

Race and Politics in the U.S.
POSC 273 – Fall 2018
Leighton 304
(MW 1:50-3:00p.m. & F 2:20-3:20p.m. – 5a Schedule)
Carleton College

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I. Course Description

This course addresses race and ethnicity in U.S. politics. Following an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to understanding the ways in which racial attitudes have been structured along a number of political and policy dimensions, e.g., welfare, education, immigration, criminal justice, and election administration. The course then transitions, examining the explicit and implicit racialization of political decisions. Students will gain an increased understanding of the multiple contexts that shape contemporary racial and ethnic politics and policies in the U.S., and will consider the role of institutional design, policy development, representation, and racial attitudes among the general U.S. public and political environment.

II. Course Objectives

The goal of this course is to introduce you to two particular lenses to view the relationship between race and ethnicity and U.S. politics: 1) the crafting and implementation of domestic policies (such as welfare, education, and the criminal justice system) and 2) the framing of political decisions.

At the end of this course, you will be able to:

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

III. Required Course Readings

This class features 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.

There are FOUR required texts for this course:

Alexander, Michelle. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Mendelberg, Tali. (2001). *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton: Princeton University Press.

Oliver, J. Eric. (2010). *The Paradoxes of Integration: Race, Neighborhood, and Civic Life in Multiethnic America*. Chicago: The University of Chicago Press.

Shaw, Todd, Louis DeSipio, Diane Pinderhughes, and Toni-Michelle C. Travis (2015). *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*. Los Angeles: CQ Press.

- Occasionally, supplemental readings have been assigned, which will be available on Moodle. This means that material for exams will come from the required text, as well as from class lecture and discussion. This heightens the importance of class attendance and obtaining notes from a classmate when you must miss a class.
- As we will discuss historical and contemporary racial politics, I encourage you to pay attention to a quality daily newspaper (recommended papers include The New York Times, The Washington Post, The Los Angeles Times, The Hill, and The Wall Street Journal).
- <https://www.npr.org/sections/codeswitch/>

IV. Class Structure and Expectations

I will often briefly lecture on key topics of the day or extensions of our course material. However, this course will not be lecture-heavy because you are expected to have read the material and discussions are more interesting. The majority of the class will be spent on discussion and activities that are designed to help you integrate the readings and materials. If schedules permit, we will also have some guest speakers occasionally join us throughout the term. Please come to class prepared to discuss the day's readings, as this is a key component of this course.

You can also expect me to arrive to class on time, to return assignments in a timely manner, and to be accessible during my office hours. I will 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 are due. Please do not wait to ask for help until after the due date, come talk to me before if you are struggling.

V. Course Requirements and Grading

The requirements for this course involve both the completion of assignments on your own outside of our class meetings and your active and informed contributions to our discussions in class. Some of your assignments will be submitted electronically via Moodle. It is your responsibility to make sure the file is not corrupted (you should be able to download and view the file after you upload it to Moodle). If you use .pages, rather than Word (.doc or .docx) please convert to .pdf before submitting completed assignments to Moodle. Corrupted files will be treated as though they are late until they are correctly uploaded.

Grades are based on four different components, described in more detail below.

Reading Quizzes (Top 6 – 5% each)	30%
Response Essays	20%
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	40%
Participation	10%

WEEKLY READING QUIZZES: (30% TOTAL) While midterm and final exams place a premium on memorization and intense study rather than a cohesive synthesis of the material we read, we will utilize weekly reading quizzes. However, the readings for this class were chosen with intention and are important for students to get the most out of our 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.

I understand that sometimes things come up and readings don't get done. Over the course of the term, there are 7 Mondays when I will administer quizzes. This makes for an odd division of 30% of your grade. Out of these 7 quizzes, I will drop your lowest score. Of the remaining 6 quizzes, each will be worth 5% 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 term, I will simply take your highest 6 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: (20% TOTAL) Each student will complete two 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 3-4 pages long, double spaced. More information will be provided in class.

LITERATURE REVIEW: (40% TOTAL) Each student will write a literature review that identifies a specific research question surrounding race and ethnicity in U.S. politics. Many classes culminate with a major research paper and you will all be required to do some type of integrative exercise before graduation. However, little attention is given to how to write a comprehensive literature review. Thus, more attention should be given to writing literature reviews, rather than treating them as little more than a formality or a hoop to jump through as part of the research process.

In this class, rather than writing a final paper, we will spend a good deal of the term 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 academic 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 of which you can be very proud.

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-. More information on each component will be provided in class.

