

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN
Fall 2019

POLITICAL SCIENCE 201
(AAS 201, AFRO 201, LLS 201)
RACIAL AND ETHNIC POLITICS IN THE UNITED STATES

Instructor: Çağlayan Başer
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Class: Mon & Wed 1:00-1:50 PM, 149 National Soybean Research Center

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TEACHING ASSISTANTS

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Sections: AD2, AD6

COURSE DESCRIPTION

This course introduces students to the study of racial and ethnic politics in the US, focusing on the question of why the concepts race and ethnicity have been directly related to US politics. We will ask how race and ethnicity impact who rules and who gets what. We begin by exploring the development of the concept of and measurement of race in the US and how perceptions about race and ethnicity have been constructed. From this foundation, we will explore how race and ethnicity affect cooperation & competition, public opinion, political participation, mobilization and representation. We will emphasize how racial and ethnic minorities are affected by the American political system. We will examine specific issue areas where discrimination based on race and ethnicity has been a salient social problem, such as the criminal justice system, residential policies and media campaigns.

COURSE OBJECTIVES

This course aims to develop: (1) a substantive understanding of how race and ethnicity shape and are shaped by the American political system, (2) critical thinking skills about contemporary political issues in the US.

The course is developed under the premise that racial and ethnic divisions continue to create severe problems in our society, and that understanding the perspectives of various groups that makes up the United States promotes a more just society for all. The primary objective of the course is to help students develop an understanding of the effective functioning of a political system in a diverse society. To this aim, students will be asked to critically engage with the course materials (both the readings and the in-class games, exercises and audio-visually); think about the social and political questions with an open mind; assess their own values, presumptions and privileges, and link these assessments with moral dilemmas in politics. This is a challenging task and your cooperation, as students, is vital to accomplish these objectives. We will cover a variety of sensitive topics and I expect the students to be respectful of one another when communicating their disagreement.

LEARNING OUTCOMES

Upon completion of this course, students should be able to:

1. Acquire Knowledge
 - recognize that race and ethnic identity are socially constructed
 - explain the historical foundations of current racial and ethnic dynamics in the American political system.
 - understand and communicate key terms, issues and concepts used to analyze race and ethnic relations in the US politics
 - identify and describe patterns in the measurement of race/ethnicity, criminal justice system, political participation and representation between different racial and ethnic groups in the United States
 - recognize various forms of stereotyping, racism, and discrimination and reflect on the primary reasons behind these injustices.

2. Think Critically
 - research and communicate in writing the racial and ethnic dynamics underlying a sociopolitical issue.
 - use evidence from credible sources to support an argument and evaluate evidence the credibility.
 - address limitations of an argument by acknowledging counterarguments and evaluating the evidence.
 - increase self-awareness about their values and interests to identify common purpose with others.

COURSE MATERIALS

There are no required textbooks. All required and recommended readings are available on the Compass course website (under the Assignments folder): <https://compass2g.illinois.edu>

You are required to purchase an i-clicker (used or new, any model) from the university bookstores. You should bring it to every lecture starting September 2, although we will not use it every day. We will use the i-clicker to engage the class in discussion and will keep track of who participates; this will be counted as part of the overall class participation grade. It is your responsibility to come prepared to participate with a functioning remote every day. However, because difficult or unforeseen circumstances do arise, the lowest two i>clicker sessions will be dropped from your participation grade.

In order to receive credit for your i>clicker responses, you will need to register your i>clicker remote by September 2 on the course Compass 2g website. Click on the link at the left entitled “i>clicker registration” and enter your i>clicker Remote ID. The remote ID is the series of numbers and letters found on the back of your i>clicker remote. If your Remote ID is faded or missing, visit the Illini Union Bookstore (<http://www.uofibookstore.illinois.edu/>) – they can look it up for you.

Do not register your clicker on iclicker.com. If you do, we will not be able to match your responses with your name and you will not receive credit.

COURSE REQUIREMENTS

Your final grade will be determined based on two in-class exams, one research paper, an extracurricular activity report, an Implicit Attitudes (IAT) writing assignment and class participation. All assignments will be turned in on the class website on Compass 2g.

