

# **POLS 4570: Race, Ethnicity, and Politics**

Spring 2024

Lecture: Tuesday and Thursday 9:35 AM- 10:50AM

Baldwin Hall, Room 102

**Professor:** Karlee L. Kimbrell

**Office:** Baldwin Hall, Room 305A

**Email:** [karlee.taylor@uga.edu](mailto:karlee.taylor@uga.edu)

**Office Hours:** before/after class, via appointment

## **Peer Learning Assistants:**

Alexis Fletcher

[alexis.fletcher1@uga.edu](mailto:alexis.fletcher1@uga.edu)

Jessica Morse

[jessica.morse@uga.edu](mailto:jessica.morse@uga.edu)

## **Course Description**

This course will serve as an introduction to research on Race, Ethnicity, and Politics (REP) in the United States. While mainly focusing on work in political science, we will take a multi-disciplinary approach to investigate the history of race in America and the political consequences that stem from that history. Students will be introduced to both canonical and contemporary work in the field of REP using a variety of methodological approaches. The course begins by focusing on theoretical conceptions of race and ethnicity and how they inform notions of citizenship and group membership. Subsequent topics focus on issues related to identity formation, stereotypes, campaigns, media, participation, partisanship, and more.

## **Course Materials**

All materials will be provided by me and posted on ELC. I also will provide supplementary articles that will not be required reading for the course; but may aid in your understanding of the material.

## **Office Hours and Help**

I will hold office hours every Tuesday and Thursday, immediately before and class, and by appointment. I will be available to meet in my office or via zoom. It is important to me that this course is comprehensible for all, and I will strive to make sure that you do not feel lost or overwhelmed. Office hours can be used to talk about lectures, assignments, grades, etc. If you feel like a question can be resolved via email, please allow me 24 hours to respond and until the next business day if over the weekend, though I will often be able to respond before then. If I happen to not respond within 24 hours, please email me again.

## **Content Warning and Class Behavior**

Because we are discussing issues of race, ethnicity, and politics, you may encounter readings or comments that may upset you, revisit past traumatic experiences, or simply make you

uncomfortable. While I will work hard to provide a safe space for everyone, I will not be issuing trigger warnings beyond this general call. Some days class may get heated or uncomfortable, while other days, class (likely most) will be relatively calm as a large part of the class focuses on human behavior through the lens of race. What I ask of all students is that they remain open-minded and respectful of one another. Disrespecting or trolling of anyone in the classroom will not be tolerated. However, it is important to note that disagreement does not equate to disrespect. Ultimately my goal is to push you to have rigorous discussions on the topics of the day while providing you the space to make your claims with strong evidence.

## **Grading and Course Requirements**

### Course Requirement Breakdown

- ❖ Two (2) Critical Response Memos (20%)
- ❖ Assessment Assignments (10%)
- ❖ Pre/Post Test (15%)
- ❖ Group Presentation (15%)
- ❖ Final Project (20%)
- ❖ Attendance & Participation (20%)

### Critical Response Memos

These memos should be 4-5 pages, double spaced, with one-inch margins, and focus on the readings from the week. Memos should be analytic as opposed to summaries of the readings. The goal should be to develop an original argument that improves our understanding of the selected week's topic. Think about theoretical or methodological arguments that could give more nuance to topic you selected. You may select any week/topic that you want. At minimum, the **first critical response memo is due by March 13<sup>th</sup>**.

### Assessment Assignments

Assessment assignments serve as a tool to gauge your understanding and engagement with the material through the semester. All assessment assignments will be conducted during class. These assignments will be brief, often a few of multiple-choice questions or short responses.

### Pre/Post Test

A feature of the course is measuring content retention and adjustments in attitude, belief, and preferences. Student will take a pre-test measuring their understanding of the content before the class and then take a post-test comparing their growth in knowledge and understanding. Students will also take a value and belief assessment that they will compare with their retaken answers at the beginning of the semester. For research purposes, value assessments will be **blind graded**. Students will be randomly assigned a code to use as their identification. **I will not, and cannot, know who these numbers correspond to.** For all questions related to pre/post testing of value assessments, please first contact your peer learning assistant, Jessica Morse.