PARTICIPATION: (10% TOTAL) The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you? Please prepare for, attend, and participate meaningfully in class weekly. “Meaningful” participation comes in a number of forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and current events, and participating respectfully in class discussions. In other words, good participation is simply being a good member of our class community. Everyone’s experience in this course is enhanced by regular attendance and active participation; conversely, everyone’s experience suffers if individuals do not participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week’s readings. So, don’t be afraid to speak up!

GRADING SCALE. The course will follow a standard grading scale:

- A: Achievement outstanding relative to the basic course requirements
 - A 93 or higher
 - A- 90-92
- B: Achievement significantly above the basic course requirements
 - B+ 87-89
 - B 83-86
 - B- 80-82
- C: Achievement meeting the basic course requirements
 - C+ 77-79
 - C 74-76
 - C- 70-72
- D: Achievement worthy of credit but below the basic course requirements
 - D+ 67-69
 - D 63-66
 - D- 60-62
 - F Below 60

ADDITIONAL GRADING POLICIES:

1. I will not consider grade complaints if more than one week has passed after the assignment has been returned to you. Before I review your grade, you must first:

- Wait 24 hours.
- Schedule a time to meet with me to discuss your grade.

- Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not vague reasons like “I worked really hard.” The second grade, whether higher or lower, will become your grade on the assignment.

2. Late assignments will not be accepted, unless official documentation is provided. Your grade will be lowered 10 percentage points for each day it is late. That is if the assignment is due on Monday at 1:50 p.m. and you turn it in sometime between 1:50 p.m. and Tuesday 1:50 p.m., the highest grade you can achieve is 90.

- The only acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time only if you communicate with me before the assignment is due and you provide documentation of the circumstance.

VI. Notes

You are expected to read the entire syllabus at the beginning of the term. While you are encouraged to print out a hardcopy to read and reference through the term, you will also want to have an electronic version to easily access all external websites and resources. Depending on the dynamics of the class or campus emergency, the information on this syllabus may be modified by the instructor. Students will be notified promptly of any changes.

VII. Academic Honesty

In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism can be found at: <https://apps.carleton.edu/campus/doc/integrity/>.

VIII. Electronics in Class

You are responsible for taking notes in class, whether by computer or by pen and paper. Occasionally, we may use laptops (or mobile devices) in class to access the Internet for in-class activities. However, I expect you to be responsible in your use of electronic equipment if you do use a laptop in class: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. This can become distracting to your colleagues around you. I would also recommend you read through the discussion (including comments), “The Distracted Classroom” article from *The Chronicle of Higher Education* posted on Moodle, to think about the possible pros and cons of using computers in a classroom setting. Individuals who abuse this privilege will find their participation grade reduced and/or will be asked to move to the last row in the classroom. Please turn off all cell phones during class.

IX. Course Schedule

Below, you'll find a list of all class meetings and the topics we'll discuss. Days with reading quizzes marked with (RQ). You should bring any questions that you have with you to our class meetings. In the event that deviations from this schedule are necessary, they will be announced in class. Readings should be completed BEFORE class. Please bring readings to class. Reading are listed in *italics*.

WEEK 1 – INTRODUCTION, DEFINITIONS, HISTORY, IMPLICATIONS

- 09/10 Introductions and Syllabus Review
- 09/12 *Winant (Moodle)*
Conover (Moodle)
Dalton (Moodle)
Uneven Roads Chapter 1
- 09/14 *Ferber (Moodle)*
Waters (Moodle)
National Geographic:
[\(https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/\)](https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/)

WEEK 2 – INTRODUCTION, DEFINITIONS, HISTORY, IMPLICATIONS, CONTINUED

- 09/17 (RQ) *Allport Chapters 1 & 2 (Moodle)*
- 09/19 *Pettigrew (Moodle)*
Devos & Banaji (Moodle)
- 09/21 *Mansbridge (Moodle)*
Dovi (Moodle)

WEEK 3 – POLICY IMPLICATIONS – THE SOCIAL SAFETY NET

- 09/24 (RQ) *Hawkesworth (Moodle)*
Strolovitch (Moodle)
- 09/26 *Newkirk (Moodle)*
Fiscella et al. (Moodle)
- 09/28 *Schram et al. (Moodle)*
Callaghan & Olson (Moodle)
Gilens 1995 & 1996 (Moodle)

WEEK 4 – POLICY IMPLICATIONS – CRIMINAL JUSTICE, PART I

10/01 (RQ) *Alexander Introduction and Chapter 1*
Uneven Roads Chapter 10

10/03 *Alexander Chapters 2&3*

10/05 *Alexander Chapter 4*
DUE: RESEARCH PAPER TOPIC

WEEK 5 – POLICY IMPLICATIONS – CRIMINAL JUSTICE, PART II

10/08 (RQ) *Alexander Chapter 5*

10/10 *Alexander Chapter 6*
Nichols et al. 2018 (Moodle)