Your final grade will be calculated as follows:

- Exam 1: 20%
- Exam 2: 20%
- Research paper: 35% (Proposal: 5%, 1st draft: 10%; 2nd draft 20%)
- Extracurricular activity report: 5%
- Implicit Association Test (IAT) reaction paper: 5%
- Class participation in both lecture and discussion section: 15%

Exams are comprised of multiple-choice, short answer and short essay questions. The questions will be based on class discussions and supplemental readings. They are not cumulative, but there may be questions addressing ongoing themes in the course material.

Research Paper requires you to develop a thought-provoking and well-informed discussion of a problem in US politics and its relation to race and ethnicity. Papers are expected to identify competing perspectives, demonstrate familiarity with the differences and similarities between rival points of view, and offer a compelling argument. They should provide an analytical (rather than purely descriptive) examination of the relationship between race/ethnicity and a sociopolitical issue (such as the ways ethnic and racial minorities in the US are affected differently by climate change; racial politics and American health care system). You can choose from the list of possible political issues that will be provided, or you can propose a topic that is not listed. If you would like to choose a topic that is not listed, you must get approval from me or your TA before you begin your research. To complete the research paper, first, you will submit a one-page research proposal indicating your topic and question (5%). Second, you will write the first version of your paper in line with the feedback you received on your proposal (10%). Finally, you will incorporate the feedback you received on your first draft and submit the final version of your

paper (20%). Your final paper should have 6-pages maximum (double-spaced, 12-point Times New Roman font). Full instructions will be provided in class and be posted on the course website.

Extracurricular activity report is a 2-page report (double-spaced, 12 point Times New Roman font) based on your reflection on an activity that you attend outside of the classroom. The activities can include conferences, movies, lectures, or museum visits related to the course topics. The activities will be announced in the class and Compass in advance. You can also write a report on an activity that you like, only after getting my or your TA's approval. You can submit the report **anytime** during the semester **before November 14, 10 PM**. You need to show proof of attendance; such as tickets or photos/selfies of you taken in the activity venues, preferably with the speakers/discussants. The report will be graded based on your ability to relate the theories/topics we learned in the classroom to daily life activities. Full instructions will be provided in class and be posted on the course website.

IAT Reaction Paper requires writing a short discussion in response to the test which can be found here: <https://implicit.harvard.edu/implicit/demo/>. Your paper should focus on answering one or two of the following questions: Do you think the IAT is a good measure of racism? Did the IAT make you think about yourself differently, does knowledge of a stereotype mean the same thing as an endorsement of it? Your assignment should be 1 page, using 12-point Times New Roman font and 1-inch margins. It can be double- or single-spaced, depending on your space needs. This assignment is due by **10 pm on September 19**.

Class participation grade will be determined based on your presence and preparation as well as an active and meaningful contribution to class discussions. The questions you answer as part of the short exercises and using the i-clicker during the lectures and discussion sessions are considered as part of your participation grade. The lectures and discussion sessions can contain supplemental information that may not be found in the readings. You are responsible for this information in exams and assignments. Students are strongly encouraged to stay informed of current events, especially those that relate to the themes of the course, by following mainstream news sources such as the *Washington Post*, *The Economist*, and *The Wall Street Journal*. You can check out the following link to find out the biases in the news sources you read: <https://www.allsides.com/media-bias/media-bias-ratings>

COURSE POLICIES

Laptops: Laptops are allowed in the lecture only for notetaking. You should save Facebook, Youtube, Netflix, online shopping, etc. for outside of class time. The professor and TAs reserve the right to ask students to close their computers.

Recent studies show that taking notes in an old-fashioned way increases learning and productivity. (http://www.huffingtonpost.com/2014/09/12/writing-on-paper_n_5797506.html) For some interesting discussions of the use of laptops in classrooms, see the following:

http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no30.pdf

<http://seii.mit.edu/research/study/the-impact-of-computer-usage-on-academic-performance-evidence-from-a-randomized-trial-at-the-united-states-military-academy/>

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

Grading Scale: The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79 or C+, 79.5=80 or B-).

Late Assignments: Assignments submitted other than the deadline will be penalized a third of a letter grade for each day that the assignment is late (e.g., if your original grade is B for the assignment, you will have B- if you do not submit it on time).

