

Political Science 215
Politics of US Diversity
Fall 2013

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Fall 2013
Class Meets: T-Th 11:00-12:15
Location: Ag 166

Course Objective:

The United States was founded on the principles of liberty, justice, and equality for *all*. In spite of the noble goals of our founding fathers, for most of American history a large segment of the population, namely women and blacks, were excluded from the American political system. This long socio-historical legacy of exclusion continues to play a strong role in the representation and political behavior of all Americans. Thus, to gain a comprehensive understanding of American politics, students need to examine how race/ethnicity and gender shapes the American electorate, its' political institutions, and electoral outcomes. An examination of underrepresented groups in the United States takes on additional importance with the growth of the Latino and Asian American communities. This growing diversity will increase the role that minorities play in shaping a number of political outcomes.

Through this course, students will better understand how an individual's identity influences their political behaviors, attitudes, and social standing. Additionally, this course seeks to train students to examine the politics of underrepresented groups as social scientists. Rather than making subjective assessments about politics in the U.S., by the end of the course the students should be able to objectively analyze the advantages and disadvantages of the current political system.

Course Readings:

Unfortunately, there is not one political science textbook that covers all of the topics in our course. To circumvent this problem, students will be required to purchase two books. The first book is *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics* by Shaun Bowler and Gary Segura. The second book that is required for this course is *Women and Politics* by Julie Dolan, Melissa Deckman, and Michele Swers.

In addition to the books, the course readings will be supplemented with several popular and academic articles which will be posted to the course website. Moreover, in some instances students will be required to watch short videos posted on desire to learn. In all, these readings and short videos will supplement, not replace, the topics covered in the lecture.

Course Structure:

Recent research has demonstrated both the strengths and limitation of a strict lecture format. While students learn a significant amount of information through hearing the analysis of professors, a combination of lecture, discussion, and student participation generally yields better learning outcomes for students. To ensure that students get the most out of this course, this course will use a multi-faceted approach to learning. As is true of most courses, a majority of the class will center on lectures given by the professor and class discussions about the material.

However, every other week students will engage in cooperative learning (see Ming Tsui's (2010) article in *Teaching Sociology* for more details). This pedagogical format requires students to divide into small groups (2-3 students). Each member within the group is then required to teach their group mates a section of the assigned reading. Through the act of teaching, students generally learn more about the topic and gain invaluable teaching and presentation skills. In addition to cooperative learning assignments, students will participate in a several simulation exercises which will better illustrate some of the lessons learned in class.

Finally, students will gain a better perspective of several important issues in minority politics through debates which will occur in the final week of school. Students will be randomly assigned into a group which supports or opposes a pressing issue which concerns underrepresented groups in the United States. These topics include Voter Identification Laws, the Voting Rights Act, Immigration Reform, and Government Influence on Gender Workplace Policies.

Course Requirements and Grading:

Your performance in this class will be evaluated in four different ways.

Course Grading	
Cooperative Learning Participation	15%
Midterm	25%
Debates	25%
Final	35%
Total	100%

Cooperative Learning Participation 15%: To receive full credit for this portion of the class, you are required to fill out and teach a chapter/reading outline every other week. In total there will be five chapter outlines that must be completed and six in class assignments. Students are allowed to miss one cooperative learning opportunity without penalty. After the first absence, students will lose 5% of their total grade. After a total of four missed cooperative learning sessions students will receive a zero for this grade.

Midterm 25% : The midterm will test your knowledge of the first half of the course.

Course Debates 25%:After the Midterm, students will be randomly assigned a position and a topic that pertains to an important issue in minority politics. In groups of four to five, students will prepare a three to five minute opening statement which will provide an outline of the topic, items in support of their position, and critiques of the opposition. The students will then give two five minute constructive and rebuttal speeches. Finally, the students will

answer questions about their topic and their position from the audience. Each group will also be required to submit a five to seven page paper detailing their argument at the end of the debate. More details about the course debates will be provided after the Midterm.

Final Exam 30%: The final will test your knowledge of the whole course but will be heavily weighted to topics discussed following the midterm.

A Note on Academic Integrity

I find it unfortunate that instructors must include this section on the syllabus, but with a rise of electronic resources, academic dishonesty is a part of the reality in which we now function. Thus, I include a very short reminder here on the importance of maintaining academic integrity. Cheating in any form is prohibited and will result in an automatic fail for the course.