10/12 NO CLASS – MIDTERM BREAK

WEEK 6 – POLICY IMPLICATIONS – IMMIGRATION

10/15 NO CLASS – MIDTERM BREAK

10/17 *Andersen & Cohen (Politics of Democratic Inclusion) (Moodle)*
Jones-Correa (Politics of Democratic Inclusion) (Moodle)
Lowe (Moodle)
Uneven Roads Chapter 11

10/19 *Huntington (Moodle)*
Citrin et al. 1997 & 2007 (Moodle)
Brader et al. (Moodle)
DUE: ANNOTATED BIBLIOGRAPHY

WEEK 7 – INSTITUTIONAL CHALLENGES

(REMINDER OF GENERAL ADVISING DAYS 10/22-10/30)

10/22 (RQ) *Key Chapter 26 (Moodle)*
Browne-Marshall Chapter 1 (Moodle)
Soffen (Moodle)

10/24 *Hershey (Moodle)*
Atkeson (Moodle)

10/26 *Barreto (Moodle)*
Overby & Cosgrove (Moodle)

WEEK 8 – ISSUES IN POLITICAL CAMPAIGNS

10/29 (RQ) *Mendelberg Chapters 1 and 2*
DUE: FIRST DRAFT

10/31 *Mendelberg Chapters 3 and 4*

11/02 *Jigsaw Class Session*
Mendelberg Ch. 7 (Group A)
Mendelberg Ch. 8 (Group B)
Mendelberg Ch. 9 (Group C)
Mendelberg Ch. 10 (Group D)

WEEK 9 – THE CHALLENGES OF SPACE

ANYTIME THIS WEEK: PAPER CONFERENCES, MEET WITH PROFESSOR

11/05 (RQ) *Oliver Introduction, Chapter 1*
Enos (Moodle)

11/07 *Oliver Chapters 2 & 3*

11/09 *Jigsaw Class Session*
Oliver Ch. 4 (Group A)
Oliver Ch. 5 (Group B)
Oliver Ch. 6 (Group C)
Oliver Ch. 7 (Group D)
DUE: PEER REVIEW

WEEK 10 – INTERSECTIONALITY AND ADDITIONAL TOPICS

ANYTIME THIS WEEK: PAPER CONFERENCES, MEET WITH PROFESSOR

11/12 *Uneven Roads Chapter 13*

11/14 Final Paper Workshop

11/16 NO CLASS – READING DAY

WEEK 11 – FINALS WEEK

11/19 DUE: FINAL LITERATURE REVIEW BY 6:00PM
(EXAM PERIOD 3:30-6:00PM)

X. Additional Carleton Policies and Student Support

INFORMATION TECHNOLOGY SERVICES - HELPDESK

The ITS helpdesk is a centralized support center for all students, staff and faculty on campus. For students, we support their personally-owned devices including a drop-off repair service for software and some minor hardware issues. The helpdesk also supports and maintains 13 [public computer labs](#) and their associated printers across campus. To contact the ITS helpdesk, go to <https://apps.carleton.edu/campus/its/services/helpdesk/> or you can call, email, or contact the helpdesk directly by phone at 507-222-5999 (x5999 from on campus). Phone is best for time-sensitive requests. You can also email helpdesk@carleton.edu (Any email sent here automatically opens a support ticket) or contact the Web Help Desk: <https://helpdesk.carleton.edu/>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

TECHNOLOGICAL RESOURCES FOR STUDENTS

The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

LEARNING STRATEGIES AND TIME MANAGEMENT

Steve Schauz, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're more efficient and effective. For details and resources: [Learning Strategies & Time Management](#). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."

LIBRARY RESOURCES

The librarian for Political Science is Head of Reference [Emily Scharf](#). You may also email reference@carleton.edu. Librarians are excellent sources of assistance with your research in this class. You can drop by the library's [Research/IT desk](#) to ask any question you have, at any point in your process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

WRITING SUPPORT

The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences in 420 4th Libe by using their [online appointment system](#). Walk-ins are welcome, though writers with appointments have priority.

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, [Multilingual Writing Coordinator](#), call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

STUDENT HEALTH

Carleton College urges you to make yourself--your own health and well-being--your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#).

Carleton College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Carleton, please go to: https://apps.carleton.edu/dos/sexual_misconduct/.