

## **RACE AND POLITICAL REPRESENTATION**

PSC 225 / PSC 225W / AAS 225

Fall Semester 2007

Wednesdays, 3:25-6:05

329 Harkness Hall

### **Professor Valeria Sinclair-Chapman**

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*Office hours:*

*Wed 10:30-noon or by appointment*

### **COURSE DESCRIPTION**

Despite gains made by racial and ethnic minorities in the areas of civil and voting rights, race remains a major source of cleavage in American politics. This class introduces students to the concepts, theories, and methodological approaches that political scientists use to examine the intersection of racial politics and political representation in the American political context. We will examine democratic theory, the Voting Rights Act, public opinion and electoral behavior, elected officials and public policies, and the effect of electoral rules and districting decisions on minority representation in Congress. This course has considerable reading, writing, and discussion requirements and may best suit experienced juniors and seniors.

### **REQUIRED TEXTS**

David Canon, *Race, Redistricting, and Representation*

Cathy Cohen, *The Boundaries of Blackness*

David Lublin, *The Paradox of Representation*

Carol Swain, *Black Faces, Black Interests*

Katherine Tate, *Black Faces in the Mirror*

### **COURSE REQUIREMENTS**

#### GRADING

Short Assignments	15%
Class Discussion	20
Short Papers	25
Research Paper	40

CLASS ATTENDANCE AND PARTICIPATION. Regular attendance and participation in class are required. Because the exchange of ideas is an important part of learning, you are encouraged to frequently ask questions and share your informed opinions during class discussions. Reading and any additional assignments should be completed before class on the day assigned. Late assignments will not be accepted without prior permission except in cases of unforeseen emergency. Students with special needs should meet with me early in the semester so that proper accommodations can be made in a timely fashion.

DISCUSSION/ DISCUSSION LEADERS. Because this course is taught as a seminar, discussion accounts for a significant portion, 20%, of your final grade. You will earn a participation grade weekly, so come prepared to participate in discussion. Quality counts as well as quantity, so empty discussion will be reflected in the grade. In addition, each student will lead class discussion (individually or as part of a group) at least once during the semester depending on the rotation schedule. I will assign the rotation schedule based on the number of students in the course. Leading discussion will also account for a portion of your overall discussion grade. Each discussion leader is expected to complete all of the readings for the week.

SHORT ASSIGNMENTS. Short assignments and unannounced quizzes will be periodically administered. Short assignments may include short papers (1-2 pages) in advance of or in response to a film, on a particular topic (such as ideology or intersectionality) or a biographical sketch of a member of Congress. Details on short assignments will be discussed at least a week before the due date. The frequency of quizzes is inversely related to the quality of class discussion; as quality increases the likelihood of a quiz decreases and *vice versa*. Expect to have at least 2 or 3 short assignments and/or quizzes during the semester, more as required. Short assignments and quizzes will be used to calculate 15% of your final grade. In general, short assignments cannot be made-up, so plan accordingly.

SHORT PAPERS. Three (3) short papers will be used to calculate 25% of your final grade. Short papers should follow proper writing, spelling, and grammar rules, and be 2-3 pages in length with 1-inch margins and a 12-point font. Papers should address a central question in the readings, critically evaluate the readings, and/or analyze underlying issues in the readings. You should demonstrate an understanding of the major points raised in the readings and the evidence offered in support of those points. **Short papers will be accepted by email prior to 3:25 on Wednesdays or may be turned in at the start of class on the day the readings are to be discussed.**

RESEARCH PAPER. A research paper will be used to calculate 40% of your final grade. Papers should follow proper writing, spelling, and grammar rules, and be 8-10 pages in length with 1-inch margins and a 12-point font. Research papers should address a research topic that you find interesting. I encourage you to get an early start on identifying a topic of interest and to discuss your paper ideas with me prior to submitting a paper proposal. **Paper proposals are due at the beginning of class on Oct 31.** This 2-4 page paper proposal should describe your research topic, central question of interest, a preliminary review of the literature you plan to use, and your plans for addressing the question (data/evidence sources and research approach). **The final research paper is due by email at or before 11:59 p.m. on Monday, December 17<sup>th</sup>.**

PSC “W” REQUIREMENTS. Students enrolled in the course for writing credit will need to complete a 15-20 page research paper following the criteria listed above. “W” students are required to have at least one draft of their papers reviewed with a graduate student in the writing center. “W” students should turn in the draft of their papers reviewed by the writing center as well as the revised final draft by December 17<sup>th</sup>.

