

PSCI 8342
Spring 2019
Class: T 1:10-3:40 PM
OH: F 10:00-Noon

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Class Meets: Commons 363
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Race and Racism in American Politics

Department of Political Science
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Course Description

In 1903, W.E.B Du Bois famously stated "the problem of the Twentieth Century is the problem of the color-line." Now, nineteen years into the Twenty-First Century, does race continue to play a pivotal role in shaping American politics?

In this course we'll consider four big ideas about the meaning and importance of race in American policy-making. First, we'll examine the concept and origins of race, asking what is race and why is it political? Next, we'll discuss how race affects the political identification and life-outcomes of Americans, examining the dual directionality of race in the American political landscape. Third, we'll explore how racial animus reveals itself and weigh competing arguments about the presence and form of racism in the contemporary United States. Finally, we'll examine how the "color line" is changing in the United States due to the expansion of Latino, Asian-American, and multi-racial populations.

Goals and Learning Objectives of the Course

The goal for this course is to prepare you to engage – as a consumer and creator – with social science literature on race and racism. Thus, in addition to learning the theoretical landscape of scholarship and major debates on this topic, we will actively focus on practicing and developing three key skills: describing ideas, identifying contributions, and providing constructive feedback. We will do this in a number of ways over the course of the semester and class assessments are designed to examine your growth in these areas. Specifically, by the end of the semester, you will be able to:

- Describe and connect key ideas in the empirical study of race in America through both speech and writing
- Identify the contributions of existing work, especially as it relates to "big questions"
- Provide constructive feedback through analyzing the merits and shortcomings of social science scholarship and identify areas for future work
- Apply key ideas and constructive feedback to develop your own research proposal that fills an existing void in our understanding of race and racism

Assignments and Course Requirements

There are four types of assessments in this class, each one designed to provide an opportunity to practice and receive feedback on your ability to describe key ideas, identify contributions, and provide constructive feedback.

Participation. *Describe key ideas, identify contributions, provide constructive feedback.* (20%)
Classrooms discussions provide a continual training ground for practicing our key skills. Coming to class each week having read the assigned material allows you to practice describing key ideas, identifying contributions, and analyzing existing work with an eye toward constructive feedback. You will be assessed on your willingness to practice and grow in these three areas over the course of the semester. Success in this requires regular attendance. We'll discuss my expectations on this more in class, but details about participation including a list of skills to implement in class are available on Brightspace.

Concept Maps. *Describe key ideas, identify contributions.* (30%)

At the conclusion of our first three units, you are required to develop and submit a concept map that organizes the unit's content around the central question. These concept maps give you an opportunity to hone your definitions of key ideas and evaluate contributions of existing literature. In addition, they are meant to serve as a resource for you down the line. By organizing the unit's key concepts, authors, ideas, and connections in a single page, your map provides an easy framework to return to in the future when writing literature reviews or beginning new projects. Each map is worth progressively more over the course of the semester: Unit 1 – 8%; Unit 2 – 10%; Unit 3 – 12%. This choice is based on the expectation that your organizing and critical analytical skills will improve as you practice with each consecutive map. More information about this assignment is available on Brightspace. Bring a hardcopy to class.

Referee Reports. *Identify contributions, provide constructive feedback.* (30%)

Referee reports are an important part of the professional work of academics and one of the most formal ways you will be asked to identify contributions and provide constructive feedback on others' work throughout your career. For this assignment, you will practice reviewing others' scholarship and providing constructive, specific advice for author(s). You will write two referee reports for this course: one on a book or article of your choosing in the first half of the semester and another on a peer's final research pitch. Using my feedback on your first referee report, I expect your performance as a contribution-identifying, constructive feedback provider to improve in your second referee report. Thus, your first referee report is worth 10% of your grade; the second one is worth 20%. More information about this assignment is available on Brightspace; should submit both reports digitally on Brightspace as a pdf.

Research Pitch. *Apply key ideas, constructive feedback to develop unique contribution.* (20%)

In this assignment, you will combine our three key skills to move from consumer to creator of social science literature. Specifically, you will practice identifying key ideas and applying constructive criticism to existing literature in order to identify the contribution of original research you would like to pursue. In a 4-5 page paper, you will pitch a research idea that moves forward our understanding of race and racism and builds on extant work. Written like a brief grant or fellowship application, each pitch will: describe the question, the extant literature

and puzzle (drawing primarily from our semester's readings), and propose a direction for how to study the question at hand. More information on this assignment is available on Brightspace; submit digitally through Brightspace as a pdf.

Required Texts

Please purchase the following texts from a vendor of your choice. All additional readings are available on Brightspace.

