

POLITICAL SCIENCE 3020: Minority Political Behavior
University of Oklahoma, Fall 2016

Professor Israel-Trummel
Office: Dale Hall Tower 225
E-mail: mackisr@ou.edu

Class: MW 4:30–5:45pm Physical Science Center 314
Office Hours: Tuesdays 9:30–11:30am
and by appointment

The racial landscape in the United States has undergone a remarkable transformation in recent years. Between 2000 and 2010, the Hispanic population grew by 15.2 million, meaning 1 in 6 residents is of Hispanic ethnicity. The Asian American population grew by 43 percent—making it the fastest-growing racial group. The proportion of Americans identifying as Black or “Some Other Race” also increased. More than 9 million Americans identify with more than one racial group, and an estimated 20 percent of the population will identify this way by 2050. All told, almost one-third of Americans now identify with a racial/ethnic minority group. Given that race structures how Americans interact with and think about government, if political scientists do not examine the political behavior of non-Whites, we will struggle to understand a diversifying United States.

This seminar will provide a foundation for thinking about the question of minority status in American politics. We will attempt to address such broad topics as: the strategic political circumstances of American racial/ethnic minority groups; political mobilization; statutory and legal intervention in the electoral process; the politics of immigration, acculturation, and identification; and theories and levels of minority representation. We’ll try to compare the current political dilemmas and strategic situations of African-Americans, Latinos, Asian Americans, and Native Americans, their political behavior, the specific policy issues important to each group, and disputes within minority groups over what their political/social goals should be and how best to accomplish them.

My goal is to create a class in which everyone is welcome, included, and able to learn and succeed. Please talk to me if there is something I need to know in order to facilitate a positive and productive learning experience for you.

Goals/Learning Objectives

1. At the end of this course, students will be able to engage theories of the social construction of race, and be able to discuss race and ethnicity beyond individual identity or skin color.
2. Students will learn to apply theories to political problems and gain an analytic perspective of current debates regarding race/ethnicity.
3. Students will learn to question preexisting ideas about race as they relate academic writing to their own experiences and views of the world.
4. Students will improve their writing skills through two papers, in which they will be asked to use existing research to craft an interesting argument and then support it with relevant evidence.
5. Working in research teams, students will learn how to ask a research question and develop and test hypotheses using empirical evidence. In other words, students will produce research rather than simply consuming it.

Course Materials (Required)

Lerman, Amy and Vesla Weaver. 2014. *Arresting Citizenship: the Democratic Consequences of American Crime Control*. Chicago: University of Chicago Press.

Evaluation

- Two midterm papers (30% total)
- Peer review (5%)
- Team research paper (30%)
- Team final presentation (10%)
- Class participation and reading notes (25%)

Individual Due Dates

- Ongoing: Reading notes, due before the class session in which each reading is discussed.
- October 4: Midterm Paper #1
- October 9: Peer Review
- October 16: Midterm Paper #1 Revision
- November 15: Midterm Paper #2

Final Research Project Due Dates

- September 15: Group and Research Question
- September 30: Annotated Bibliography and Idea for Methodology
- October 20: Literature Review and Methodology
- November 22: Research Findings
- December 16: Final Research Project

Midterm Papers

You will receive prompts for your midterm papers at least one week before the due date. After submitting your first midterm paper, each student will receive another student's anonymized paper to provide critical and substantive feedback. Students will then incorporate the feedback they receive into a final draft. Both drafts will be considered for the final grade. For the second midterm paper, you should incorporate what you've learned about providing critical, substantive feedback into your own writing process.

All papers for this course should use standard formatting (12-point font, Times New Roman, double-spaced) and include a citations page. Your midterm papers should be submitted via our course website on Canvas (<http://canvas.ou.edu>). Your papers will be analyzed using Turnitin.com for originality, though I will obviously grade them myself! ☺

Research Paper and Presentation

Over the course of our class you will form a group of 3–4 students and choose a research question to investigate. For example, you could ask how men and women’s interests were differently represented during the Civil Rights Movement, or how the Latino vote will shape the outcome of the 2016 presidential election.