### Group Presentation

Working in groups, students will be in charge of covering a topic related to class materials and presenting it to their peers. Students can pick a topic covered in the class or something related. Students have discretion over the topic presented as long as it lives in the realm of race and ethnicity in America. Some examples may include (but not limited to): disparities in the healthcare field, history of racial categorization, views of immigration and citizenship, restitutions and reparations, popular culture references, and congressional policies/demographics. Students will be given a rubric during class and evaluate their group peers. **Topic selection should be submitted by March 13<sup>th</sup>.**

### Final Project

For the final presentation, students are tasked with teaching a concept or idea that you learned in the course. You can choose to teach in whatever way you decide (except a traditional essay). Formats can include a magazine article, podcast episode, series of poems, video, dance, virtual scrapbook, and more. To emphasize, regardless of method you choose, the objective is to teach about a concept you learned in class, talk about its impact, and attempt to inspire others to want to learn more. A rubric will be provided but an excellent final project will demonstrate a thorough understanding of the topic, be well executed, and be legible to those who have not had exposure to this course. **To make sure you are on the right track, a one-page preview of the project is due by the start of class on March 20<sup>th</sup>.** This should be brief. I do not expect a fully formed proposal—but tell me your topic, medium of choice, ideal result, and if you have any questions.

### Attendance and Participation

Students are expected to attend class, read all materials carefully, and contribute to all discussions. While quality of comments is valued over quantity, I expect all students to attend class and be ready to discuss an article with me. As a general rule, while prepping for class, students should know:

1. What is the research question?
2. The key findings of the article?
3. Did the article miss something or leave something unanswered?
4. How does this reading connect with other readings?

Students are given 2 absences throughout the semester outside of UGA's excused absence policy. Please communicate with me if you may miss excessive classes to talk about alternatives.

### **Grades and Course Policies**

Grades directly pertain to your achievement in the course. University policy defines the meaning of grades and to what level of achievement grades reported on your transcript pertain. There is no rounding policy and rounding grades may be made on a case-by-case basis. I use the following grading scale:

### Attendance

Attendance is required for the course and instrumental in your understanding of the material. Students will be given 2 automatically excused absences. If you must miss, please communicate with me as soon as you're able to, and if applicable, with the proper documentation. Excessive absences will result in penalty of your participation grade.

### Extra Credit

As of now, there is no extra credit built into the course. However, I reserve the right to offer extra credit throughout the semester. All potential extra credit will be presented in class and via email. I will not offer individual extra credit.

### Late Work

Late work policy is in accordance with the University's policy on excused absences. Some examples of excused absences are jury duty, military duty, religious observances, illness, illness of a dependent, and bereavement for an immediate family member. If this is the case, you must inform me as soon as possible and I will work on deadlines with you.

For assignments, I understand issues arise that may interfere with your work. If this occurs, please contact me at least 48 hours in advance (or what is reasonably possible), and I will work with you to turn in your late assignment. For late assignments, expect to have 10% of the final grade deducted per day that it is late.

<b>Grade</b>	<b>Percent</b>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	<60

### Academic Honesty

The University of Georgia has an academic honesty policy. Academic integrity is required for a positive learning environment. All students enrolled in university courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. Students caught cheating or plagiarizing will receive an F in the course. Additionally, I will forward your name to the University. You can read the policies in their entirety here: <https://honesty.uga.edu/Academic-Honesty-Policy/>

### Disability Resource Center

If you anticipate needing classroom or exam accommodations due to the impact of a disability or medical condition, you must register for services with the Disability Resource Center. Additional information can be found here: <http://drc.uga.edu/>

## Class Recordings

I require that you seek my permission if you want to make audio and/or video recordings of any portion of our class (including of my lectures and discussion sections). If you do not have this permission (or an accommodation from DRC), do not take photographs, audio recordings, or video recordings of any person in this class without their express permission. Further, do not take or share audio or video recordings of course lectures or discussions. Violation of this policy will result in you receiving 0% for class participation, and, depending on the severity of the violation, may result in you receiving a grade of “F” in the class.

