

RACE AND POLITICAL REPRESENTATION

PSC 225 / PSC 225W / AAS 225

Fall Semester 2008

Wednesdays, 3:25-6:05

329 Harkness Hall

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316 Harkness Hall

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E-mail: vsc@ur.rochester.edu

Office hours:

Tues 10:00-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*

David Lublin, *The Paradox of Representation*

Carol Swain, *Black Faces, Black Interests*

Katherine Tate, *Black Faces in the Mirror*

COURSE REQUIREMENTS

GRADING

Attendance	5
Class Discussion	20
Short Papers	30
Research Paper	45 (two options)

CLASS ATTENDANCE AND PARTICIPATION. Regular attendance and participation in class are required. 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. Attendance accounts for 5% of your final grade.

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; 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. *An occasional unannounced quiz will also count in the discussion grade.* 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 quizzes during the semester, more as required. In general, quizzes cannot be made-up, so plan accordingly.

SHORT PAPERS. Three (3) short papers will be used to calculate 30% 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 should be turned in by email (by 3:25) or at the start of class on the day the readings are to be discussed.**

RESEARCH PAPER. A research paper will be used to calculate 45% 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 29.** 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 Tuesday, December 16th.**

Students may opt to write two shorter papers rather than one to fulfill the research paper portion of the course grade; the first will comprise 20% of the course grade, the second, 25%. The first paper should be a representative profile of a minority legislator of your choosing. This paper should describe how the representative won office initially, his or her service in the legislature, and the representational style. These papers should draw on course readings for guidance in developing the profiles and use a variety of reference sources from outside of the course. Non-internet sources should outweigh internet sources in your bibliographies. This paper should be 5-7 pages for non-W students and 10-12 pages for W-students. **The Minority Legislator Profile is due at the beginning of class on October 22.** The research paper for students who choose the two-paper option should be 5-7 pages for non-W and 10-12 pages for W-students.

PSC “W” REQUIREMENTS. Students enrolled in the course for writing credit will need to complete a 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 16th.

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.

COMMUNICATION. **Please begin the subject line to all communication with “225”** to make messages easier to find in my inbox, e.g., “225- scheduling a meeting” or “225-questions about the final paper.”

COURSE OUTLINE

INTRODUCTION

Sept 3

RACE AND POLITICAL INCLUSION

Sept 10

Read: Fraga, *et. al.*, “[Su Casa Es Nuestra Casa: Latino Politics Research and the Development of American Political Science](#)” *APSR*, 2006, pp. 515-521.

Barker, Lucius, “[Limits of Political Strategy: A Systemic View of the African American Experience](#)” *APSR*, 1994, pp. 1-13.

Hutchings and Valentino, “[The Centrality of Race in American Politics.](#)” *Annual Review of Political Science*, 2004, pp. 383-408.

Optional: Davidson and Oleszek, “Being There: Hill Styles and Home Styles,” in *Congress and its Members*, 2006, 10th edition. (Class Handout)

Sept 17

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 24

Read: Lublin, *Paradox of Representation*, pp. 17-54 (may read introduction)

Canon, *Race, Redistricting, and Representation*, pp. 1-92

District Composition and Minority Representation

Oct 1

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

Oct 8

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 15

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 22

Read: Canon, *Race, Redistricting, and Representation*, pp, 143-264

Bill Introductions and Representation

Oct 29

Tate, *Black Faces in the Mirror*, pp. 96-110

Sinclair-Chapman, "Transforming Politics: The Symbolic Roots of Black Representation," in Nelson and Monforti *Black and Latino/a Politics: Issues in Political Development in the United States*, 2005. (Class Handout)

Pinney and Serra, "[A Voice for Black Interests: CBC Cohesion and Bill Sponsorship.](#)" *Congress & the Presidency*, 2002.

PAPER PROPOSALS DUE AT START OF CLASS

THE DAY AFTER: WHAT HAPPENED IN THE 2008 ELECTION?

Nov 5

Bring interesting news article on the presidential or congressional elections to class for discussion

Sinclair-Chapman and Price, "Black Politics, the 2008 Election, and the (Im)Possibility of Race Transcendence," in *PS: Political Science and Politics* (forthcoming October 2008)

REPRESENTATION AND THE CONSTITUENCY PERSPECTIVE

Black Representation, Participation, and Attitudes

Nov 12

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

Nov 19

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.

THANKSGIVING HOLIDAY

Nov 26 (No Class)

EMERGING ISSUES IN MINORITY REPRESENTATION

Race and Gender in Representation

Dec 3

Bratton, et al., "Substantive Impact of the Changing Face of Elected Officials: Agenda Setting and African American Women in State Legislatures." *Journal of Women, Politics, & Policy*, 2007, 28 (3-4): 71-96.

Smooth, "Black Women's Legislative Influence and the Fate of Progressive Policies in the Era of Devolution," in Nelson and Monforti *Black and Latino/a Politics: Issues in Political Development in the United States*, 2005. (Class Handout)

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

Dec 10 Class Wrap-up

Dec 16 RESEARCH PAPERS DUE BY EMAIL TO PROFESSOR SINCLAIR-CHAPMAN BY 11:59 P.M.