Each group will put their final project online as a blog to make the information available to the class and the community. You should think about how to display the information from your paper in an organized, interactive, and interesting way. The text and graphics from your blog should also be compiled into a paper and uploaded to Canvas.

A successful project will make use of the readings as well as outside sources. Your research should be question-driven and should use existing research and data to make an original argument. Each group’s final paper will be 20–25 pages including references and any figures. Additionally, each group will give a presentation of their research to the class, which will count for 10% of the final course grade.

Your final paper will be due the last day of the final exam period: Friday, December 16 by 11:59pm. In order to make sure each group is progressing with their project, there will be several deadlines along the way. Each deadline is noted in the syllabus. Note that these deadlines are requirements not suggestions.

Class Participation and Reading Notes

Attendance is obviously an important part of your class participation. However, merely sitting in a classroom does not qualify as excellent, or even sufficient, participation. This class has some lecture, but is largely a seminar which requires excellent, critical, and active participation from each of us.

Good participation will not only challenge you, but will improve the learning experience of everyone else in class. Granted, “good participation” is a very amorphous concept. If you have any questions about how you could improve your contribution to our discussion, I would be happy to talk with you at any point. Below are the types of questions/statements that can contribute to a productive learning environment. This list is in no way exhaustive, but may prove helpful to you:

1. Questions you ask in an effort to better understand the course material— if you’re confused, someone else probably is too!
2. Questions and comments about the validity or strength of an author’s argument or evidence.
3. Questions and comments that deal with how course materials relate to each another.
4. Questions and comments that tie readings and lectures to current events and ideas from outside the course.

In order to facilitate your participation, you will submit notes on the readings we do. Taking useful notes is a skill that requires practice. To aid you in this practice, I recommend trying to make note of the following from your readings:

- What is the central question(s) being asked? This is known as the *research question*.
- What is the outcome of interest? This is known as the *dependent variable*.

- What explains the outcome of interest? This is known as the *independent variable*.
- What is the *argument*? Why does the author think that the independent variable affects the dependent variable?
- What are the findings? What pieces of evidence support the author's argument? What evidence goes against the argument?
- What are your critiques of the study?
- What new questions does this work make you think about? What kind of research project could you undertake to answer these questions?
- Any key terms that are new to you.

These suggestions for your reading notes are posted on Canvas under "Course Materials." This should add time to your reading, but it will help you to focus on picking out the important arguments and evidence from each reading. Furthermore, this will provide you with excellent notes as you prepare for your final exam! There is a strong correlation between time spent on reading notes and success on the final exam. You must submit your notes to Canvas **before a given reading is discussed**. These reading assignments will count toward your total participation grade. Reading assignments should be submitted in .doc or .docx format and the file should be titled with the date of the readings on the syllabus as month, day, year, and your last name, first name (e.g., 090716Israel-TrummelMackenzie.doc).

Come to class prepared! Always bring your notes and all of the day's readings to class with you. Having the course materials readily available to you facilitates better discussion and helps you to be more engaged with the material as you can refer directly to the text. **If you do not have your materials with you in class, you are not earning participation points.**

I hope that you will be excited by the relevance of our class to current events. During the week, if you come across a news story relevant to our course content please post it to our course website with your thoughts on the article. By contributing articles, you can earn extra participation points.

Technology Policy

You may use a laptop to take notes in class. However, you need to read the article "Why smart kids shouldn't use laptops in class" to understand the potential negative effects of having technology in the class. By bringing a computer to class you are agreeing to use it only to take notes, not to surf the web, look at social media, or check your email. If I need to remind you not to do this, you will be asked to leave your laptop in your bag. You should not have your phone out in class. Do not plan to use your phone to look at readings.