Academic Integrity Policy of the University of Illinois:

http://studentcode.illinois.edu/article1_part4_1-402.html

Violations will lead to a failing grade for that assignment. If you have any questions about what counts as plagiarism, ask your TA or the professor.

Bringing a fellow student's i>clicker to class and voting for them is cheating and a violation of the University Student Code. If you are caught with a remote other than your own or have voted in a class that you did not attend, you will forfeit all clicker points and may face additional disciplinary action.

Students with disabilities: If you have a disability and may require accommodations or modifications in-class instruction or course-related activities, please contact the Division of Disability Resources and Educational Services staff who can arrange for reasonable accommodations for students who provide documentation of their disability/condition. <https://www.disability.illinois.edu/academic-support/accommodations> Make sure to meet with me and the TAs as early as possible to discuss the best way to implement any accommodations needed.

Emergency Response Instructions – University policy is Run, Hide, Fight.

For more information: <http://police.illinois.edu/emergency-preparedness/run-hide-fight/>

Syllabus: This syllabus is a contract that students agree to comply with as they take the course. It is your responsibility to make sure you read and understand the syllabus. I reserve the right to make changes to the syllabus as needed. In that case, I will announce any change to the students in a timely manner.

CLASS SCHEDULE & READINGS

Week 1: Introduction

August 26 Syllabus

August 28

Paul, Richard, and Linda Elder. *The Miniature Guide to Critical Thinking: Concepts & Tools*. Dillon Beach, CA: Foundation for Critical Thinking, 2006.

Edwards, Paul. "How to Read a Book" University of Michigan School of Information <http://pne.people.si.umich.edu/PDF/howtoread.pdf>

Recommended:

Shah, Khushbu. "They Look White but Say that They Are Black: A Tiny Town in Ohio Wrestles with Race," Guardian, 25 July 2019 <https://www.theguardian.com/us-news/2019/jul/25/race-east-jackson-ohio-appalachia-white-black>

- *No discussion section meeting this week.*

Week 2: Sept 4 Conceptualization & Measurement

- *Labor Day: No class on Monday, September 2.*

Readings:

Diamond, Jared. 1994. "Race Without Color." *Discover* 15: 82-89.

Haney-Lopez, Ian. 1996. *White by Law: The Legal Construction of Race*. Chapter 3 ("The Prerequisite Cases"). New York: NYU Press.

Skerry, Peter. 2000. *Counting on the Census?: Race, Group Identity, and the Evasion of Politics*. Chapter 3 ("Creating Racial and Ethnic Categories"). Washington, D.C.: Brookings Institution Press.

- *The first Discussion Section Meeting is on September 6th.*

Week 3: Sept 9 & 11 Identity and Interests

Readings:

Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Chapter 3 ("Influences on Ancestry Choice"). Berkeley: University of California Press.

Wong, Janelle, S. Karthick Ramakrishnan, Taeku Lee, and Jane Junn. 2011. *Asian American Political Participation*. Chapter 5 (National Origin, Pan-Ethnicity, and Racial Identity"). NY: Russell Sage Foundation.

Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Chapter 4 ("Models of African-American Racial and Economic Group Interests"). Princeton, NJ: Princeton University Press.

Recommended:

Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Chapter 3 ("Racial and Ethnic Identity Choices") and Chapter 8 ("Identities of the Second Generation"). New York: Russell Sage Foundation.

Week 4: Sept 16 & 18 Drawing Boundaries

Readings:

Huntington, Samuel P. 2004. *Who Are We?: The Challenges to America's National Identity*. Chapter 8 ("Assimilation: Converts, Ampersands, and the Erosion of Citizenship"). NY: Simon and Schuster.

Schildkraut, Deborah. 2007. "Defining American Identity in the Twenty-First Century: How Much 'There' is There?" *Journal of Politics* 69: 597-615.

Devos, Thierry and Mahzarin R. Banaji. 2005. "American = White?" *Journal of Personality and Social Psychology* 88: 447-466.

Recommended:

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge: Harvard University Press.

