



TEXAS A&M UNIVERSITY CENTRAL TEXAS

POLI 5388-115 **Problems: Race in Politics** **CRN 60254 – Summer 2022**

June 6-July 29
6:00 – 9:00 PM Tues/Thurs
Founder's Hall TBD



Dr. Jeffrey Dixon

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Office Hours: 4:00-5:30 PM Tues-Thurs

Course Description

Examine the concepts of race and racism, and how they shape theories of the social contract, American government, comparative politics, and international relations.

Course Overview

This course examines the role that race, racism, and racial resentment play in politics and the discipline of Political Science. This course is primarily structured as a seminar, not a lecture course; it is fundamentally a joint exploration of the topic by the instructor(s) and the students. The reading load is quite substantial, and the entire course is structured around discussion, criticism, and integration of the readings. Therefore, the bulk of your grade will depend on demonstrating your engagement with the readings.

Modality and Student-Instructor Interaction

This course is a *face to face* course, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. The instructor will be checking email every weekday and try to respond within 24 hours; emails sent after business hours or on weekends may take somewhat longer to answer.

Learning Objectives, Outcomes, and Assessment

By the end of the course, students should be able to:

1. Establish and defend politically-relevant definitions of “race,” “racism,” and “racial resentment.”
2. Describe “critical race theory” and evaluate its utility as an explanation of the contemporary politics of race in the United States.
3. Evaluate whether social contract theory and ideal political theory uphold white supremacy.

4. Identify and demonstrate the causes of present-day “horizontal” economic and political inequalities in the US.
5. Identify and describe the relationships between contemporary American political ideologies, American political institutions (e.g. governmental, judicial, and electoral processes), and attitudes about race.
6. Describe how race operates in the politics of at least one other country besides the United States.
7. Evaluate the degree to which contemporary political science – particularly research in Comparative Politics and International Relations – is racist.
8. Describe the consequences of race and racial hierarchies for world politics.

Unit papers and class discussion are used to assess the degree to which students have achieved the relevant outcomes. Unit paper I assesses Outcome 1; unit paper II assesses Outcomes 2 and 3; unit paper III assesses Outcomes 3-5; unit paper IV assesses Outcomes 6 and 7; and unit paper V assesses Outcomes 7 and 8.

Required Readings

The following books are required and available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbooks may also be available from an independent retailer, including an online retailer.

Avidit Acharya, Matthew Blackwell, and Maya Sen. 2020. *Deep Roots: How Slavery Still Shapes Southern Politics*. Princeton, NJ: Princeton University Press. ISBN: 9780691203720.

Joshua Glasgow, Sally Haslanger, Chike Jeffers, and Quayshawn Spencer. 2019. *What Is Race? Four Philosophical Views*. NY: Oxford University Press. ISBN: 9780190610180.

Charles Mills. 1999. *The Racial Contract*. Cornell University Press. ISBN: 9780801484636.

The other required readings are available on Canvas.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

All course readings outside of the two textbooks are in the commonly-used *pdf* format and can be opened with Adobe Acrobat Reader or many other free programs, including Chrome itself.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

Grading

Grading (90/80/70/60, rounded to the nearest percentage):

- Academic Integrity Exercise: This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. *If you have successfully completed this exercise in another one of my courses, then you need not complete it again to get the credit.*