Absence Policy

I understand that illnesses and family obligations happen, and it can sometimes be necessary to miss class. However, I ask that you notify me 24 hours ahead of time when you will miss a class. For these **excused absences** you can make them up by posting your analysis of that day's readings on Canvas **before your absence** so that your classmates can see your thoughts. The quality of your publicly posted analysis will be used for your participation points. **Unexcused absences cannot be made up.**

Please note that failing to take note of the schedule of the course is not a reason to miss class. Do not plan your trip home before our final exam day.

Be on Time—Both You and Your Assignments

I expect punctuality from everyone in this class. Chronic or excessive lateness will be treated as at least one absence.

Late paper submissions will be penalized at a rate of one grade step for every 24 hours (e.g. an A- would become a B+).

Academic Integrity

I fully expect all students to exhibit integrity as relates to both written work and in-class behavior. Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort. Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. It specifically includes cheating, plagiarism, fabrication, fraud, destruction of property, and bribery or intimidation, as well as assisting others or attempting to engage in such acts. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. "I didn't mean to" is never an excuse for academic misconduct.

This, of course, means that your written work must be your own. **Academic dishonesty is insulting to both you and me and will not be tolerated.** If you are unclear about what constitutes plagiarism, please ask me. It is your responsibility to make sure that you exhibit integrity. For more information on academic integrity, visit http://integrity.ou.edu/students_guide.html.

Email Policy

As part of my responsibility to you, I will respond to your emails as soon as possible. I typically respond to emails very quickly, but be prepared to allow up to 24 hours. Emails sent over the weekend may require a longer turnaround period.

Please take a close look at the article posted to Canvas titled "Advice for Students So They Don't Sound Silly in Emails." Part of college is learning how to prepare for the business world. Email communication with your faculty is a great time to practice this!

Campus Resources and Support Services

A variety of resources are available here at OU to ensure that you excel in both your academic and social development.

There are multiple sources of **academic support** on campus. Please visit their website to explore the mentoring, tutoring, writing consultations, study skill seminars, etc. that are available to you. <http://www.ou.edu/graduatesooner/resources/tutoring.html>

Goddard Health Services and the University Counseling Center are available for assistance with **medical and mental health issues**. Please visit their website for information on specific services and resources. <http://www.ou.edu/healthservices.html>

Students with Documented Disabilities

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course should speak with me immediately after the term begins so that we can discuss the accommodations necessary for you to participate fully in the class and to otherwise facilitate your educational opportunities. Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course. The Disability Resource Center is located in Goddard Health Center, Suite 166; telephone: (405) 325-3852. <http://www.ou.edu/drc/home.html>

Religious Holidays Policy

It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for commonly asked questions.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office (405) 325-2215 (8:00am–5:00pm) or the Sexual Assault Response Team (405) 615-0013 (24/7) to learn more or to report an incident.

A Final Note

If something comes up during the semester and you are struggling to fulfill your expectations in my class, *please* come talk to me as early as possible. It is always easier to deal with a problem earlier rather than later.

Reading Schedule

A quick note on how to read a syllabus: Each reading is listed under the date for which you should complete the reading and notes. The date is the class day on which we will be covering a given reading. For example, by the time you come to class on August 24, you must have read and taken notes on Bledsoe et al.'s article and Dawson's chapter.

August 22: Introduction to Minority Political Behavior

- AT HOME: Review items on Canvas
 - Syllabus
 - Advice for students so they don't sound silly in emails
 - Why smart kids shouldn't use laptops in class
 - APSA Style Guide
 - Taking Useful Notes on Readings
 - Academic Integrity materials
 - Then comment on the discussion board to indicate that you have reviewed the above materials and commit to a semester of academic integrity.

August 24: Reviewing Social Science Methods

- Bledsoe, Timothy, Susan Welch, Lee Sigelman, and Michael Combs. 1995. "Residential Context and Racial Solidarity among African Americans." *American Journal of Political Science*, 39 (2): 434-458.
- Dawson, Michael. 1994. *Behind the Mule*. Princeton: Princeton University Press. (Chapter 3)

August 29: Reviewing Social Science Methods

- Segura, Gary M. and Helena Rodrigues. 2006. "Comparative Ethnic Politics in the United States: Beyond Black and White." *Annual Review of Political Science*, 9: 375-395.
- Junn, Jane and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context." *Perspectives on Politics*, 6:4: 729-740.

