protest to politics: the new Black voters in American elections. Page 1-20</p>	
<p>Week 4 Tuesday, September 27, 2022</p>	<p>Uneven Roads: Latino Politics</p> <p>Sanchez, Gabriel R. "The Role of Group Consciousness in Political Participation Among Latinos in the United States." <i>American Politics</i></p>	

COURSE CALENDAR

Date	Reading	Deliverable
	Research 34, no. 4 (July 1, 2006): 427–50. https://doi.org/10.1177/1532673X05284417 .	
Thursday, September 29, 2022	Uneven Roads: Asian American Roads Junn, Jane and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context." Perspectives on Politics. Dec (4	
Week 5 Tuesday, October 4, 2022	What constitutes whiteness and racial advantages? Uneven roads: Whiteness and Shifting Roads of Immigrant America Painter, Nell Irvin. June 20, 2015. "What Is Whiteness?" The New York Times. https://www.nytimes.com/2015/06/21/opinion/sunday/what-is-whiteness.html Harris, Cheryl I. 1995. "Whiteness as Property." in Critical Race Theory, eds. Kimberle Crenshaw, Neil Gotanda, Gary Peller and Kendall Thomas. New York: The New Press.	** Reading Response #1 Due**
Thursday, October 6, 2022	Emergence & Change of Racial Groups Uneven Roads: Immigration Policy Balz, Dan. "The Politics of Race Are Shifting, and Politicians Are Struggling to Keep Pace." Washington Post. Accessed August 10, 2022. https://www.washingtonpost.com/graphics/2020/politics/race-reckoning/ . These charts show what we learned from the 2020 Census. Boston Globe. April 26, 2021 America's Electoral Future: How Changing Demographics Could Impact Presidential Elections from 2016 to 2032 https://www.brookings.edu/interactives/americas-electoral-future-how-changing-demographics-could-impact-presidential-elections-from-2016-to-2032/	
Race and Political Attitudes		
What are political attitudes? How do political attitudes form among racial and ethnic minorities? What factors lead group members to be interested in and knowledgeable of politics?		

COURSE CALENDAR

Date	Reading	Deliverable
<p>Week 6 Tuesday, October 11, 2022 - NO CLASS</p>		
<p>Thursday, October 13, 2022</p>	<p>Uneven Roads: Group Identity, Ideology, Activism</p> <p>Political Knowledge & Political Interest</p> <p>Pérez, Efrén O. (2015). "Mind the gap: Why large group deficits in political knowledge emerge—and what to do about them." <i>Political Behavior</i></p> <p>Block, Ray. "Some Like It Hot: Towards A Political Climate Explanation of Racial Differences in Political Interest." In <i>African American Political Psychology: Identity, Opinion, and Action in the Post-Civil Rights Era</i>, edited by Tasha S. Philpot and Ismail K. White, 147–56. New York: Palgrave Macmillan US, 2010. https://doi.org/10.1057/9780230114340_10.</p>	
<p>Week 7 Tuesday, October 18, 2022</p>	<p>Public Opinion</p> <p>Donald Kinder and Lynn Sanders "The Racial Divide in Public Opinion" in <i>Divided by Color</i></p> <p>P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishan "Asian Pacific American Public Opinion and Political Participation"</p> <p>Harris-Lacewell. <i>Political Science and the Study of African American Public Opinion</i>. Chapter 6 of <i>African American Perspectives on Political Science</i> (2007) Edited by Wilbur Rich.</p>	
<p>Thursday, October 20, 2022</p>	<p>M I D T E R M</p>	
<p>Race and Political Participation</p>		
<p>What is political participation? How does race and ethnicity shape the political incorporation and participation of minorities, specifically within the realm of electoral politics? How does it vary across racial and ethnic groups?</p>		
<p>Week 8 Tuesday, October 25, 2022</p>	<p>Uneven Roads: Voting Rights in American Life (p. 219-243)</p> <p>Rosenstone, Steven J., and John Hansen. (1993). <i>Mobilization, participation, and democracy in America</i>, Chapter 1</p>	