*****Having completed the Academic Integrity Exercise is a prerequisite to passing this course.*****

- **Rubric: You will fail the course if you have not completed the Academic Integrity Exercise**, either in this course or in a previous course with me.
- Participation is graded on a simple system that expects students to earn 25 points per session for full credit. A student who attends and does little else will receive only 10 points (40% credit). A student who constructively participates in one half of the class session will receive 18 points (72% credit). A student who constructively participates throughout the entire class session will receive 25 points (100% credit).
 - Constructive participation means making comments or asking questions that demonstrate familiarity with the assigned readings for the week. It also means actively engaging in any in-class exercises.
 - A good rule of thumb is to be sure to contribute something relevant (even just a question that shows engagement with the course material) at least four times during a three-hour session that has no lecture or structured in-class exercise.
 - Late arrival (virtual or in-person) or leaving early reduces your credit in proportion to the percentage of the session you missed, rounded to the next highest 10% of the credit.
- Unit Papers: There are five Unit Papers in the course. Since there is no final exam or research paper component in the course, these papers are your only chance to demonstrate the ability to critique and synthesize the material in order to meet the learning objectives of the course. Each paper should be 1000-2000 words (roughly 4-8 double-spaced pages using standard fonts and margins) of text, with proper citations to course materials (and anything brought in from outside the course). A works cited page is required. Both the citations and works cited page should follow APSA guidelines (there are guides on Canvas).

○ *Rubric:*

| Grade | Thesis and Structure | Textual Support | Style |
|-------|---|--|---|
| A | Answers the question (i.e. makes an argument required by the topic question) and drives the rest of the paper | Each element of the argument is supported by properly-cited textual support. Counter-arguments are addressed and defeated. | Few if any spelling or grammar errors. Paragraphs have topic sentences. |
| B | Answers the question, but some of the paper ignores it | Each element of the argument is supported by textual evidence, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes without interpretation. | About one spelling/grammar error per page; paragraphs lack topic sentences. |
| C | Does not match up with every element of the question, or the paper is a set of arguments that proceed without logical order | The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted; irrelevant evidence may be present. Textual references lack specificity. Counter-arguments are ignored. | Paragraphs are poorly designed and there is at least one spelling or grammar error per paragraph. |
| D | Does not match up with most elements of the question; the paper is little more than a "data dump" | At least one major element of the paper's argument has substantial evidence that supports it. However, textual references are generally vague or irrelevant. | Spelling/grammar errors are found in every other sentence. Paragraph structure is poor. |
| F | The paper is devoid of structure | The answer in the paper fails to demonstrate a grasp of the relevant concepts or to interpret or critique them. | There is one spelling/grammar error per sentence, and paragraphs are not used properly. |

Other Requirements:

___ Paper is double-spaced and between 1000-2000 words (proportional reduction for insufficient length, -3% if not double-spaced).

___ Essay uses APSA citation system, including an APSA-formatted works cited page (up to 20% reduction if neither is provided; -10% if internal citations aren't used or are not APSA format)

___ The overwhelming majority of the essay is the student's own words rather than direct quotes (even properly cited ones) from other sources. (Proportional reduction for any paper consisting of more than 10% quoted material)

POLI 5388 Course Rubric

| Element | Points Possible | Percent of Final Grade |
|---|-----------------------------|------------------------|
| Participation | 375 (15 sessions @ 25 each) | About 27% |
| Unit Papers | 1000 (5 papers @ 200 each) | About 73% |
| Total | 1375 | 100% |
| A = 1231+ B = 1094-1230 C = 956-1093 D = 819-955 F = 818 or lower | | |

Course Policies

Attendance and Excused Absences

Attendance is required, as per Participation above. In the case of foreseeable absences, students must inform the instructor *prior to the absence*. Send me an email stating the date(s) you will be missing and the reason(s). You should also hand me a written note with this information in class. Failure to contact the instructor *prior to class* will normally rule out any sort of make-up, but in the case of documented emergencies, the absence may be excused if the emergency is reported as soon as is reasonably possible.

Make-Up Work, Late Work, and Incompletes

- Each essay is due by 6 PM *on the day of class for which it is assigned*. Late essays lose 20% of the credit they would otherwise receive per day, beginning with -20% a few minutes after class begins.
- For every *excused* absence, the missed participation must be made up. The make-up work is simply a more in-depth essay than the usual (about twice as long, raising multiple issues or questions regarding each assigned reading for the session).
- There will be no incompletes in this class, barring actual hospitalization or unforeseen deployment after the withdrawal deadline has passed. By university policy, incompletes must be finished in the subsequent semester.