A Note on Civility

This class is largely built on student discussion. I expect that students will be respectful of their classmates during these conversations.

Course Schedule and Assigned Readings:

Tuesday, August 20th – Why Should I Care About the Politics of Underrepresented

Groups: Course Introduction and Expectations

Readings: None

Part 1: Foundations for Contemporary Minority Politics

Thursday, August 22nd –Pre-Cursors to The Civil Rights Movement

Readings:

- McAdam, Doug. “*Political Process and the Development of Black Insurgency 1930-1970*” Pages 86-116 (Posted on Desire 2 Learn)

Tuesday, August 27th – The Civil Rights Movement and the Foundations of Modern Black Politics

Readings:

- Colby, David. "The Voting Rights Act and Black Registration in Mississippi" (Posted on Desire 2 Learn)
- "Is Discrimination Provision of Voting Rights Act Relevant?" *PBS Newshour* (Posted on Desire 2 Learn)

Thursday, August 29th – Cooperative Learning Exercise 1: Racial Formation in the United States

Monopoly Exercise 1

Readings:

- Michael Omi and Howard Winant “*Racial Formation in the United States From the 1960's to the 1990's*” (Posted on Desire 2 Learn)

Tuesday, September 3rd – Immigration in a Historical Context? Is the Current Wave of Immigration Different?

Readings:

- Bowler and Segura Chapter 2
- "PBS NewsHour Reports on Immigration Developments" *PBS NewsHour* (Posted on Desire 2 Learn)

Thursday, September 5th– Fighting for the Right to Vote: The Women’s Suffrage Movement

Readings:

- Sandra Day O’Connor. “The History of the Suffrage Movement” *Vanderbilt Law Review* (Posted on Desire 2 Learn)
- Kristin Anderson. “Women and the Vote in the 1920s: What Happened in Oregon.” *Women and Politics* (Posted on Desire 2 Learn)

Part 2: Political Behavior

Tuesday, September 10th – Party Identification among Underrepresented Groups

Readings

- Bowler and Segura Chapter 4
- Video: "Pollster: Democrats Should Bait GOP on Latino Issues" *PBS NewsHour* (Posted on Desire 2 Learn)

Thursday, September 12th– Cooperative Learning Exercise 2: The Transition from Protest to Politics for African Americans

Monopoly Exercise #2

Readings:

- Student 1: Rustin, Bayard: "From Protest to Politics" (Posted on Desire 2 Learn)
- Student 2: Harris, Frederick. *The Price of the Ticket* Chapter 6(Posted on Desire 2 Learn)

Tuesday, September 17th- Gender and Political Partisanship

Readings

- Dolan, Deckman, and Swers Chapter 3
- Video: "How Democrats and Republicans and Women are Vying for Female Voters" *PBS NewsHour* (Posted on Desire 2 Learn)

Thursday, September 19th- Political Participation in Minority Communities.

Readings:

- Bowler and Segura Chapter 6

Tuesday, September 24th- Does Descriptive Representation Increase Turnout?

Readings:

- Philpot, Tasha, Daron Shaw, and Ernest McGowen. “Winning the Race: Black Voter Turnout in the 2008 Presidential Election” *Public Opinion Quarterly* (Posted on Desire 2 Learn)
- Video: "Female Candidate Seek Rematches with Male Opponents in N.H." *PBS NewsHour* (Posted on Desire 2 Learn)

- **Thursday, September 26th** – Cooperative Learning Assignment #3: Assessing the Next Stage of the Women's Movement

Readings:

Student 1: Chapter 7 in McGlen, Nancy, Karen O'Conner, Laura van Assendelft and Wendy Gunther-Canada. "Women, Politics, and American Society" (Posted on Desire 2 Learn)

Student 2: Banaszak, Lee Ann. Women's Movements and Women in Movements Pages 83-93 (Posted on Desire 2 Learn)

Tuesday, October 1st – Minority Public Opinion: Do Underrepresented Groups Have a Distinct Political Outlook?

