

PSCI 8342
Fall 2021
Class: Th 2:10-4:40pm
OH: M 12:30-2:30pm

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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, two decades 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. To this end, our class will expose you to the theoretical landscape of scholarship on this topic and we will work through many of the major theoretical and empirical debates. In addition, we will actively develop three skills central to social science inquiry: describing and defining key ideas; identifying contributions; and providing constructive feedback that pushes scholarship forward. Our class sessions are designed to build these skills and course assessments will examine your growth in these areas. Specifically, by the end of the semester, you will be able to:

- Describe and connect key ideas, in both speech and writing, on the empirical study of race in America
- 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

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, reading all materials in advance of class, and taking risks to develop new participatory skills. We'll discuss my expectations on this more in class and work through details about participation, including a list of skills to implement in class, which is 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 definition 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, studying for comps, 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. I suggest using this opportunity to explore second year paper ideas or even dissertation chapters. 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.

- Haney-Lopez, Ian F. 1996. *White by Law: The Legal Construction of Race*. NYU 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.
- White, Ismail and Chryl Laird. 2020. *Steadfast Democrats: How Social Forces Shape Black Political Behavior*. 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.
- Troustine, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. Cambridge University Press.

Course Schedule

Week 1: Class Introduction (8/26)

- 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 (9/2)

- Omi, Michael, and Howard Winant. *Racial Formation in the United States*. (Ch. 4)
- Prewitt, Kenneth. 2013. *What Is Your Race?* (Ch. 1 & 2)
- Hirschman, Charles. 2004. "The Origin and Demise of the Concept of Race."
- Huddy, Leonie. 2013. "From Group Identity to Political Cohesion and Commitment."
- Chandra, Kanchan. 2012. "What is Ethnic Identity? A Minimalist Definition."
- Sen, Maya and Omar Wasow. 2016. "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics."

Week 3: Political Institutions as Race-Constructors (9/9)

- 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 (9/16)

- Davenport, Lauren. 2020. "The Fluidity of Racial Classifications."
- Saperstein, Aliya and Andrew M. Penner. 2010. "The Race of a Criminal Record: How Incarceration Colors Racial Perceptions."
- Waters, Mary C. 1990. *Ethnic Options*. (All, excluding ch 6)

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: Segregation, Space, and Community (9/23)

- Troustine, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. (Ch. 3-6, 9)
- Enos, Ryan D. 2017. *The Space Between Us*. (Ch. 2, 3, 5)
- Goldman, Seth K. and Daniel J. Hopkins. 2020. "Past Place, Present Prejudice: The Impact of Adolescent Racial Context on White Racial Attitudes"
- DUE: Unit 1 Concept Map

Week 6: Partisanship (9/30)

- Dawson, Michael. 1994. *Behind the Mule*. (Ch. 3-5)
- White, Ismail K. and Chryl N. Laird. 2020. *Steadfast Democrats*. (Ch. TBD)
- Huddy, Leonie, Lilliana Mason, and S. Nechama Horwitz. 2016. "Political Identity Convergence: On Being Latino, Becoming a Democrat, and Getting Active."
- Raychaudhuri, Tanika. 2020. "Socializing Democrats: Examining Asian American Vote Choice with Evidence from a National Survey."
- Engelhardt, Andrew M. 2020. "Racial Attitudes Through a Partisan Lens."

Week 7: Wealth and Class (10/7)

- 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."
- Hajnal, Zoltan L. 2007. "Black Class Exceptionalism: Insights from Direct Democracy on the Race Versus Class Debate."

