

**Political Science 458 /GSFS 458 – Spring 2017**  
**The U.S. Politics of Race, Gender, and Class**

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Wednesdays 2-4pm  
Thursdays 2-4pm  
and by appointment

**Introduction**

Race, gender, and class have shaped American politics for centuries. Today's scholars increasingly have recognized the interconnectedness of these subjects. Nevertheless, there remains great uncertainty within the field of political science about how race, gender, and class interact, even as conflict over these issues seems more and more important. Some key questions that motivate this course include: If the current situation is not ideal, what would a more just situation look like? How do voters incorporate race, gender, and class considerations into their decision-making – if at all – and how do candidates and elected officials behave as a result? How do public policies differentially affect Americans of different backgrounds? How can we as students, researchers, and citizens incorporate accurate understandings of race, gender, and class in how we live our lives and do our work?

**Evaluation**

Evaluation in this course is based on a 1000-point total, with 900 meriting an A – , 800 a B – , etc. These points are available via response papers, participation, and a final research paper.

**Response papers**

As 20 percent of the final grade, students must write four short (1-2 page) response papers during the course of the term (at least two must be completed by spring break). These response papers should be written with reference to a reading or readings for a particular day, and must be submitted to me via email by 10am on the day of the class when we will discuss the readings. I will not accept late papers. Do not attempt to summarize – or even, necessarily, to refer to – all of the readings for a given day in a response paper. Instead, a response paper should be structured around a brief original argument about a reading or readings, and should make reference to evidence from the readings only where necessary to develop this argument.

**Participation**

This is a seminar course, which places more responsibility than most courses on the preparation and participation of students. Twenty percent of the final grade will be based on regular participation in class discussions. I expect all students to come to class prepared to discuss the material, to speak up frequently, and to listen thoughtfully to others and engage classmates in constructive dialogue. Comments and discussion on readings on the website also count as participation. In addition, before week two, each of us should choose to focus on a particular U.S. community. This could be a geographical community, a virtual (online) community, or an identity-based community. Keep track of this community and update us on developments throughout the semester.

## **Research Paper**

Sixty percent of the grade for this course will be based on a substantial research paper of approximately 25 pages in length. There are four components to this overall project: the topic statement, the literature review, the class presentation, and the paper itself. Late assignments drop 1/3 of a letter grade for each day (or portion thereof) that they are late.

### *Topic Statement*

A one-page topic statement, due at class time, April 4, will be worth 5 percent of the final grade. In the topic statement, describe your research question and make a brief argument about why the question is interesting and how you expect to address it.

### *Literature Review*

A five-page literature review, due at 5pm Friday, April 14, is worth 15 percent of the final grade. A good literature review is not a bland summary of everything you have read (or everything you know) about your research topic. Instead, it should strive to provide a fair reading of the state of current research, while at the same time outlining a carefully crafted argument about how previous research is incomplete. This sets the stage for your own research.

### *Class Presentation*

Most social science research is in some sense collaborative. Good papers grow into great ones through critiques by colleagues, scrutiny by the wider academic community, and repeated rewriting. To allow you to profit from your colleagues' input, I have reserved one full day of class – May 9 – for each student to make a brief presentation on his or her project, and to lead a short discussion about how to develop and refine it. To facilitate discussion, those presenting on a given day should electronically distribute a one-page project outline to the class by 5pm on the day before the presentation. This class presentation component of the paper is worth 5 percent of the final grade.

### *Paper*

The final paper, worth 35 percent of the final grade, is due on May 19 at 5pm. This paper should incorporate the (revised) literature review, should clearly pose your research question, should develop several potential answers to this question, and should use empirical evidence to test which answer is most likely to be correct.

### *Readings*

There are no books on sale at the bookstore for this class. Most of the readings listed below will be available in PDF format on nb.mit.edu, a website that allows password-protected access to readings, as well as active commenting on the documents themselves. An email invitation to this website will be forthcoming. There are several books assigned, however. In most cases, when there is a book assigned, I offer you a choice between several books to read. (These and other sections in which I offer you choice are designated below by text boxes like this.) Some of us will read one reading or set of readings, some of us will read the other, and we will explain these readings to each other in class. In the next few weeks, I'll be canvassing you for your choices on readings.