Readings:

- Tate, Katherine. "What's Going On? Political Incorporation and the Transformation of Black Public Opinion" Chapter 9 (Posted on Desire 2 Learn)
- Huddy, Leonie, Erin Cassese, and Mare-Kate Lizotte "Gender, Public Opinion, and Political Reasoning" in "Political Women and American Democracy" (Posted on Desire 2 Learn)

Thursday, October 3rd– Midterm Review

Readings: None

Tuesday, October 8th – Midterm

Readings: None

Thursday, October 10th – Video: Unbought and Unbossed: Shirley Chisholm

Readings: None

Part 3: Race, Gender, and Political Representation

Tuesday, October 15th – Why are There So Few Women in Office?

Readings:

- Dolan, Deckman, and Swers Chapter 5
- Video: "Clinton Campaign Triggers Debate over Gender Bias" *PBS Newshour* (<http://www.pbs.org/newshour/video/module.html?mod=0&pkg=22052008&seg=4>)

Thursday, October 17th – Does Race Matter in Elections?

Reading:

- Lewis-Beck, Michael, Charles Tien, and Richard Nadeau. "Obama's Missed Landslide: A Racial Cost" *Political Science and Politics* (Posted on Desire 2 Learn)
- Hajnal, Zoltan. "Changing White Attitudes Toward Black Political Leadership" *Chapter 8* (Posted on Desire 2 Learn)

Tuesday, October 22nd – Transcending Race and Gender: Are Some Minorities More Electable than Others?

Readings:

- Jeffries, Judson. “US Senator Edward W. Brooke and Governor L. Douglas Wilder Tell Political Scientist How Blacks can Win High Profile Statewide Office” *Political Science and Politics* (Posted on Desire 2 Learn)
- *Video:* Andra Gillespie, "What is Post Racialism" (Posted on Desire 2 Learn)

Thursday, October 24th – Cooperative Learning Assignment #4: Are Latinos a Sleeping Giant?

- Monopoly Exercise Part 3
- Student 1: Selected Readings from Ramirez, Ricardo. Mobilizing Opportunities: The Evolving Latino Electorate and Politics (Posted on Desire 2 Learn)
- Student 2: DeSipio, Louis. Counting on the Latino Vote: Latinos as a New Electorate Chapter 6 (Posted on Desire 2 Learn)

Tuesday, October 29th – Video: Street Fight

Thursday, October 31st – Do Minority Elected Officials Better Represent Minority Interests?

Readings:

- Bowler and Segura Chapter 8

Tuesday, November 5th – Do Women Legislate Differently from Men?

Readings:

- Dolan, Deckman, and Swers Chapter 7

Thursday, November 7th – Cooperative Learning Assignment #5: The Future of Asian American Politics

- Student 1: Wong, Janelle, S. Karthick Ramakrishnan, Taeku Lee, and Jane Junn "Asian American Political Participation" Chapter 8 (Posted on Desire 2 Learn)
- Student 2: Espiritu, Yen Le. "Asian American Panethnicity: Bridging Institutions and Identities" Chapter 7 (Posted on Desire 2 Learn)

Part 4: Key Debates in Minority Politics

Tuesday, November 12th – Minority Coalitions in the United States

Readings:

- Bowler and Segura Chapter 12
- Video: "Can We Build a Black & Brown Coalition or Will We Face Off" *Roland Martin Reports* (Posted on Desire 2 Learn)

Thursday, November 14th – The Declining Significance of Race?

Readings:

- Dawson, Michael. 1994. “*Behind the Mule: Race and Class in African American Politics*”. Chapter 3 (Posted on Desire 2 Learn)

- Wilson, William Julius. "The Declining Significance of Race" Chapter 7(Posted on Desire 2 Learn)

Tuesday, November 19th – New Racism: Implicit vs. Explicit Racism

Readings:

- Hutchings, Vince and Ashley Jardina "Experiments on Racial Priming in Political Campaigns" *Annual Review of Political Science* (Posted on Desire 2 Learn)

Thursday, November 21st – Is Race Really Immutable?

- Saperstein, Aliya and Andrew M. Penner. "The race of a criminal record: How incarceration colors racial perception." *Social Problems* (Posted on Desire 2 Learn)

Tuesday, November 26th – Cooperative Learning Assignment #6: Debate Preparations

Tuesday, December 3rd – Student Debates

Group 1: Is the Voting Rights Act Still Necessary

Group 2: Immigration Reform

Thursday, December 5th – Student Debates

Group 3: Voter Identification Laws

Group 4: Government Influence on Gender Workplace Policies

Monday, December 9th –12:50 - 2:50pm