R. de la Garza, A. Falcon, and F.C.Garcia. 1996. "Will The Real Americans Please Stand Up: Anglo and Mexican American Support of Core American Political Values." *American Journal of Political Science* 40:2, p.335-351

Koerner, Brendan I. 2005. "Blood Feud." *Wired Magazine*, Issue 13.09, September 1, 2005.

- *IAT Reaction Paper due on September 19 at 10 PM.*

Week 5: Sept 23 & 25

Competition & Cooperation

Readings:

Ture, Kwame and Charles Hamilton. 1992 (1967). *Black Power: The Politics of Liberation*. Chapter 3 ("The Myths of Coalition"). NY: Vintage Books.

Sonenshein, Raphael J. 1993. *Politics in Black and White: Race and Power in Los Angeles*. Chapter 1 ("Overview"). Princeton: Princeton University Press.

McClain, Paula et al. 2006. "Racial Distancing in a Southern City: Latino Immigrants' Views of Black Americans." *Journal of Politics* 68: 571-584.

Recommended:

Bobo, Lawrence and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context." *American Sociological Review* 61:951-72.

Kim, Claire Jean. 2000. *Bitter Fruit: The Politics of Black-Korean Conflict in New York City*. Chapter 4 ("The Red Apple Boycott") and Chapter 5 ("The Korean-American Response"). New Haven, CT: Yale University Press.

Week 6: Sept 30 & October 2

Stereotypes & Prejudice

Readings:

Devine, Patricia G. 1989. "Stereotypes and Prejudice: Their Automatic and Controlled Components." *Journal of Personality and Social Psychology* 56: 5-18.

Kinder, Donald R., and Cindy D. Kam. 2010. *Us Against Them: Ethnocentric Foundations of American Opinion*. Chapter 1 ("Four Theories in Search of Ethnocentrism") Chicago: University of Chicago Press..

Butler, Daniel M. and David E. Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators." *American Journal of Political Science* 55: 463-477.

Recommended:

Smith, Rogers M. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review* 87:549-66.

Trimble, Joseph E. 1988. "Stereotypical Images, American Indians, and Prejudice." In *Eliminating Racism: Profiles in Controversy*, eds. Phyllis A. Katz and Dalmas A. Taylor. NY: Plenum, 181-202.

Weisbuch, Max, Kristin Pauker, and Nalini Ambady. 2009. "The Subtle Transmission of Race Bias via Televised Nonverbal Behavior." *Science* 326: 1711-1714.

- **Research Paper Proposal is due on October 2, 10 PM**

Week 7: Oct 7 & 9

Racial Attitudes

Readings:

Kinder, Donald R., and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Chapter 5 ("Subtle Prejudice for Modern Times"). Chicago: University of Chicago Press.

Sniderman, Paul M., Gretchen C. Crosby, and William G. Howell. 2000. "The Politics of Race." In *Racialized Politics: The Debate about Racism in America*, eds. David O. Sears, Jim Sidanius, and Lawrence Bobo. Chicago: University of Chicago Press.

Sidanius, James, Pam Singh, John J. Hetts, and Chris Federico. 2000. "It's Not Affirmative Action, It's the Blacks." In *Racialized Politics: The Debate about Racism in America*, eds. David O. Sears, Jim Sidanius, and Lawrence Bobo. Chicago: University of Chicago Press.

Recommended:

Bobo, Lawrence D., James R. Kluegel, and R.A. Smith. 1997. "Laissez-faire Racism: The Crystallization of a Kinder, Gentler, Antiblack Ideology." In *Racial Attitudes in the 1990's: Continuity and Change*. Edited by Steven A. Tuch and Jack K. Martin. NY: Praeger Press.

Week 8: Oct 14 & 16

Media & Campaigns

Readings:

Gilens, Martin. 1999. *Why Americans Hate Welfare*. Chapter 5 (“The News Media and the Racialization of Poverty”) and Chapter 6 (“Media Distortions: Causes and Consequences”). Chicago: University of Chicago Press.

Mendelberg, Tali. 2001. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Chapter 1 (“A Theory of Racial Appeals”) and Chapter 6 (“The Impact of Implicit Messages”). Princeton, NJ: Princeton University Press.