- Omi, Michael, and Howard Winant. 2015. *Racial Formation in the United States: From the 1960s to the 1990s*. Routledge: Third Edition.
- Haney-Lopez, Ian F. 1996. *White by Law: The Legal Construction of Race*. NYU Press.
- Prewitt, Kenneth. 2013. *What Is Your Race?* Princeton University Press.
- Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. UC Berkeley.
- Dawson, Michael. 1994. *Behind the Mule: Race and Class in African American Politics*. Princeton University Press.
- Katznelson, Ira. 2006. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*. W.W. Norton.
- Mendelberg, Tali. 2001. *The Race Card: Campaign Strategies, Implicit Messages, and the Norm of Equality*. Princeton University Press.
- Bonilla-Silva, Eduardo. 2006. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Rowman and Littlefield.
- Troustine, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. Cambridge University Press.
- Alexander, Michelle. 2010. *The New Jim Crow*. The New Press. (NOTE: Also available digitally through Vanderbilt library.)

Course Schedule

Week 1: Class Introduction (1/8)

- No Reading

UNIT 1: WHAT IS RACE? (AND WHY IS IT POLITICAL?)

In this unit, we'll consider the social, psychological, statistical, and institutional origins of race.

Week 2: Concepts of Race (1/15)

- Omi, Michael, and Howard Winant. *Racial Formation in the United States*. (Ch. 1, 2, 4-6)
- Prewitt, Kenneth. 2013. *What Is Your Race?* (Ch. 1 & 2)
- Hirschman, Charles. 2004. "The Origin and Demise of the Concept of Race."
- Sen, Maya and Omar Waslow. 2016. "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics."
- Hochschild, Jennifer and Maya Sen. 2015. "Americans' Attitudes on Individual or Racially-Inflected Genetic Inheritance."

Week 3: Political Institutions as Race-Constructors (1/22)

- Haney-Lopez, Ian F. 1996. *White by Law*. (Ch. 1-5)
- Prewitt, Kenneth. 2013. *What Is Your Race?* (Ch. 11)
- Mora, G. Cristina. 2014. "Making Hispanics." (Intro, Ch. 3)
- Telles, Edward. 2018. "Latinos, Race, and the U.S. Census."

Week 4: The Instability of Racial Identity (1/29)

- Waters, Mary C. 1990. *Ethnic Options*.
- Davenport, Lauren, 2016. "The Role of Gender, Class, and Religion in Biracial Americans' Racial Labeling Decisions."
- Saperstein, Aliya and Andrew M. Penner. 2010. "The Race of a Criminal Record: How Incarceration Colors Racial Perceptions."

UNIT 2: DOES RACE CREATE THE POLITICAL LANDSCAPE OR VICE VERSA?

In this unit, we'll consider the dual directionality and feedback loop of race as it relates to the political world.

Week 5: Group Dynamics, Group Constraints (2/5)

- Tajfel, Henri and John Turner. 1986. "The Social Identity Theory of Behavior."
- Hogg, Michael. 2003. "Intergroup Relations." In *Handbook of Social Psychology*, eds. John Delamater, Kluwer Academic/Plenum Publishers. New York, New York.
- Dawson, Michael. 1994. *Behind the Mule*. (Ch. 3-5, 8)
- Masuoka, Natalie and Jane Junn. 2013. *The Politics of Belonging*. (Ch. 4)
- DUE: Unit 1 Concept Map

Week 6: Race, Wealth, and Class (2/12)

- Katznelson, Ira. 2006. *When Affirmative Action Was White*. (Exclude Ch. 1 & 4)
- Dawson, Michael. 1994. *Behind the Mule*. (Ch. 2)
- Wilson, William Julius. 2011. "The Declining Significance of Race: Revisited & Revised."
- Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. "Beyond SES: A Resource Model of Political Participation."

Week 7: Segregation, Space, and Community (2/19)

- Troustine, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. (Chs. TBD)
- Enos, Ryan D. 2017. *The Space Between Us*. (Ch. 2, 3, 5)
- Wong, Cara J. 2010. *Boundaries of Obligation in American Politics*. (Ch. 4 and 5)
- Anoll, Allison. 2018. *Norms in Context* (Ch 2 and 4).

Week 8: Police and the Carceral State (2/26)

- Alexander, Michelle. 2010. *The New Jim Crow*. (Ch. 1-3)
- Forman, James. "Racial Critique of Mass Incarceration: Beyond the New Jim Crow."
- Weaver, Vesla and Amy E. Lerman. 2010. "Political Consequences of the Carceral State."
- Manza, Jeff and Christopher Uggen. 2002. "Democratic Contradictions? Political Consequences of Felon Disenfranchisement in the United States."