The College Writing Center provides help at all stages of the writing process (from brainstorming to drafting to revising) on any writing project. Students can sign up for a one-hour appointment with an experienced graduate-student consultant at the Writing Program office, Rush Rhees G-121, or call 273-3584. In addition, students may visit The Undergraduate Writing Fellows, who offer critical peer feedback and are available for walk-in hours at various campus locations. For more information on all writing resources visit: <http://writing.rochester.edu>

ACADEMIC HONESTY. You are expected to turn in material that you have completed yourself. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Both cheating and plagiarism are serious offenses that will be reported for disciplinary action. Please refer to the University Handbook and/or speak with the instructors if you have any questions in this area.

## COURSE OUTLINE

### INTRODUCTION

Sept 5

### DEMOCRACY, REPRESENTATION, AND RACE

Sept 12

Read: Fraga, *et. al.*, 'Su Casa' Es 'Nuestra Casa': Latino Politics Research and the Development of American Political Science." *APSR*, 2006, pp. 515-521.  
Hutchings and Valentino, "The Centrality of Race in American Politics." *Annual Review of Political Science*, 2004, 383-408.

Sept 19

Read: Tate, *Black Faces in the Mirror*, pp.1-69  
[Mansbridge, "Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes."](#) *JOP*, 1999, pp. 628-657

### MINORITY REPRESENTATION IN CONGRESS

#### The Voting Rights Act

Sept 26

Read: Lublin, *Paradox of Representation*, pp. 17-54 (may read introduction)  
Canon, *Race, Redistricting, and Representation*, pp. 1-92

#### District Composition, Candidates, and Black Representation

Oct 3

Read: Swain, *Black Faces, Black Interests*, pp. 47-243 (may read introduction)

Oct 10

Read: Canon, *Race, Redistricting, and Representation*, pp. 93-142  
Lublin, *The Paradox of Representation*, pp. 57-71

#### Redistricting and Substantive Representation for Blacks and Latinos

Oct 17

Read: Lublin, *Paradox of Representation*, pp. 72-133  
[Cameron, Epstein, and O'Halloran, "Do Majority-Minority Districts Maximize Substantive Black Representation in Congress?"](#) *APSR*, 1996, pp.794-802

#### Beyond Substantive Representation

Oct 17

Read: Canon, *Race, Redistricting, and Representation*, pp. 143-264  
Tate, *Black Faces in the Mirror*, pp. 96-110

## REPRESENTATION AND THE CONSTITUENCY PERSPECTIVE

Black Representation, Participation and Attitudes

Oct 24

Read: Tate, *Black Faces in the Mirror*, pp. 111-170

[Gay, Claudine, "The Effect of Black Congressional Representation on Political Participation."](#)

*APSR*, 2001, pp. 589-602

Latino Representation, Participation and Attitudes

Oct 31

Read: [Barreto, Segura, and Woods, "The Mobilizing Effect of Majority-Minority Districts on Latino Turnout."](#) *APSR*, 2004, pp. 65-75

[Pantoja and Segura, "Does Ethnicity Matter? Descriptive Representation in Legislatures and Political Alienation among Latinos."](#) *SSQ*, 2003, pp.441-460.

**PAPER PROPOSALS DUE AT START OF CLASS**

## EMERGING ISSUES IN MINORITY REPRESENTATION

Representation and Marginalization

Nov 7

Cohen, *The Boundaries of Blackness*, pp. 1-77 and 293-347

Nov 14

No Class (Research Break)

THANKSGIVING HOLIDAY

Nov 21

The Intersectionality and Political Representation

Nov 28

Smooth, "Intersectionality in Electoral Politics: A Mess Worth Making," *Politics & Gender*, 2006, pp. 400-414.

[Philpot and Walton, "One of Our Own: Black Female Candidates and the Voters Who Support Them."](#) *AJPS*, 2007, pp. 49-62.

In Perspective: Discuss identity intersections and political implications

Dec 5

View: *Chisholm: Unbought and Unbossed*

In Perspective: Discuss conservative politics and minority representation

Dec 12

View: Documentary, "Dylan's Run"

Class Wrap-up

Dec 17

RESEARCH PAPERS DUE BY EMAIL TO PROFESSOR SINCLAIR-CHAPMAN BY 11:59 P.M.