Berinsky, Adam J., Vincent L. Hutchings, Tali Mendelberg, Lee Shaker, and Nicholas A. Valentino. 2010. “Sex and Race: Are Black Candidates more likely to be Disadvantaged by Sex Scandals?” *Political Behavior* 33: 179-202.

Recommended:

Valentino, Nicholas, Vincent Hutchings, and Ismail White. 2002. “Cues That Matter: How Political Ads Prime Racial Attitudes During Campaigns.” *American Political Science Review* 96: 75-90.

Dunaway, Johanna, Regina P. Branton, and Marisa A. Abrajano. “2010. Agenda Setting, Public Opinion, and the Issue of Immigration Reform.” *Social Science Quarterly* 91: 359-378.

Gilliam, Frank D., Jr. and Shanto Iyengar. 2000. “Prime Suspects: The Influence of Local Television News on the Viewing Public.” *American Journal of Political Science* 44: 560-573.

Week 9:

Oct 21 *Exam 1 (in class)*

Oct 23 **Criminal Justice**

Readings:

Alexander, Michelle. 2010. *The New Jim Crow*. Chapter 1 (“The Rebirth of Caste”). NY: The New Press.

Peffley, Mark and Jon Hurwitz. 2007. “Persuasion and Resistance: Race and the Death Penalty in America.” *American Journal of Political Science* 51(4): 996-1012.

Week 10: Oct 28 & 30 **Reparations & Race-Conscious Policies**

Readings:

Hatamiya, Leslie T. 1993. *Righting a Wrong: Japanese Americans and the Passage of the Civil Liberties Act of 1988*. Chapter 1 (“The Wartime Experience”) and Chapter 10 (“Strategy for Victory”). Stanford, CA: Stanford University Press.

Kennedy, Randall. 1999. “Suspect Policy: Racial Profiling Usually isn't Racist; It Can Help Stop Crime; And It Should be Abolished.” *New Republic* (Sept 13, 1999): 30-35.

Graham, Hugh Davis. 2001. "Affirmative Action for Immigrants? The Unintended Consequences of Reform" In John David Skrentny, ed. *Color Lines: Affirmative Action, Immigration, and Civil Rights Options for America*. Chicago: University of Chicago Press.

Recommended:

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*, June 2014.

- **Research Paper 1st draft is due on Thursday, October 31, 10 PM**

Week 11: Nov 4 & 6 Parties and Local Governments

Readings:

Frymer, Paul. 1999. *Uneasy Alliances: Race and Party Competition in America*. Chapter 2 ("Competitive Parties and the 'Invisibility' of Captured Groups") and Chapter 4 ("Capture Inside the Democratic Party"). Princeton, NJ: Princeton University Press.

Schickler, Eric. 2016. *Racial Realignment*. Chapter 8 ("Beyond the Roll Call: The Congressional Realignment"). Princeton: Princeton University Press.

Evans, Laura. 2011. "Expertise and Scale of Conflict: Governments as Advocates in American Indian Politics." *American Political Science Review* 105(4): 663-682.

Recommended:

Carmines, Edward G., and James A. Stimson. 1989. *Issue Evolution: Race And The Transformation Of American Politics*. Chapter 2 ("The Politics of Race"). Princeton: Princeton University Press.

Cornell, Stephen. 1988. *The Return of the Native*. Chapter 5 ("The Transformation of the Tribe") and Chapter 6 ("New Music, New Parties, A New Dance"). NY: Oxford University Press.

Lieberman, Robert C. 1998. *Shifting the Color Line: Race and the American Welfare State*. Chapter 1 ("Race, Institutions, and Welfare in American Political Development") and Chapter 2 ("Race, Class, and the Organization of Social Policy"). Cambridge, MA: Harvard University Press.

Week 12: Nov 11 & 13 Residential Context

Readings:

Farley, Reynolds. 1999. "Racial Issues: Recent Trends in Residential Patterns and Inter-marriage." In *Diversity and Its Discontents: Cultural Conflict and Common Ground in Contemporary American Society*, eds. Neil J. Smelser and Jeffrey C. Alexander. Princeton: Princeton University Press, 85-128.

Gay, Claudine. 2006. "Seeing Difference: The Effect of Economic Disparity on Black Attitudes toward Latinos." *American Journal of Political Science* 50: 982-997.