COURSE CALENDAR

Date	Reading	Deliverable
Thursday, October 27, 2022	<p>Leighley, Jan E. and Arnold Vedlitz. (1999). "Race, ethnicity, and political participation: Competing models and contrasting explanations." <i>Journal of Politics</i>.</p> <p>Fraga, Bernard L. 2018. <i>The Turnout Gap: Race, Ethnicity, and Political Equality in a Diversifying America</i>. Ch. 2 "Race and Turnout in Historical Context.</p> <p>Prindeville, Diane-Michele. 2002. "A Comparative Study of Native American and Hispanic Women in Grassroots and Electoral Politics". <i>Frontiers: A Journal of Women Studies</i> 23 (1)</p>	
Week 9 Tuesday, November 1, 2022	<p>Voter Activation & Mobilization</p> <p>García Bedolla, Lisa, and Melissa R. Michelson. (2012). <i>Mobilizing inclusion: Transforming the Electorate through Get-out-the-vote Campaigns</i>, Chapter 2</p> <p>Michelson, Melissa. (2005) <i>Meeting the Challenge of Latino Voter Mobilization</i></p> <p>Harris, Fredrick C. "Something Within: Religion as a Mobilizer of African-American Political Activism." <i>The Journal of Politics</i> 56, no. 1 (February 1, 1994): 42–68. https://doi.org/10/ft2724.</p>	<p>** Reading Response #2 Due**</p>
Thursday, November 3, 2022	<p>Frasure, Lorrie (2010) <i>The Burden of Jekyll and Hyde Barack Obama, Racial Identity, and Black Political Behavior</i>.</p> <p>Tesler, Michael. 2016. <i>Post Racial or Most Racial? : Race and Politics in the Obama Era.-Chapter 3: The Obama Presidency ,Racial Attitudes, and the 2012 Election</i></p> <p>Watch: Speech 2004 Democratic National Convention (Obama) https://www.youtube.com/watch?v=OFPwDe22CoY</p>	

COURSE CALENDAR

Date	Reading	Deliverable
	Full speech https://www.youtube.com/watch?v=eWynt87PaJ0	
Race and Political Representation		
<p>What is the role of racial and ethnic identity in political representation, political ambition, and influence? How do racial and ethnic minorities fare in elected offices? Are all Americans equally represented? What factors influence how and when minority candidates are successful?</p>		
Week 10	<p>Tuesday, November 8, 2022</p> <p>Katherine Tate "The Puzzle of Representation" Chapter 1 in Black Faces in the Mirror</p> <p>Lajevardi, Nazita. "Access Denied: Exploring Muslim American Representation and Exclusion by State Legislators." <i>Politics, Groups, and Identities</i> 8, no. 5 (October 19, 2020): 957–85. https://doi.org/10.1080/21565503.2018.1528161.</p> <p>Brown, Anna and Sara Atske. (2016). "Blacks have made gains in U.S. political leadership, but gaps remain." http://www.pewresearch.org/facttank/2016/06/28/blacks-have-made-gains-in-u-s-political-leadership-but-gaps-remain/</p> <p>John Garcia "Latinos in the Electoral Arena" Chapter 7 in Latino Politics in America</p>	<p>** SUBMIT TOPIC FOR DATA ANALYSIS PROJECT**</p>
	<p>Thursday, November 10, 2022</p> <p>Race, Gender & Intersectionality in Representation and Beyond</p> <p>Uneven Roads: Beyond Race (p. 423-442)</p> <p>Sanbonmatsu, Kira. "Officeholding in the 50 States: The Pathways Women of Color Take to Statewide Elective Executive Office." In <i>Distinct Identities</i>. Routledge, 2016.</p> <p>Smooth, Wendy. 2011. "Standing for Women? Which Women? The Substantive Representation of Women's interests and the Research Imperative of intersectionality. <i>Politics & Gender</i> 7 (3): 436-441.</p>	
Week 11	<p>Tuesday, November 15, 2022</p> <p>Racial Politics in American Cities by Browning, Marshall, and Tabb introduction & Chapter 1 "Can People of Color Achieve Equality in City Government? The Setting and Issues."</p>	<p>** PEER REVIEW OF DATA ANALYSIS PROJECT**</p>