- Eberhardt, Jennifer L., Philip Atiba Goff, Valerie J. Purdie, and Paul G. Davies. "Seeing Black: Race, Crime, and Visual Processing." *Journal of Personality and Social Psychology*.
- DUE: First Referee Report

Note: 3/5 Spring Break, No Class

UNIT 3: WHAT DOES RACISM LOOK LIKE IN THE UNITED STATES?

In this unit, we'll consider modern forms of racism and their effects on political outcomes.

Week 9: Subtle and Implicit (3/12)

- Mendelberg, Tali. 2001. *The Race Card*. (Ch. 1, 3, 4, 7, 10)
- Dovidio, John et. al. 1997. "On the Nature of Prejudice: Automatic and Controlled Processes."
- Omi & Winant. (Ch. 7)
- Alim, H. Samy and Geneva Smitherman. 2012. *Articulate While Black: Barack Obama, Language, and Race in the U.S.* (Ch. 2)
- Banks, Antoine J. and Heather Hicks. "The Effectiveness of a Racialized Counter-Strategy."
- DUE: Unit 2 Concept Map

Week 10: The Evolution of Racial Resentment (3/19)

- Kinder, Donald and David Sears. 1981. "Prejudice and Politics: Symbolic Racism Versus Racial Threats to the Good Life." (Skim)
- Sniderman, Paul M. and Philip Tetlock. 1986. "Symbolic Racism: Problems of Motive Attribution in Political Analysis." (Skim)
- Kinder and Sanders. *Divided by Color*. (Chapter 5 and 6)
- Banks, Antoine and Nicholas A. Valentino. 2012. "Emotional Substrates of White Racial Attitudes."
- Feldman, Stanley and Leonie Huddy. 2005. "Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice?"
- Tesler, Michael. 2013. "The Return of Old-Fashioned Racism to White Americans' Partisan Preferences in the Early Obama Era."
- Cramer, Kathy. 2016. *The Politics of Resentment*. (Ch. 3, 4, 6)

Week 11: Color-Blind Ideology (3/26)

- Bonilla-Silva, Eduardo. 2006. *Racism Without Racists*. (Exclude Ch. 3 & 10)
- Omi and Winant. (Ch. 8)
- Prewitt, Kenneth. 2013. *What Is Your Race?* (Pgs 136 - 150)
- Scalia, Antonin. 1989. Richmond Decision Concurrence.

Week 12: Nationalism and Ethnocentrism (4/2)

- Kinder and Kam. 2009. *Us Against Them*. (Ch. 1-3, 6)
- Huntington, Samuel P. 2004. "The Hispanic Challenge."
- Segura, Gary M. 2005. "Review. Who Are We? By Samuel Huntington."
- Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. "Testing

Huntington: Is Hispanic Immigration a Threat to American Identity?"

- Hopkins, Daniel J. and Jens Hainmueller. 2015. "The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes Toward Immigrants."
- Waters, Mary C. and Philip Kasinitz. 2015. "The War on Crime and the War on Immigrants."

UNIT 4: WHAT DOES THE "COLOR LINE" MEAN IN AN INCREASINGLY DIVERSE AMERICA?

In this unit, we'll consider the effect that growing populations of Latino and Asian immigrants and citizens has on racial identity, coalition-building, and representation in America.

Week 13: A Changing (?) America (4/9)

- Takaki, Ronald. *A Different Mirror*. (Ch. 1, 7, 8)
- Hochschild, Jennifer, Vesla Weaver, and Traci Burch. *Creating a New Racial Order*. (Ch 1, 6)
- Davenport, Lauren D. 2016. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics."
- Bobo, Lawrence D. 2011. "Somewhere Between Jim Crow and Post-Racial."
- Lee, Taeku. 2005. "Bringing Class, Ethnicity, and Nation Back to Race: The Color Lines in 2015."
- Barreto, Matt and Sylvia Manzano. 2013. "Census 2012 Vote Data Highlight Dramatic Shift in Racial Diversity of American Electorate." *Latino Decisions*.
- DUE: Unit 3 Concept Map

Week 14: Building Coalitions (4/16)

- Lopez, Linda and Adrian Pantoja. 2004. "Beyond Black and White: General Support for Race-Conscious Policies among African Americans, Latinos, Asian Americans and Whites." *Political Research Quarterly* 57 (4): 633-642.
- Gay, Claudine. 2006. "Seeing Difference: The Effect of Economic Disparity on Black Attitudes toward Latinos." *American Journal of Political Science* 50 (4): 982-997
- 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
- Beltran, Cristina. *The Trouble with Unity*. (Introduction and Chapter 4)
- Alexander, Michelle. *The New Jim Crow*. (Pg. 255-end)

Research Pitch Due (4/23 by Midnight)

Referee Report 2 Due (4/27 by Midnight)