

**Y325: African American Politics**  
**Fall, 2013**  
**Monday & Wednesday, 9:30-10:45 AM, Room: Ballantine Hall 244**

**Instructor:** Professor Matthew Hayes, Woodburn Hall, RM 308, Email: mh34@indiana.edu

**Office Hours:** 11:00 AM - 12:00 PM, MW

**Course Objectives:**

Race has been a central issue in United States politics since the country's founding. From debates about the South's "peculiar institution" to the Civil Rights Movement to contemporary discussions about a post-racial America, political discourse in the United States has often revolved around issues of race. In this course, we will examine the major political issues, struggles, and ideologies of African Americans in order to better understand U.S. Politics. Topics will include early and contemporary African American political thought, racism and segregation, inequality, the politics of the Civil Rights Movement, African American participation in electoral politics, and other contemporary issues.

**Required texts:** There are no books required for purchase. All readings will be available via "Resources" in OnCourse or through the Indiana University Libraries website.

**Course Requirements and Grading:**

- 20% — Attendance & Participation
- 25% — Midterm exam
- 25% — Final exam
- 30% — Two short papers (15% each)

**Attendance & participation (20% of total grade)**

You are expected to attend every class section and participate in any in-class activities. You cannot participate if you do not attend; as such, any unexcused absences will yield no participation points for that day.

Full participation does not mean "talking a lot." Participation entails reading the materials, coming to class prepared to ask and answer questions about them, and offering thoughtful responses when appropriate. If you are uncomfortable with speaking up in class, you can supplement your participation grade by attending office hours to ask any questions you might have about the reading or lecture materials.

In addition, you are expected to contribute to the online wiki in OnCourse. The wiki will be developed by you over the course of the semester and will include summaries of the readings and definitions of key concepts and terms. The wiki will serve as your study guide for the exams. I will not be providing a supplemental study guide to help you prepare for the exams, so it is important that you work together to ensure that the information contained in the wiki is as useful and accurate as possible. More information on this will be provided in Week 02 when we will start working on the wiki.

### **Midterm examination (25% of total grade)**

This exam will be held in-class on 10/14/2013. Any material presented up to and including the week prior to the exam may be included on the midterm. The midterm will be a combination of identification of concepts, short answer, and essay.

### **Final examination (25% of the total grade)**

This exam will be held during our assigned exam period during finals week. Any material presented up to and including the week prior to the exam may be included on the final. The final will be a combination of identification of concepts, short answer, and essay. Note: this exam will **not** be cumulative – you will only be evaluated on material that was presented after the midterm exam.

### **Short papers (30% of the total grade)**

You will be expected to write two short papers for this course, with each worth 15% of the total grade. Each paper assignment should be around 5 pages (double spaced with 1” margins and 12 point font). Paper topics will be provided in class 2-3 weeks prior to the due date (see course schedule below). Papers will be due in class on their assigned due date. You will be expected to draw from the class readings and provide correct citations where necessary.

## **Revisions**

Writing in undergraduate education is a unique experience. Most undergraduate essays and papers are written on very short notice, often on very little sleep. These papers are rarely revised and improved – they are essentially first drafts. This differs from most writing that occurs outside of college. Legal briefs are generally written by teams of collaborators who write and re-write the briefs. Policy memos tend to take weeks or months of research, writing, and re-writing. Often, this process of re-writing is more important than the first draft itself.

As such, you are allowed to revise either or both of your short papers. Only the final grade on the paper will be included in your final grade calculation. If you choose to revise a paper, you must adhere to the following process:

- **Within 1 week of when papers are handed back:** notify me that you would like to revise your paper and schedule an appointment to meet. I will likely ask you to provide an electronic copy of the paper in PDF format.
- **Within 2 weeks of when papers are handed back:** Meet with me during office hours or by appointment to discuss your paper and how to improve it.
- **Within 3 weeks of when papers are handed back:** Turn in a revised draft of your paper.

Please note: papers in violation of the academic integrity policy (below) forfeit the right to be revised.

## Late Policy

Because you are allowed to revise your short papers to improve your grade, there is no reason for turning in an assignment late. Any late assignments will be assessed a late penalty of 10% per day.

## Academic Integrity:

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). When you submit a paper with your name on it in this course, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students.

## Disabilities

If any student will require assistance or academic accommodations for a disability, please contact me after class, during my office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

## Course Schedule

- **Week 01: Introduction - 08/26 & 08/28**

- Readings:

- Diamond, J. (1994). Race without color. *Discover*, 15(11):83–89
- Optional: for a more academic treatment, read Marks, J. (2010). 15 ten facts about human variation. In Muehlenbein, M. P., editor, *Human evolutionary biology*, pages 265–275. Cambridge University Press

- **Week 02: Black political history I - 09/02 & 09/04**

- **09/02:** Labor Day - No Class

- Readings:

- Jefferson, T. (1802). *Notes on the State of Virginia: With an Appendix*
- Walton, H. and Smith, R. C. (2006). *American politics and the African American quest for universal freedom*. Pearson Longman