## Introduction

February 14

## Justice

February 21

- John Rawls, *A Theory of Justice*, (Cambridge, MA: Harvard University Press, 1971). §4, §10-§14.
- Will Kymlicka, *Multicultural Citizenship* (New York: Oxford University Press, 1995), Chapter 3, “Individual Rights and Collective Rights,” and Chapter 6, “Justice and Minority Rights,” pp. 34-48; 107-130.
- Iris Marion Young, *Justice and the Politics of Difference* (Princeton: Princeton University Press, 1990), Chapters 1 “Displacing the Distributive Paradigm,” and Chapter 2, “Five Faces of Oppression”, pp. 15-65.
- Naomi Zack, *White Privilege and Black Rights: The Injustice of U.S. Police Racial Profiling and Homicide* (New York: Rowman & Littlefield, 2015), Chapter 1, “White Privilege, Entitlement, and Rights,” pp. 1-29.

## History

February 28

- W.E.B. DuBois, *The Souls of Black Folk*, Chapter II, “Of the Dawn of Freedom,” pp. 221-239 in *Three Negro Classics*, (New York: HarperCollins, 1965).
- Robert Mickey, *Paths Out of Dixie: The Democratization of Authoritarian Enclaves in America’s Deep South, 1944-1972* (Princeton: Princeton University Press, 2015), Chapter 1 “Southern Political Development in Comparative Perspective;” Prologue to Part 3, “No Solution Offers Except Coercion;” Chapter 6, “No Task for the Amateur or Hothead;” and Chapter 9, “The Deathblows to Authoritarian Rule;” pp. 3-32, 173-214, 259-280.
- Jane Mansbridge, *Why We Lost the ERA* (Chicago: University of Chicago Press, 1986), Chapter 1, “Why We Lost the ERA,” Chapter 10, “Ideology and Activism,” and Chapter 14, “Requiescat in Pace,” pp. 1-7; 118-148; 187-199.
- Eric Schickler and Devin Caughey, “Public Opinion, Organized Labor, and the Limits of New Deal Liberalism, 1936-1945,” *Studies in American Political Development* 25 (October 2011), pp. 162-189.

## Law

March 7

- *Brown v. Board of Education* (I and II) 347 U.S. 483 (1954).
- *Gideon v. Wainwright* 372 U.S. 335 (1963).
- *Harris v. Forklift Systems* 510 U.S. 17 (1993).
- *Obergefell v. Hodges* 576 U.S. \_\_\_\_ (2015).
- *Fisher v. University of Texas* 579 U.S. \_\_\_\_ (2016).

## Movements

March 14

- Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970, Second Edition* (Chicago: University of Chicago Press, 1999), Chapter 1, “The Classical Model of Social Movements Examined,” Chapter 2, “Resource Mobilization – A Deficient Alternative,” Chapter 3, “The Political Process Model,” pp. 5-59.
- Doug McAdam and Karina Kloos, *Deeply Divided: Racial Politics and Social Movements in Postwar America* (New York: Oxford University Press, 2014), Chapter 3, “The Center Will Not Hold,” pp. 65-120.
- Stephen M. Engel, *Fragmented Citizens: The Changing Landscape of Gay and Lesbian Lives* (New York: New York University Press, 2016), Chapter 3, “Gay is Good: Multiple Paths to Recognizing Unjust Discrimination,” pp. 109-159.

## Public Opinion

March 21

- Michael C. Dawson, *Not In Our Lifetimes: The Future of Black Politics* (Chicago: University of Chicago Press, 2011), Chapter 2, “Katrina and the Nadir of Black Politics,” Chapter 3, “The Obama Campaign and the Myth of a Post-Racial America,” pp. 21-91.

Read 3 out of the following 4 articles.