## Withdrawal policy

Undergraduate students can only withdraw from four courses and receive a withdrawal-passing (WP) grade while enrolled at the University. Students can drop any class without penalty during the drop/add period at the beginning of every semester. Dropped courses during the drop/add period do not qualify as withdrawals. Instructors have the ability to withdraw a student from the class due to excessive absences. Please carefully review the policy in its entirety here: <http://www.reg.uga.edu/policies/withdrawals>

## Preferred Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronouns. Please let me know your preferences at the beginning of the course or via email before the first day of class so that I may adjust my roster.

## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://caps.uga.edu/well-being-prevention-programs-mental-health/>) or crisis support (<https://healthcenter.uga.edu/emergencies/>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://caps.uga.edu/well-being-prevention-programs-mental-health/>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

## **Class Schedule**

This is a tentative outline for our course. I reserve the right to adjust the syllabus and the schedule as I see fit. All adjustments will be reviewed in class and via email.

See something that you think would be great to add to the course schedule? Scan the QR code or follow the link to submit suggestions\*.

<https://forms.office.com/r/ZsvEMhkcK4>

\*Form is through Microsoft Forms. It will require you to be logged into you Microsoft account with your UGA credentials.



<p>Week 1: Why Do We Study Race and Ethnicity? January 7<sup>th</sup>, 9<sup>th</sup></p>	<p>7<sup>th</sup> - Introduction to Course</p> <p>9<sup>th</sup>- What is race and ethnicity? Why is it important that we study it?</p>
<p>Week 2: Conceptualizing Race and Ethnicity January 14<sup>th</sup>, 16<sup>th</sup> <i>Pre-tests due by class on January 11<sup>th</sup>.</i></p>	<p>14<sup>th</sup>- “Racial Formation, Introduction”</p> <p>16<sup>th</sup>- “The Centrality of Race in American Politics”</p>
<p>Week 3: Identity Politics January 21<sup>st</sup>, 23<sup>rd</sup></p>	<p>21<sup>st</sup>- “Racial Formation, Chapter 4 Theory of Racial Formation”</p> <p>23<sup>rd</sup>- "The Social Identity Theory of Intergroup Behavior."</p>
<p>Week 4: Identity Politics Continued January 28<sup>th</sup>, 30<sup>th</sup></p>	<p>28<sup>th</sup>- Jigsaw Readings Group 1: “Behind the Mule: The Politization of African American Racial Group Interests” Group 2: “Defining the Group: Latino Identity and Political Participation”</p> <p>30<sup>th</sup>- Jigsaw Readings Group 1: “Asian American Identity: Shared Racial Status and Political Context” Group 2: “False Faces: Ethnic Identity, Authenticity, and Fraud in Native American Discourse and Politics”</p>
<p>Week 5: Identity Politics Continued February 4<sup>th</sup>, 6<sup>th</sup></p>	<p>4<sup>th</sup>- Jigsaw Readings Group 1: “Researching American Muslims: A Case Study of Surveillance and Racialized State Control” Group 2: “Measuring “Who is a Jew?” Why It Matters in Jewish Political Behavior”</p> <p>6<sup>th</sup>- “Political Attitudes and Ideologies of Multi-Racial Americans: The Implications of Mixed Race in United States”</p>
<p>Week 6: Identity and Whiteness</p>	<p>11<sup>h</sup>- Jigsaw Readings</p>