August 31: Reviewing Social Science Methods

- No reading!

September 5: Labor Day Holiday, No Classes

- Read ahead!

September 7: Racial/Ethnic Identity

- Davis, F. James. 1992. *Who is Black? One Nation's Definition*. University Park: Penn State Press. (Chapters 1-3)

September 12: Racial/Ethnic Identity

- Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review*, 60: 947-965.
- Davenport, Lauren. 2016. "The Role of Gender, Class, and Religion in Biracial Americans Racial Labeling Decisions." *American Sociological Review* 81(1): 57-84.

September 14: Racial/Ethnic Identity

- Masuoka, Natalie. 2006. "Together they Become One: Examining the Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos." *Social Science Quarterly*, 87(5): 993-1011.
- Taylor, Paul et al. 2012. "When Labels Don't Fit: Hispanics and Their Views of Identity." Pew Hispanic Center.

FINAL PROJECT GROUP AND RESEARCH QUESTION DUE SEPTEMBER 15 AT 11:59PM

September 19: Racial/Ethnic Identity

- Ray, S. Alan. 2007. "A Race or a Nation? Cherokee National Identity and the Status of Freedmen's Descendants." *Michigan Journal of Race and Law* 12: 387-463.
- Knickmeyer, Ellen. "Black Freedmen and Cherokee Citizenship." *Washington Post*, March 3, 2007.
- Daffron, Brian. "Freedmen Descendants Struggle to Maintain their Cherokee Identity." *Indian Country Today*, March 30, 2007.

September 21: Immigration and American Identity

- Waters, Mary. 1999. *Black Identities*. Cambridge, MA: Harvard University Press. Chs. 2, 3 (pgs. 16-93).

September 26: Immigration and American Identity

- Fraga, Luis R. and Gary M. Segura. 2006. "Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration." *Perspectives on Politics*, 4(2): 279-287.
- Jiménez, Tomás R. "Mexican-Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology*, 113(6): 1527-1567.

September 28: Immigration and American Identity

- Huntington, Samuel P. 2004. “The Hispanic Challenge.” *Foreign Policy*, March/April. Excerpted from *Who Are We?* New York: Simon and Schuster.
- Segura, Gary M. 2005. “Review. *Who Are We?* By Samuel Huntington.” *Perspectives on Politics*, 3(3): 640–642.

ANNOTATED BIBLIOGRAPHY AND IDEA FOR METHODOLOGY DUE SEPTEMBER 30 AT 11:59PM

October 3: Minority Opinion

- Dawson, Michael. 1994. *Behind the Mule*. Princeton: Princeton University Press. (Chapters 4, 8)

MIDTERM PAPER #1 DUE OCTOBER 4 AT 11:59PM

October 5: Minority Opinion

- Writing Day! No reading—note the heavier than usual reading load for next week.

PEER REVIEW DUE OCTOBER 9 AT 11:59PM

October 10: Minority Opinion

- Branton, Regina. 2007. “Latino Attitudes toward Various Areas of Public Policy: The Importance of Acculturation.” *Political Research Quarterly* 60(2): 293-303.
- de la Garza, Rodolfo O, Angelo Falcon and F. Chris Garcia. 1996. “Will the Real Americans Please Stand Up: Anglo and Mexican American Support of Core American Political Values.” *American Journal of Political Science*, 40: 335-351.
- Davenport, Lauren. 2016. “Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics.” *American Political Science Review* 110(1): 52–67.