- Klinkner, P. A. and Smith, R. M. (2002). *The unsteady march: The rise and decline of racial equality in America*. University of Chicago Press, Chapter 3 & 4
- **Week 03: Black political history II - 09/09 & 09/11**
  - Readings:
    - United States National Advisory Commission on Civil Disorders and Kerner, O. (1968). *Report of the National Advisory Commission on Civil Disorders*. US Government Printing Office
    - Weiss, N. J. (1983). *Farewell to the Party of Lincoln: Black Politics in the Age of FDR*. Princeton University Press
- **Week 04: Black political thought - 09/16 & 09/18**
  - Readings:
    - Douglass, Frederick. "Fourth of July Oration"
    - Washington, Booker T. "The Atlanta Exposition Address"
    - DuBois, W.E.B. "Of Mr. Washington and Others" and "The Talented-Tenth"
    - Dawson, M. C. (2003). *Black visions: The roots of contemporary African-American political ideologies*. University of Chicago Press
- **Week 05: Black public opinion - 09/23 & 09/25**
  - Readings:
    - Harris-Lacewell, M. V. (2004). *Barbershops, bibles, and BET: Everyday talk and black political thought*. Princeton University Press, Chapters 1 & 3
    - Dawson, M. C. (1995). *Behind the mule: Race and class in African-American politics*. Princeton Univ Pr, Chapter 4
- **Week 06: Parties and partisanship - 09/30 & 10/2**
  - 10/2: Paper 1 due
  - Readings:
    - Frymer, P. (1999). *Uneasy Alliances: Race and Party in America*. Princeton, NJ: Princeton University Press, Chapter 3
    - Carmines, E. G. and Stimson, J. A. (1989). *Issue Evolution: The Race and the Transformation of American Politics*. Princeton University Press
- **Week 07: Political participation - 10/07 & 10/09**
  - Readings:
    - Leighley, J. and Vedlitz, A. (1999). Race, ethnicity, and political participation: Competing models and contrasting explanations. *Journal of Politics*, 61(4):1092–1114
    - Tate, K. (1994). *From protest to politics: The new black voters in American elections*. Harvard University Press
    - Tomz, M. and Houweling, R. P. V. (2003). How does voting equipment affect the racial gap in voided ballots? *American Journal of Political Science*, 47(1):46–60

- Shingles, R. D. (1981). Black consciousness and political participation: The missing link. *The American Political Science Review*, pages 76–91
- **Week 08: Midterm exam - 10/14 & 10/16**
  - 10/14: Midterm exam
  - 10/16: Film *Street Fight* (2005)
- **Week 09: Media & campaigns - 10/21 & 10/23**
  - Readings:
    - Weisbuch, M., Pauker, K., and Ambady, N. (2009). The subtle transmission of race bias via televised nonverbal behavior. *Science*, 326(5960):1711–1714
    - Mendelberg, T. (2001). *The race card: Campaign strategy, implicit messages, and the norm of equality*. Princeton University Press
    - Gilens, M. (2009). *Why Americans hate welfare: Race, media, and the politics of antipoverty policy*. University of Chicago Press
    - Berinsky, A. J., Hutchings, V. L., Mendelberg, T., Shaker, L., and Valentino, N. A. (2011). Sex and race: Are black candidates more likely to be disadvantaged by sex scandals? *Political Behavior*, 33(2):179–202
- **Week 10: Representation & empowerment - 10/28 & 10/30**
  - Readings:
    - Swain, C. M. (1993). *Black faces, black interests: The representation of African Americans in Congress*. Harvard University Press Cambridge, MA, Chapters 9 & 10
    - Tate, K. (2003). *Black faces in the mirror: African Americans and their representatives in the US Congress*. Princeton University Press
    - Lublin, D. (1997). *The paradox of representation: Racial gerrymandering and minority interests in Congress*. Princeton University Press
- **Week 11: Racial attitudes - 11/04 & 11/06**
  - 11/06: Paper 2 due
  - Readings:
    - Gay, C. (2006). Seeing difference: The effect of economic disparity on black attitudes toward latinos. *American Journal of Political Science*, 50(4):982–997
    - Kinder, D. R. (1996). *Divided by color: Racial politics and democratic ideals*. University of Chicago Press, Chapters 4 & 5
- **Week 12: Racial context - 11/11 & 11/13**
  - Readings:
    - Oliver, J. E. (2010). *The paradoxes of integration: race, neighborhood, and civic life in multiethnic America*. University Of Chicago Press
    - Putnam, R. D. (2007). E pluribus unum: Diversity and community in the twenty-first century the 2006 johan skytte prize lecture. *Scandinavian political studies*, 30(2):137–174

- Farley, R. (1999). Racial issues: Recent trends in residential patterns and intermarriage. In Smelser, N. J. and Alexander, J. C., editors, *Diversity and Its Discontents: Cultural Conflict and Common Ground in Contemporary American Society*, pages 85–128. Princeton University Press
- Schelling, T. C. (2006). *Micromotives and macrobehavior*. WW Norton & Company

- **Week 13: Intersections with gender and sexuality - 11/18 & 11/20**

- Readings:

- Cole, J. B. (2003). *Gender talk: The struggle for women's equality in African American communities*. Random House Digital, Inc
- Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Psychology Press
- Cohen, C. J. (1999). *The boundaries of blackness: AIDS and the breakdown of black politics*. University of Chicago Press, Chapters 1 & 2

- **Thanksgiving Break**

- **Week 14: Race and economic inequality - 12/02 & 12/04**

- Readings:

- Staveteig, S. (2000). Racial and ethnic disparities: key findings from the national survey of america's families
- Pattillo-McCoy, M. (2000). *Black picket fences: Privilege and peril among the black middle class*. University of Chicago Press
- Sigelman, L. (1994). *Black Americans' views of racial inequality: The dream deferred*. CUP Archive
- Marable, M. (2000). *How capitalism underdeveloped Black America: Problems in race, political economy, and society*, volume 4. South End Press

- **Week 15: Racial profiling - 12/09 & 12/11**

- Readings:

- Kennedy, R. (1999). Suspect policy: Racial profiling usually isn't racist; it can help stop crime; and it should be abolished. *New Republic*
- Gilliam Jr, F. D. and Iyengar, S. (2000). Prime suspects: The influence of local television news on the viewing public. *American Journal of Political Science*, pages 560–573
- TBA