

**POLI 100I:**  
**Inequalities in Participation and Representation**

Winter 2021

MWF 10:00a-10:50a

Zoom Meeting Room ID: <https://ucsd.zoom.us/j/98392836117>

Professor: LaGina Gause  
Email: [lgause@ucsd.edu](mailto:lgause@ucsd.edu)  
Office Hours: Wednesdays 11am – 12pm (Sign up for a 15-minute slot here: [REDACTED])  
If Fridays 12:30-1:30pm does not work for you, please email Alison to schedule an alternative time for office hours.

Office Hours Location: [REDACTED]

Teaching Assistant (TA): Alison Boehmer  
Email: [apboehme@ucsd.edu](mailto:apboehme@ucsd.edu)  
Office Hours: Fridays 12:30-1:30pm. (Sign up for a 15-minute slot here: [REDACTED])  
If Fridays 12:30-1:30pm does not work for you, please email Alison to schedule an alternative time for office hours.

Office Hours Location: [REDACTED]

**Course Description:** In this course, students will explore inequalities in political participation and representation in the United States. Special attention will be paid to African Americans, as well as to ethnicity, class, and gender inequalities. As you engage the course materials each week, consider the implications of your own contributions to the equal and adequate participation and representation of groups in American politics. In particular, consider what ought to be the role of participation in democracy? How might your identity influence your ability to participate? How do you influence the participation of others? More broadly, how can the information you learn in this course be applied to other settings, including social, religious, and other political institutions.

This course is not intended to force students to reach specific conclusions but rather to present a set of facts that enable you to ask new questions and consider old ones through a different lens. With that in mind, participation during class time is vital to the educational value of the course. Not only will students learn from the course materials and instruction, but also from the diverse perspectives and experiences with which each student enters the classroom.

By the end of the course, students should know facts about inequalities in participation and representation in American Politics. They should be able to use the information acquired in the course to make sense of political phenomena. Finally, you should be able to apply the knowledge and skills learned in the course to your own behavior and communities.

**Course Format:** This course meets synchronously MWF 10:00am-10:50am via Zoom (here: [REDACTED]). Each synchronous course meeting will be recorded and uploaded to Canvas for asynchronous access. Any grades that I give during synchronous course instruction will have an asynchronous grading opportunity. See the Course Assessment section of the Syllabus for further details. Whether you participate in course meetings synchronously or asynchronously, you will be expected to log into Canvas (<https://canvas.ucsd.edu>) to access course materials, view recorded meetings and meeting slides, submit assignments, take end-of-module quizzes, and, optionally, participate in discussions.

**Required Materials**

Most course materials are accessible online via an Internet search or on the campus online library website. Readings that are not easily accessible are available on this course’s Canvas site. Off-campus access to readings may require UCSD’s virtual private network connection (<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>).

**Overall Course Expectations**

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and lab assignments, as each one builds on the previous one.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with <a href="#">fairness, cooperation, and professionalism</a>	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself <a href="#">honestly and ethically</a>	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity <sup>1</sup> . Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

## **Summary of Grade Criteria**

Weekly Assignments ( <i>asynchronous</i> )	10%
<ul style="list-style-type: none"><li>• Syllabus Quiz (2%, due by January 13)</li><li>• Discussion Questions (10 total, 1% each)</li><li>• <i>I will drop the lowest Weekly Assignment grade</i></li></ul>	
Participation	20%
<ul style="list-style-type: none"><li>• Attendance (5%)<ul style="list-style-type: none"><li>○ Zoom attendance tracked via UCSD email (<u>synchronous</u>), OR</li><li>○ Meeting Reflection on Canvas (<u>asynchronous option</u>)</li></ul></li><li>• Discussion (15%)<ul style="list-style-type: none"><li>○ Whole-class class discussion participation (<u>synchronous</u>)</li><li>○ Canvas Discussion board participation (<u>asynchronous option</u>)</li></ul></li></ul>	
End of Module Quizzes ( <u>asynchronous</u> )	30%
<ul style="list-style-type: none"><li>• 6 Total (6% each)</li><li>• <i>I will drop the lowest End of Module Quiz</i></li></ul>	
Final Exam ( <u>asynchronous</u> )	40%
<ul style="list-style-type: none"><li>• Rough Draft (10%)</li><li>• Peer Reviews (x2, 5% each)</li><li>• Final Essay (20%)</li></ul>	
Extra Credit	1%
<ul style="list-style-type: none"><li>• Equity Calls (<u>synchronous</u>), OR</li><li>• Think Piece (<u>asynchronous option</u>)</li></ul>	
Total Available Percentage Points	101%