Regrades

The instructor is not perfect, and if you believe part or all of a written assignment has been graded incorrectly, you need only return it **within one week** of receiving the graded assignment back from the instructor, together with a *brief* note specifying the part(s) to be regraded. The specified parts will be compared to the key again. After a week has passed, I can no longer be sure that you will be graded to the same standards as those used for all the other students, so work will not be regraded after this period. For participation regrades, I make my participation data available during the break and after the class so you can see how you are doing. If I failed to credit you with some or all of your participation, point it out to me after class (knowing what you said or asked would be helpful). Assuming it meets the requirements for constructive participation, the participation grade for that evening's session will be changed on the spot. Requests for regrades of participation must be made on the evening we have class so I can still remember what you said.

Academic Integrity

University Code of Academic Honesty: Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

- For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].
- If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- *Violations:* There are many forms of academic misconduct. Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
 - Copying another student's homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don't "share" the contents of your assignments before they are due. You may not "jointly" complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
 - Using direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn't create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source's ideas in your own words.
 - Paraphrasing another person's words without citing the source.
- *Penalties:*
 - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is **greater**. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or remediation in the case of clearly inadvertent violation.
 - The (a) outright purchase, download, or completion by others of an exam or (b) second or subsequent violation of academic integrity (in this course or other courses) each displays such serious disregard for academic integrity that either one of them will result in course failure **and** recommendation for the strongest possible sanctions to the TAMUCT administration.

University Policies

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%2fstart%2f53b8369e-0502-4f36-be43-f02a4202f612>]

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Professors are Mandatory Reporters

Texas State Law S.B. 212 states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator”
- Further: “A person **commits an offense if the person is required to make a report...and knowingly fails to make the report.** ... A postsecondary educational institution shall **terminate the employment** of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

Important University Dates (Summer 2022)

| | |
|---------------|---|
| June 1, 2022 | Educator Preparation Program (Teacher and Principal) Application Deadline |
| June 13, 2022 | Deadline for Scholarship Applications for the Fall Semester |
| June 22, 2022 | Priority Deadline for International Student Admissions Applications |
| July 1, 2022 | School Counselor Program Application deadline (Fall) |
| July 22, 2022 | Priority Deadline for VA Certification Request (Fall) |

Student Resources

- **University Writing Center:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00

p.m. and most Saturdays from 12:00-3:00 p.m.

- Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
- Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

- **Emergency Warning System for Texas A&M University-Central Texas (SAFEZONE):**

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

- Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].
- To register SafeZone on your phone, please follow these 3 easy steps:
 1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
 2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
 3. Complete your profile and accept the terms of service

- **Library Services:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover

- many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index]
 - **Access & Inclusion / Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
 - For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]
 - **Important information for Pregnant and/or Parenting Students**
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf]. Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.
 - **Tutoring:** Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request. If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.
 - To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

- Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

Amendments

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading a revised syllabus for the course to Canvas.

Instructor's Personal Statement (not required reading, but may be of interest)

I strive to provide my students – both undergraduate and graduate – with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others' arguments. These goals enable students to become lifelong learners, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the “core” of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

Critical Thinking Skills

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students' attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to model this skill in class discussions by initially responding to many questions with “Are you asking X, Y, or Z?” Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for “the way it is” to be handed to them from “on high.” While informing students is part of my responsibilities, I also aim to challenge those students by presenting concrete, unsolved puzzles, and then presenting a number of possible solutions, requiring them to compare the evidence for each. Since the questions I ask in class are usually open questions within the discipline of political science, there are no easy answers. When I open a class discussion, engage with students doing discussion exercises, or even grade homework assignments, I play “devil's advocate” for each student or group, taking a different position as I interact with each student. It is therefore disappointing when students simply parrot back what they believe the professor wants to hear. Their own thoughts count.

Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the “best bet” for explaining a phenomenon or the superior normative framework for evaluating its ethical implications. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: “None of these explanations are perfect, so it’s all just a matter of opinion.” This is illustrated by Russian dissident Gary Kasparov (2017):

*“The point of modern propaganda isn’t only to misinform or push an agenda. It is to exhaust your critical thinking, to annihilate truth. Modern dictatorships have become far more sophisticated still in how to achieve their ends. They learned that by constant bombardment, your senses become overwhelmed. You start to doubt, to shrug your shoulders, to tune out, and that makes you vulnerable. Instead of pushing one lie, one fake, they can push a dozen, or a hundred, and that’s pretty good odds against one lonely truth. **They win when you say: ‘Who can be sure what really happened?’”***

I press students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For empirical questions, I require them to devise some way in which their preferred explanation could be tested. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.

Writing Skills

As a former debater and debate coach, I appreciate the importance of being able to write and speak clearly. Of course, one of the most important ways to accomplish this is by assigning writing (and, in other courses, speaking) activities that require effective argument. In order to help students proofread their work, I post a document on Canvas illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage.

Moral Development

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of “human nature”) that make a system of values possible. They must then be able to defend the connections between

those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others. If we train students in the study of politics, we should also train them in political ethics, be they virtue ethics, utilitarianism, deontology, or another defensible approach. Moreover, they should understand how their moral attitudes toward concepts like race and hierarchy/domination are connected to other ethical beliefs in their lives.

Subject/Disciplinary Mastery

Finally, each class I teach has a certain “core” of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it means being able to apply the material to an unanticipated question or situation. The learning outcomes of the course reflect the knowledge of the subject I expect students to have by the end of the course.

For graduate students, the ability to see the field as a whole is also important. On comprehensive exams, students will need to connect multiple courses together. As an example, a student who is asked to identify the role of identities in politics might want to integrate material from this course, work on feminist political theory or ethnic conflict from another course, a coherent perspective on American and Comparative Politics, and perhaps some theories of international relations from that course, drawing evidence for a common thesis from all of these courses. Accordingly, the material in this course draws connections between theory, methods, and the substantive consequences of race on politics and political science itself. Each part of the discipline is connected to every other part of the discipline, and therefore developing a coherent, defensible view of the field and what it teaches us is of great importance.

Course Schedule

Unit I: The Political Science of Race and Racism

June 7

Introduction (No Assigned Readings)

June 9

Glasgow et al, *What is Race? Four Philosophical Views*, Chapters 1-3

June 14

Glasgow et al, *What is Race? Four Philosophical Views*, Chapters 4-6

Yang and Koshy, "The 'Becoming White' Thesis Revisited"

Block, "Racial Stereotyping in Political Decision Making"

June 16

Glasgow et al, *What is Race? Four Philosophical Views*, Chapters 7-8

Gowder, "Critical Race Science and Critical Race Philosophy of Science"

Sen and Wasow, "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics"

Carmines, Sniderman, and Easter, "On the Meaning, Measurement, and Implications of Racial Resentment"

DeSante and Smith, "Fear, Institutionalized Racism, and Empathy: The Underlying Dimensions of Whites' Racial Attitudes"

June 21

DeSante, "Working Twice as Hard to Get Half as Far: Race, Work Ethic, and America's Deserving Poor"

Casellas and Wallace, "The Role of Race, Ethnicity, and Party on Attitudes Toward Descriptive Representation"

Calvert, Evans, and Pathak, "Race, Gender, and the U.S. Presidency: A Comparison of Implicit and Explicit Biases in the Electorate"

Piston, "How Explicit Racial Prejudice Hurt Obama in the 2008 Election"

Unit I paper due. Topic: "How should political scientists measure and study the variables of race and racial resentment?"