- Leonie Huddy, Erin Cassese, and Mary-Kay Lizotte, “Gender, Public Opinion, and Political Reasoning,” Chapter 3 in Christina Wolbrecht, Karen Beckwith, & Lisa Baldez, Eds. *Political Women and American Democracy* (New York: Cambridge University Press, 2008), pp. 31-49.
- Tali Mendelberg, Katherine McCabe, and Adam Thal, “College Socialization and the Economic Views of Affluent Americans,” *American Journal of Political Science*, Forthcoming 2017.
- Luis Ricardo Fraga, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, and Gary M. Segura, *Latino Lives in America: Making it Home* (Philadelphia: Temple University Press, 2010), Chapter 2, “Trying for the Americano Dream,” pp. 28-52.
- Barry Tadlock, “Issue Framing and Transgender Politics,” Chapter 1 in Jami K. Taylor and Donald P. Haider-Markel, Eds., *Transgender Rights and Politics: Groups, Issue Framing, and Policy Adoption* (Ann Arbor: University of Michigan Press, 2015), pp. 25-48.

## Elections

April 4

- Katherine J. Cramer, *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker* (Chicago: University of Chicago Press, 2016).

OR

Marisa Abrajano and Zoltan Hajnal, *White Backlash: Immigration, Race, and American Politics* (Princeton: Princeton University Press, 2015).

Read 3 out of the following 4 articles.

- Avidit Acharya, Matthew Blackwell, and Maya Sen, “The Political Legacy of American Slavery,” *Journal of Politics* 78:3 (July 2016), pp. 621-641.
- Ali A. Valenzuela and Melissa R. Michelson, “Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals,” *American Political Science Review* 110:4 (November 2016), pp. 615-630.
- Nicholas Carnes and Noam Lupu, “Do Voters Dislike Working-Class Candidates? Voter Biases and the Descriptive Underrepresentation of the Working Class,” *American Political Science Review* 110:4 (November 2016), pp. 832-844.
- Jean Schroedel and Ryan Hart, “Vote Dilution and Suppression in Indian Country,” *Studies in American Political Development* 29:1 (April 2015), pp. 40-67.

## Office Holding

April 11

- Eileen McDonagh, *The Motherless State: Women’s Political Leadership and American Democracy* (Chicago: University of Chicago Press, 2009).

OR

Michael Eric Dyson, *The Black Presidency: Barack Obama and the Politics of Race in America* (New York: Houghton Mifflin, 2016).

- Jane Mansbridge, “Rethinking Representation,” *American Political Science Review* 97: 4 (November 2003), pp. 515-528.
- Donald P. Haider-Markel, *Out and Running: Gay and Lesbian Candidates, Elections, and Policy Representation* (Washington, DC: Georgetown University Press, 2010), Chapter 4, “In the Legislature: Case Studies on Political Representation and LGBT State Legislators,” Chapter 5, “Translating Descriptive Representation into Substantive Representation,” and Chapter 6, “Descriptive Representation and Backlash,” pp. 84-147.

## Policy and Policy-Making I

April 18

- Peter K. Enns, *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World* (New York: Cambridge University Press, 2016).

OR

Clarissa Rile Hayward, *How Americans Make Race: Stories, Institutions, Spaces* (New York: Cambridge University Press, 2013).

## Policy and Policy-Making II

April 25

- Andrea Campbell, *Trapped in America's Safety Net: One Family's Struggle* (Chicago: University of Chicago Press, 2014).

OR

Robert Putnam, *Our Kids: The American Dream In Crisis* (New York: Simon & Schuster, 2015).

## Policy and Policy-Making III

May 2

- Jacob S. Hacker and Paul Pierson, *Winner Take All Politics: How Washington Made the Rich Richer – and Turned its Back on the Middle Class* (New York: Simon & Schuster, 2011).

OR

Martin Gilens, *Affluence and Influence: Economic Inequality and Political Power in America* (Princeton: Princeton University Press, 2012).

- Peter Enns, "Relative Policy Support and Coincidental Representation," *Perspectives on Politics* 13:4 (December 2015), pp. 1053-1064.

## Student Presentations

May 9