Note: 10/14 Fall Break, No Class

Week 8: Police and the Carceral State (10/21)

- 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

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: Explicit and Resentful (10/28)

- Bobo, Lawrence D. 2001. "Racial Attitudes and Relations at the Close of the Twentieth Century."
- Kinder and Sanders. *Divided by Color*. (Chapter 5 and 6)
- Virtanen, Simo V. and Leoni Huddy. 1998. "Old-Fashioned Racism and New Forms of Racial Prejudice."
- Banks, Antoine and Nicholas A. Valentino. 2012. "Emotional Substrates of White Racial Attitudes."
- Kam, Cindy and Camille Burge. 2017. "Uncovering Reactions to the Racial Resentment Scale across the Racial Divide."
- Kam, Cindy and Camille Burge. 2019. "TRENDS: Racial Resentment and Public Opinion across the Racial Divide."
- DeSante, Christopher and Candis Watts Smith. 2020. "Less is More: A Cross-Generational Analysis of the Nature and Role of Racial Attitudes in the Twenty-First Century."
- DUE: Unit 2 Concept Map

Week 10: Implicit and Subtle (11/4)

- Mendelberg, Tali. 2001. *The Race Card*. (Ch. 1, 3, 4, 7, 10)
- Dovidio, John and Samuel Gaertner. 2004. "Averse Racism."
- Lane, Kristin, Mahzarin Banaji, Brian Nosek, Anthony Greenwald. 2007. "Understanding and Using Implicit Association Tests."
- Banks, Antoine and Heather Hicks. "The Effectiveness of a Racialized Counter-Strategy."
- Stephens-Dougan, LaFleur. 2020. *Race to the Bottom: How Racial Appeals Work in American Politics*. (Ch 4 & 5)

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

- Bonilla-Silva, Eduardo. 2006. *Racism Without Racists*. (Ch 1-2, 4-5)
- Prewitt, Kenneth. 2013. *What Is Your Race?* (Pgs 136 - 150)
- Scalia, Antonin. 1989. Richmond Decision Concurrence.
- Engelhardt, Andrew. 2019. "The content of their coverage: contrasting racially conservative and liberal elite rhetoric."
- Underhill, Megan. 2018. "Parenting during Ferguson: Making sense of White parents' silence."

Week 12: Nationalism and Ethnocentrism (11/18)

- Zou, Linda and Sapna Cheryan. 2017. "Two Axes of Subordination: A New Model of Racial Position."
- Wong, Cara J. 2010. *Boundaries of Obligation in American Politics*. (Ch. 4)

- Kinder and Kam. 2009. *Us Against Them*. (Ch. 1-3, 6)
- Bonikowski, Bart and Yueran Zhang. "Populism as Dog-Whistle Politics: Anti-Elite Discourse and Sentiments toward Minorities."

Note: 11/25 Thanksgiving Break, No Class

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

In this unit, we'll consider how demographic shifts influence racial identity, coalition-building, and representation in America.

Week 13: Changing(?) Hierarchies (12/2)

- Hochschild, Jennifer, Vesla Weaver, and Traci Burch. *Creating a New Racial Order*. (Ch 1, 6)
- Pérez, Efrén. 2020. "(Mis)Calculations, Psychological Mechanisms, and the Future Politics of People of Color."
- 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."
- Craig, Maureen and Jennifer Richeson. 2014. "More Diverse Yet Less Tolerant? How the Increasingly Diverse Racial Landscape Affects White Americans' Racial Attitudes."
- Jardina, Ashley. 2019. *White Identity Politics*. (Ch. 2, 8)
- DUE: Unit 3 Concept Map

Week 14: Building Coalitions (12/9)

- Takaki, Ronald. *A Different Mirror*. (Ch. 1, 7, 8)
- Cortland et al. 2017. "Solidarity Through Shared Disadvantage: Highlighting Shared Experiences of Discrimination Improves Relations Between Stigmatized Groups."
- Pérez, Efrén. 2020. *Diversity's Child* (Intro, Ch 3 & 4)
- Beltran, Cristina. *The Trouble with Unity*. (Introduction and Chapter 4)
- Chudy, Jennifer. 2021. "Racial Sympathy and Its Political Consequences."
- Alexander, Michelle. *The New Jim Crow*. (Pg. 255-end)

Research Pitch Due (12/13 by Midnight)

Second Referee Report Due (12/17 by Midnight)