Unit II: Race and Normative Political Theory

June 23

Bell, "The Space Traders"

Mills, *The Racial Contract*, Introduction and Chapters 1-2

June 28

Mills, *The Racial Contract*, Chapter 3

Mills, "The Racial Contract Revisited: Still Unbroken After All These Years"

Wilson, "Justice: The Racial Motive We All Have and Need"

Unit II paper due. Topic: "Must social contract theory reinforce white supremacy, or can it be transformed into a tool that undermines white supremacy?"

Unit III: Race and Racism in American Politics

June 30

Foy, *Racism in America*, Excerpt

Delgado and Stefancic, *Critical Race Theory: An Introduction*, Excerpts

Bennett and Walker, "Cracking the Racial Code: Black Threat, White Rights and the Lexicon of American Politics"

Acharya, Blackwell, and Sen, *Deep Roots: How Slavery Still Shapes Southern Politics*, Chapter 1

Averbeck, "A Culture of Poverty"

July 5

Acharya, Blackwell, and Sen, *Deep Roots: How Slavery Still Shapes Southern Politics*, Chapters 2-4

July 7

Acharya, Blackwell, and Sen, *Deep Roots: How Slavery Still Shapes Southern Politics*, Chapters 5-7

July 12

Acharya, Blackwell, and Sen, *Deep Roots: How Slavery Still Shapes Southern Politics*, Chapters 8-9

King and Smith, "'Without Regard to Race:' Critical Ideational Development in Modern American Politics"

Smith, *Conservatism and Racism, and Why in America They are the Same*, Chapters 1-2

July 14

Swain, "Negative Black Stereotypes, Support for Excessive Use of Force by Police, and Voter Preference for Donald Trump During the 2016 Presidential Primary Election Cycle"

Drakulich et al, "Race and Policing In the 2016 Presidential Election: Black Lives Matter, the Police, and Dog Whistle Politics"

Luttig, Federico, and Lavine, "Supporters and Opponents of Donald Trump Respond Differently to Racial Cues: An Experimental Analysis"

Schaffner, "The Heightened Importance of Racism and Sexism in the 2018 US Midterm Elections"

Schutten et al, "Are Guns the New Dog Whistle? Gun Control, Racial Resentment, and Vote Choice"

Unit III paper due. Topic = "What is the utility of Critical Race Theory (CRT) as an explanation for the roles of race and attitudes regarding race on political outcomes in the United States?"

Unit IV: Race and Racism in Comparative Perspective

July 19

Zerilli, "Racial Regimes, Comparative Politics, and the Problem of Judgment"

Davenport, "The Fluidity of Racial Classifications"

Zuquete, "Of Race and Identity"

Glassman, "Ethnicity and Race in African Thought"

July 21

Banting and Thompson, "The Puzzling Persistence of Racial Inequality in Canada"

Cleland, "*Las Vidas Negras Importan*: Centering Blackness and Racial Politics in Latin American Research"

Kaiser, "Darfur"

Sharkey, "Arab Identity and Ideology in Sudan: The Politics of Language, Ethnicity, and Race"

Unit IV paper due. Topic: "What are the consequences of race and attitudes toward race for political life outside the United States?"

Unit V: Race and International Relations

July 26

Henderson, "Hidden in Plain Sight: Racism in International Relations Theory"

Freeman, Kim, and Lake, "Race in International Relations: Beyond the 'Norm Against Noticing'"

Lingaas, "The Concept of Race in the Law of Genocide"

Búzás, "Racism and Antiracism in the Liberal International Order"

July 28

Mutz et al, "The Racialization of International Trade"

Baker, "Race, Paternalism, and Foreign Aid: Evidence from U.S. Public Opinion"

Ebner and Medenica, "Race and Empire: Racial Resentment and Support for U.S. Military Policy"

Hua and Jamieson, "Whose Lives Matter? Race, Public Opinion, and Military Conflict"

Unit V paper due. Topic: "How does race affect International Relations, both as a subfield of political science and as a set of patterns of interaction/hierarchies between states and/or peoples?"