Political Science 619: Race, Ethnicity, and Politics (Spring 2014)

Prof. Sophia J. Wallace
312 Hickman Hall
(848) 932-1914

Class Meeting: Thursday 3:00-5:40pm Hickman 313
Office Hours: Thursday 11:00-Noon Or By appointment

Course Overview:
This course will examine critical questions and debates in race, ethnicity, and politics (REP). It utilizes a multi-disciplinary approach to investigate the history of minorities in the U.S. and examine the interaction of minority politics with broader American politics. Students will read both canonical and contemporary works in the field of REP. The course begins with theoretical conceptions of race and ethnicity and how they inform notions of citizenship and group membership. Subsequent topics include electoral politics, segregation and discrimination, social movements, immigration and assimilation, campaigns and media, representation, redistricting and cooperation and competition within and among minority groups. Finally, selected contemporary policy issues will be discussed and evaluated. The goal is to familiarize students with both the theoretical underpinnings of REP as well as how theories in REP can be applied to other topics in American politics.

Course Requirements:
1. Write a critical response memo
2. Write a peer review of an article
3. Regular participation in seminar
4. Attend class every week
5. Author Presenter Role twice in the semester
6. Assume Authors’ Defendant Role
7. Research Paper or Review Essay

Critical Response Memo
The memo should be 7-9 double spaced pages and should focus on 2-3 readings from the week. Memos are due by 6 pm on Wednesday night on the class website and should be circulated to the class by email. All students in the class and the professor will be able to view the response papers. Memos should be analytical in nature rather than summarize the readings. Your goal is to develop an original argument (theoretical, empirical or methodological), which improves our understanding of the underlying issues of the week’s topic. Memos cannot overlap with the weeks you present or assume the role of author’s defendant. A sign-up will be circulated at the first class meeting.

Peer Review
This memo (2-3 pages single spaced) will be written as if you are a reviewer of the manuscript during the publication process. In the memo, students should assess the research question, research design, findings, implications, structure, and conclusions of the article. You may write the review of any paper/article on REP that is presented as a part of the Political Science Dept. Speaker Series or assigned on the syllabus. LaFleur Stephens (Asst. Professor, Princeton University) is presenting on March 12th at 4pm as a part of the speaker series. Examples of memos will be circulated in advance. This review is due by April 24th.
**Participation**
This is a graduate seminar and your avid participation is vital to its success. Attendance and participation in the weekly seminar meeting is required. Students are expected to complete all assigned readings before class and come prepared to discuss the material. All students will be expected to contribute to the discussion at every class meeting. Quality of comments is valued over quantity. If students come to seminar unprepared the quality of discussion will be radically diminished. Students will be required to facilitate discussion and be the authors’ defendant at least once in the semester. There will be a sign-up at the start of the semester.

**Author Presenter**
Students will be asked to lead discussion by presenting core aspects of one assigned reading in a 10-15 minute presentation using power point. Over the duration of the semester students will be required to present twice. It will simulate a conference style presentation and the presenter will present as if he/she is one of the authors of the work. Students in the class will then be able to ask questions about the work in a 10 minute discussion following the presentation. The presentation should include the following:
   a. What is the research question?
   b. What literature/work is this work contributing to?
   c. What is the theory and hypotheses?
   d. What is the methodological approach and research design?
   e. What are the findings?
   f. What is the central contribution of the work and implications?

**Authors’ Defendant**
As the authors’ defendant you must seek to defend the theory, method, and value of the readings for a given week. This role does not require any written work but rather is a type of participation. As is the case in many graduate seminars, critiques of work are plentiful, however there is little praise or defense of work. Your job is to defend the value and merit of the readings from unjust attacks in order to keep the discussion balanced.