Enos, Ryan D. 2016. "What the Demolition of Public Housing Teaches Us about the Impact of Racial Threat on Political Behavior." *American Journal of Political Science* 60: 123-142.

Recommended:

Oliver, J. Eric. 2010. *The Paradoxes of Integration*. Chapter 4 ("The Civic Paradox of Racial Segregation"). Chicago: University of Chicago Press.

Rocha, Rene R. and Rodolfo Espino. 2009. Racial Threat, Residential Segregation, and the Policy Attitudes of Anglos. *Political Research Quarterly* 62: 415-426.

Hopkins, Daniel. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American Political Science Review* 104: 40-60.

- **Extracurricular activity report is due on November 14, 10 PM.**

Week 13: Nov 18 & 20

Representation & Empowerment

Readings:

Lublin, David. 1997. *The Paradox of Representation: Racial Gerrymandering and Minority Interests in Congress*. Chapter 3 ("The Election of Black and Latino Representatives") and Chapter 6 ("Racial Redistricting and Public Policy"). Princeton, NJ: Princeton University Press.

Tate, Katherine. 2003. *Black Faces in the Mirror*. Chapter 6 ("Blacks' Evaluations of House Members"). Princeton: Princeton University Press.

Barreto, Matt A. 2007. "¡Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review* 101: 425-441.

Recommended:

Lublin, David. 1997. *The Paradox of Representation: Racial Gerrymandering and Minority Interests in Congress*. Chapter 5 ("Race and Representation"). Princeton, NJ: Princeton University Press.

Swain, Carol M. 1993. *Black Faces, Black Interests: The Representation of African Americans in Congress*. Chapter 1 ("The Representation of Black Interests in Congress") and Chapter 10 ("The Future of Black Congressional Representation"). Cambridge: Harvard University Press.

Casellas, Jason P. 2009. "The Institutional and Demographic Determinants of Latino Representation." *Legislative Studies Quarterly* 34: 399-426.

- **FALL BREAK: No class on November 25 & 27**

Week 14: Dec 2 & 4

Political Participation

Readings:

J.E. Leighley, and A. Vedlitz. 1999. "Race, Ethnicity and Political Participation: Competing Models and Contrasting Explanations." *Journal of Politics*. 61:4, 1092-1114

Cho, Wendy K. Tam. 1999. "Naturalization, Socialization, Participation: Immigrants and (Non-) Voting." *Journal of Politics* 61:1140-55.

Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca: Chapter 3 ("Explaining Participation") and Chapter 5 ("Resistance From Within"). Cornell University Press.

Recommended:

Johnson, Troy, Duane Champagne, and Joane Nagel. 1999. "American Indian Activism and Transformation: Lessons from Alcatraz." In *Contemporary Native American Political Issues*, ed. Troy R. Johnson. Walnut Creek, CA: AltaMira Press.

Tate, Katherine. 1993. *From Protest to Politics: The New Black Voters in American Elections*. Chapter 4 ("Group Resources and Black Electoral Participation"). Cambridge: Harvard University Press.

Tomz, Michael and Robert P. Van Houweling. 2003. "How Does Voting Equipment Affect the Racial Gap in Voided Ballots?" *American Journal of Political Science* 47: 46-60.

- **Research Paper final draft is due on Friday December 6, 10 PM.**

Week 15: December 9 & 11

Interactions with Gender & Sexuality

Readings:

Cohen, Cathy J. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. Chapter 1 ("The Boundaries of Black Politics"). Chicago: University of Chicago Press.

Jones-Correa, Michael. 1998. "Different Paths: Gender, Immigration and Political Participation." *International Migration Review* 32: 326-349.

Recommended:

Crenshaw, Kimberle. 1995. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." In *Critical Race Theory : The Key Writings that formed the Movement*. Kimberle Crenshaw, Neil Gotanda, Gary Peller, and Kendall Thomas (eds.). New York: The New Press. Pp. 357-383.

Harris-Lacewell, Melissa. 2003. *Barbershops, Bibles, and B.E.T.: Everyday Talk and Black Political Talk*. Chapter 5 ("Truth and Soul"). Princeton: Princeton University Press.

- **FINAL EXAM: December 19, 8:00 AM**