COURSE CALENDAR

Date	Reading	Deliverable
	<p>Canon, David T. "Race and Redistricting." <i>Annual Review of Political Science</i> 25, no. 1 (2022): 509–28. https://doi.org/10.1146/annurev-polisci-041719-102107.</p>	
<p>Thursday, November 17, 2022</p>	<p>Representation by Political Parties</p> <p>Nathan Kar Ming, Jae Yeon Kim, and Vivien Leung. "COVID-19 and Asian Americans: How Elite Messaging and Social Exclusion Shape Partisan Attitudes." <i>Perspectives on Politics</i> 20, no. 2 (June 2022): 618–34. https://doi.org/10.1017/S1537592721003091.</p> <p>Brownstein, Ronald July 7, 2022, Are Latinos Really Realigning Toward Republicans? <i>The Atlantic</i> https://www.theatlantic.com/politics/archive/2022/07/working-class-latino-voters-political-alignment/670593/</p> <p>LISTEN Steadfast Democrats How Social Forces Shape Black Political Behavior https://newbooksnetwork.com/ismail-k-white-and-chryl-n-laird-steadfast-democrats-how-social-forces-shape-black-political-behavior-princeton-up-2020</p>	
<p>Race and Public Policy</p> <p>Is public policy a tool to reduce racial inequality? How have racial and ethnic minorities been excluded from the political process, and what steps have racial groups taken to remedy political exclusion? What policy solutions lead groups closer to equity?</p>		
<p>Week 12</p>	<p>Uneven Roads: The legacy of Grassroots Activism (p 284-289)</p> <p>Williamson, Vanessa, Kris-Stella Trump, and Katherine Levine Einstein. "Black Lives Matter: Evidence That Police-Caused Deaths Predict Protest Activity." <i>Perspectives on Politics</i> 16, no. 2 (June 2018): 400–415. https://doi.org/10/cq4b.</p> <p>Heaney, Michael T. "Who Are Black Lives Matter Activists? Niche Realization in a Multimovement Environment." <i>Perspectives on Politics</i>, August 17, 2022, 1–24. https://doi.org/10.1017/S1537592722001281.</p>	<p>** FEEDBACK ON DATA ANALYSIS PROJECT**</p>
<p>Thursday, November</p>		

COURSE CALENDAR

	Date	Reading	Deliverable
	24, 2022 - NO CLASS		
Week 13	Tuesday, November 29, 2022	<p>Segregation and Education</p> <p>Uneven Roads: Public Education Opportunities and Detours (pg.333-349)</p> <p>Green, Donald Philip, and Jonathan A. Cowden. "Who Protests: Self-Interest and White Opposition to Busing." <i>The Journal of Politics</i> 54, no. 2 (1992): 471–96. https://doi.org/10.2307/2132035.</p> <p>Nikole Hannah-Jones "Segregation Now" https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools#intro</p> <p>WATCH: Frontline: Separate and Unequal http://www.pbs.org/wgbh/frontline/film/separate-and-unequal/</p>	** DATA ANALYSIS PROJECT DUE **
	Thursday, December 1, 2022	<p>"The Future of Race in America" http://www.theroot.com/the-future-of-race-in-america-1790898742</p> <p>The pandemic showed why social and structural determinants of health matter. Now it's time for policymakers to act. https://www.brookings.edu/blog/how-we-rise/2022/02/18/the-pandemic-showed-why-social-and-structural-determinants-of-health-matter-now-its-time-for-policymakers-to-act/</p> <p>Listen: https://www.npr.org/2022/08/30/1120096299/to-build-support-among-voters-of-color-republicans-open-dozens-of-community-cent</p>	
Week 14	Tuesday, December 7, 2022	<p>Before class: Prepare discussion questions for panelists</p> <p>In Class: Pathways in REP Career Panel</p> <p>*GUESTS TBD*</p>	** Reading Response #3 Due**
	Thursday, December 9, 2022	<p>Discrimination & Bias</p> <p>Pew Research Center - U.S. Politics & Policy. "Deep Divisions in Americans' Views of Nation's Racial History – and How to Address It," August 12, 2021. https://www.pewresearch.org/politics/2021/08/12/deep-divisions-in-americans-views-of-nations-racial-history-and-how-to-address-it/.</p>	

COURSE CALENDAR

Date	Reading	Deliverable
	Butler DM, Broockman DE. 2011. Do politicians racially discriminate against constituents? A field experiment on state legislators. Am. J. Polit. Sci. 55:463–77	
	Before class: Test your implicit bias https://implicit.harvard.edu/implicit/takeatest.html	
Week 15	Tuesday, December 12, 2022,	REVIEW
FINAL EXAM OPENS DURING FINALS WEEK		

** Readings subject to change. Additional readings will be emailed or posted on the course webpage. **