<p>February 11<sup>th</sup>, 13<sup>th</sup></p>	<p>Group 1: “White Racial and Ethnic Identity in the United States”  Group 2: “How Race Shapes the Lives of White People”</p> <p>13<sup>th</sup>: In-Class Debate  Group 1: “Against Identity Politics”  Group 2: “Identity Politics Strengthens Democracy”</p>
<p>Week 7: Racial Resentment  February 18<sup>th</sup>, 20<sup>th</sup></p>	<p>18<sup>th</sup> – Jigsaw Readings  Group 1: “Race Prejudice as a Sense of Group Position”  Group 2: “Prejudice and Politics: Symbolic Racism vs Threat to the Good Life”</p> <p>20<sup>th</sup>- “The Prospect of Antiracism: Racial Resentment and Resentment to Change”</p>
<p>Week 8: Racism and Stereotypes  February 25<sup>th</sup>, 27<sup>th</sup></p>	<p>25<sup>th</sup>- “Why Americans Hate Welfare”</p> <p>27<sup>th</sup>- Jigsaw Readings  Group 1: “Emotional Substrates of Whites Racial Attitudes”  Group 2: “What is the Matter with White Voters? Common Sense Racism”</p>
<p>Week 9: Spring Break  March 4<sup>th</sup>, 6<sup>th</sup></p>	<p>Spring Break</p>
<p>Week 10: Intersections of Gender and Sexuality  March 11<sup>th</sup>, 13<sup>th</sup>  <i>Due: Group presentation topic, and deadline for first critical response memo by class on March 13<sup>th</sup></i></p>	<p>11<sup>th</sup>- “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”</p> <p>13<sup>th</sup>- Why Gays of Color Protest: Community Identification, Gay Identity, and Political Participation</p>
<p>Week 11: Immigration  March 18<sup>th</sup>, 20<sup>th</sup>  <i>Due: one page preview of final assignment due by class on March 20<sup>th</sup></i></p>	<p>18<sup>th</sup>- “American’s Views on Immigration Policy: Testing the Role of Threatened Group Interests”</p> <p>20<sup>th</sup>- Jigsaw Readings  Group 1: “The Role of Identity Prioritization: Why Some Latinx Support Restrictionism Immigration Policies and Candidates”  Group 2: “Asian American Attitudes Towards U.S. Citizenship path for Illegal Immigrants: Immigration Reform as Racialized Politics”</p>
<p>Week 12: Partisanship  March 25<sup>th</sup>, 27<sup>th</sup></p>	<p>25<sup>th</sup>- Jigsaw Readings  Group 1: Steadfast Democrats, Introduction</p>

	<p>Group 2: “Foundations of Latino Partisanship”  Group 3: The Patterns of Asian Americans’ Partisan Choice: Policy Preferences and Racial Consciousness</p> <p>27<sup>th</sup>- Jigsaw Readings  Group 1: “Partisanship and Non-Partisanship Among American Indians”  Group 2: “Polarization and American Jews: The Partisan Debate Over Attribution of Blame and Responsibility for Rising Anti-Semitism in the United States”</p>
<p>Week 13: Media  April 1<sup>st</sup>, 3<sup>rd</sup></p>	<p>1<sup>st</sup>- “The Media Matters: Muslim American Portrayals and the Effects on Mass Attitudes”</p> <p>3<sup>rd</sup>- “News Media Framing of Social Protests Around Racial Tensions During the Donald Trump Presidency”</p>
<p>Week 14: Group Project Presentations  April 8<sup>th</sup>, 10<sup>th</sup></p>	<p>8<sup>th</sup>- Group Project Presentations</p> <p>10<sup>th</sup>- Group Project Presentations</p>
<p>Week 15: Group Project Presentations  April 15<sup>th</sup>, 17<sup>th</sup></p>	<p>15<sup>th</sup>- Group Project Presentations</p> <p>17<sup>th</sup>- Group Project Presentations</p>
<p>Week 16: Experiments in Social Science Around Race  April 22<sup>nd</sup>, 24<sup>th</sup>  <i>Last Critical Response Memo due by class on April 24<sup>th</sup></i>   <i>Final Project and Post Tests due May 5<sup>th</sup> by 11:59 PM</i></p>	<p>22<sup>nd</sup>- Jigsaw Readings  Group 1: “Selling Out? The Politics of Navigating Conflicts Between Racial Group and Self-Interest”  Group 2: - “Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators”</p> <p>24<sup>th</sup> – Semester Wrap-Up</p>