October 12: Minority Participation

- Bowler, Shaun, Stephen P. Nicholson, and Gary M. Segura. 2006. “Earthquakes and Aftershocks: Tracking Partisan Identification amid California’s Changing Political Environment.” *American Journal of Political Science*, 50(1): 146-159.
- Pantoja, Adrian D., Ricardo Ramirez and Gary M. Segura. 2001. “Citizens by Choice, Voters by Necessity: Patterns in Political Mobilization by Naturalized Latinos.” *Political Research Quarterly*, 54 (4): 729-750.

PAPER #1 REVISION DUE OCTOBER 16 AT 11:59PM

October 17: Minority Participation

- Valenzuela, Ali and Melissa Michelson. “Turnout, Status and Identity: Mobilizing Latinos to Vote in Contrasting Contexts.” *American Political Science Review* (forthcoming).
- Fraga, Bernard L. and Julie Lee Merseth. 2016. “Examining the Causal Impact of the Voting Rights Act Language Minority Provisions.” *Journal of Race, Ethnicity, and Politics* 1(1): 31–59.

October 19: Minority Participation

- Barreto, Matt A., Gary M. Segura, and Nathan D. Woods. 2004. “The Mobilizing Effect of Majority-Minority Districts on Latino Turnout.” *American Political Science Review* 98(1): 65–75.
- Griffin, John D. and Michael Keane. 2006. “Descriptive Representation and the Composition of African American Turnout.” *American Journal of Political Science* 50(4): 998–1012.

LITERATURE REVIEW AND METHODOLOGY DUE OCT 20 AT 11:59PM

October 24: Group Work Day

- Come ready to work in your research team.

October 26: Minority Participation

- Fraga, Bernard L. 2016. “Candidates or Districts? Reevaluating the Role of Race in Voter Turnout.” *American Journal of Political Science* 60 (1): 97–122.

October 31: Cross-Racial Minority Coalitions

- Kaufmann, Karen. 2003. “Cracks in the Rainbow: Group Commonality as a Basis for Latino and African-American Political Coalitions.” *Political Research Quarterly* 56(2): 199–210
- Israel-Trummel, Mackenzie and Ariela Schachter. 2016. “Axes of Inequality: the Causes of Black-Latino Political Commonality.” Working paper.

November 2: Representation and Minority Interests

- Butler, Daniel, and David Broockman. 2011. “Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators.” *American Journal of Political Science* 55(3): 463–477.
- Strolovitch, Dara Z. 2006. “Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersection of Race, Class and Gender.” *Journal of Politics*, 68(4): 894–910.

November 7: Group Work Day

- Come ready to work in your research team.

November 9: The Politics of the Carceral State

- Anoll, Allison and Mackenzie Israel-Trummel. 2016. "Community Political Effects of Criminal Justice Supervision and Disenfranchisement." Working paper.
- Lerman, Amy and Vesla Weaver. 2014. *Arresting Citizenship: the Democratic Consequences of American Crime Control*. Chicago: University of Chicago Press. (Chapter 1)

MIDTERM PAPER #2 DUE NOVEMBER 15 BY 11:59PM

November 14: The Politics of the Carceral State

- Lerman, Amy and Vesla Weaver. 2014. *Arresting Citizenship: the Democratic Consequences of American Crime Control*. Chicago: University of Chicago Press. (Chapters 2–3)

November 16: Group Work Day

- Come ready to work in your research team.

November 21: The Politics of the Carceral State

- Lerman, Amy and Vesla Weaver. 2014. *Arresting Citizenship: the Democratic Consequences of American Crime Control*. Chicago: University of Chicago Press. (Chapters 4–6)

RESEARCH FINDINGS DUE NOVEMBER 22 BY 11:59PM

November 28: The Politics of the Carceral State

- Lerman, Amy and Vesla Weaver. 2014. *Arresting Citizenship: the Democratic Consequences of American Crime Control*. Chicago: University of Chicago Press. (Chapters 7–9)

November 30: Group Work Day

- Come ready to work in your research team.

December 5: Final Project Presentations

December 7: Final Project Presentations

December 15 10:30-12:30: Final Project Presentations

FINAL RESEARCH PAPERS DUE DECEMBER 16, BY 11:59PM