**Research Paper/Review Essay**
The final assessment can be an original research paper on a topic of your choosing in REP, or review essay. A 2-page double spaced proposal elaborating your paper topic with research design or review essay topic is due on March 6th. I strongly encourage first year graduate students to utilize the review essay option.
Research papers must conduct original research. Review essays will assess the state of the discipline in a subfield of REP. More details regarding the assignment will be circulated during the semester. Final papers/review essays are due no May 8th at 5pm. Students will be required to submit it on the course website as well as directly emailed to the professor.

**Grade Breakdown:**
Critical Response Memo: 10%
Peer Review Memo: 10%
Author Presentations: 20%
Authors’ defendant: 5%
Participation: 25%
Research Paper/Review Essay: 30%

**Please note that in order to receive a passing grade in this course, all assignments must be completed. Late assignments will not be accepted for credit.**
Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>80-86.9%</td>
<td>B</td>
</tr>
<tr>
<td>77-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>70-76.9%</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>59.9 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Plagiarism and Cheating**

In an effort to deter plagiarism and cheating, all students will be required to submit all written work to TurnItIn. This software program is designed to detect plagiarism, similarities in work submitted by students, and other forms of academic dishonesty.

Plagiarism and cheating are serious offenses and are treated as such by both the university and the professor. Be aware that the professor is apt to impose the most severe penalty allowed by university rules, which includes but is not limited to issuing an automatic grade of 0.0 for the course. If students have any questions about what constitutes plagiarism, or other matters of academic integrity, the following link may be helpful: [http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

Section II specifically discusses the definitions of cheating and plagiarism. If you are having trouble assimilating outside information into your own ideas or have any other questions concerning academic writing, see the Rutgers Learning Center ([http://lrc.rutgers.edu/](http://lrc.rutgers.edu/)), or come to my office hours.

**Collaborative work:**

Please note that unless specifically granted by the professor or directly indicated on the assignment sheet otherwise, students should only complete assignments individually. Memos and papers are NOT to be completed in a collaborative effort with other students. Additional warnings and directions concerning these points will be further elaborated on specific course assignment handouts.

**Course Materials:**

I strongly recommend that you purchase all of the required books in this course to build your library. Books can be purchased online from sites such as Amazon where used options are available. The books will NOT be available for purchase at a campus bookstore. Books with large selections on the syllabus are listed as required for purchase. Assigned shorter book selections and articles will be posted on the class website. Please note the reading schedule and reading selections are subject to change if the professor deems it necessary.

**Books Required for Purchase**

Readings and Seminar Schedule

Week 1 (January 23rd): First Class/Overview of Class
Wright, Lawrence. 1994.“One Drop of Blood” The New Yorker, July 25, 4 v. 70 n. 22

Week 2 (January 30th): Conceptualizing Race
Prewitt, Kenneth. 2006. “Immigrants and the Changing Categories of Race.” In Taeku Lee, S. Karthick Ramakrishnan, and Ricardo Ramirez, eds. Transforming Politics, Transforming America (pp. 19-31)

Week 3 (February 6th): Identity & Group Membership

Week 4 (February 13th): Citizenship

Week 5 (February 20th): Competition & Coalitions
Week 6 (February 27th): Representation

Week 7(March 6th): Voting Rights & Redistricting
* Research Paper/Review Essay Proposal Due*

Week 8 (March 13th): Racial Attitudes

* No Class March 20th Spring Break **

Week 9 (March 27th): Campaigns, Elections, & Media
Kinder, Donald and Lynn Sanders. 1996. *Divided By Color*. Chicago, IL: University of Chicago Press Chapters 7 & 8
**Week 10 (April 3rd): Political Participation**


**Week 11 (April 10th): Social Movements**


*No Class (April 17th) *

**Week 12 (April 24th): Immigration**

** Peer Review Assignment Due**

Huntington, Samuel P. 2004. *Who Are We?: The Challenges to America’s National Identity*. Chapter 8


**Week 13 (May 1st): Criminal Justice**


**FINAL PAPER or REVIEW ESSAY due May 8th at 5pm.**