## **Grading Scale**

A+ = 97 – 100%	A = 94 – 96.99%	A- = 90 – 93.99%
B+ = 87 – 89.99%	B = 84 – 86.99%	B- = 80 – 83.99%
C+ = 77 – 79.99%	C = 74 – 76.99%	C- = 70 – 73.99%
D+ = 67 – 69.99%	D = 64 – 66.99%	D- = 60 – 63.99%
F = 0 – 59.99%		

## **Assignments and Grading**

**Weekly Assignments:** Weekly assignments are intended to ensure that you are prepared in advance of each class. You will not receive credit for late weekly assignments. **The lowest weekly assignment grade will be dropped.**

- Syllabus Quiz – Take the syllabus quiz to assess your understanding of the course requirements, expectations, and assignments. You may take the quiz as many times as you would like until the due date. The syllabus quiz is available on Canvas and due by 9:59am on January 13<sup>th</sup>.
- Discussion or Clarification Question – Submit ONE question to Canvas every week. You may submit a discussion question on a topic relevant to the readings that will be addressed during the upcoming class, or you may submit a clarification question on the previous class's discussion or readings. **The discussion or clarification question must**

**be submitted by 9pm the night before the next class. You may only submit ONE question each week** (i.e., before the class in which the reading will be discussed or the clarification of the previous class's reading or discussion will be addressed). I will use these questions to make sure the lectures and discussions are interesting and relevant to your learning.

**Participation** – Participation by every student is integral for the success of the course. We will learn not only from the course material, but also from our diverse perspectives and lived experiences. Throughout the course, I will engage you with in-class assignments, and small and large group discussions. Not every activity will be graded. Active participation will increase your engagement, reinforce learning, and allow you to learn from each other. Your participation grade will be based on the following:

- **Attendance** – I will track your attendance during synchronous meetings using Zoom Attendance reports. Zoom keeps track of your email address, so **make sure you sign in to Zoom using your UCSD email**. If you are **unable to attend the synchronous meeting, then you can submit a 2-3 sentence “Meeting Reflection”** via Canvas for attendance points. Your “Meeting Reflection” must be submitted within 48 hours of the meeting’s posting on Canvas. Your reflection must indicate that you have viewed the synchronous meeting. As a guide, you may respond to any of the following questions:
  - How would you explain what today's class session/video/readings were about to a classmate?
  - How did the ideas of today's class/video/readings relate to previous class sessions?
  - What did you find most interesting or surprising about class today/the video/the readings?
- **Discussions** – Synchronous course meetings will typically involve whole-class discussions on or relevant to course materials. Students who do not desire to participate in whole-class discussions or who do not attend synchronously can receive discussion points by contributing to Canvas discussion boards. Whether participating in class discussions or on Canvas discussion boards, substantive responses to the prompt or reactions to comments by your classmates will result in participation points. Students who frequently (at least once a week) participate in these discussions will receive full participation points. That is, try to participate in at least one discussion each week, either synchronously (during Zoom meetings) or asynchronously (on Canvas discussion boards).

**End of Module Quizzes** – This course is organized around 6 themes or modules. At the end of each module, we will assess your understanding of the course readings in an end-of-module quiz. The quizzes will be open note, but timed. So, study in advance and make sure you have stable internet access when taking each quiz. Each quiz is worth 6% of your total grade. I will drop your lowest quiz grade.

**Final Exam Essay** – We will assess your ability to synthesize and apply topics explored throughout the course in a final essay. About midway through the course, I will give you the final essay topic(s) and the rubric that will be used to grade your essay. I will also explain in further detail the rough draft and peer review assignments.

- **Rough Draft** – At the end of week 7, you will submit a rough draft of your final essay. You will get full credit for submitting the rough draft, as long as it is on topic and attempts to make progress towards the final essay. If the rough draft is submitted after the due date, you will not have the opportunity to participate in the peer review process. In other words, if the rough draft is late you may receive 0% on the peer review assignment, but you could still receive the full 10% on the rough draft assignment. Please see me if there are extenuating circumstances that prevent you from meeting this or any other deadline.
- **Peer Review** – **If the rough draft is submitted on time**, you will have the opportunity to receive feedback on your rough draft from two other students in the classroom. By peer reviewing your colleagues, you will be given the opportunity to test your understanding of the final essay requirements. The feedback you receive from your colleagues will also help you improve your grade. To ensure that everyone provides and receives helpful feedback, your peer review grade will be partially based on the quality of the peer review. In other words, if you do not give good feedback, you will not receive full credit for your peer reviews.
- **Final Essay** – The final essay will be submitted to Canvas via Turnitin.com. The essay is due by **Friday, March 19, 2020 at 10:59am** (the end of the final exam time for this course).

**Extra Credit (Choose ONE)**

- **Equity Calls** – To ensure that everyone is given the opportunity to contribute to synchronous course discussions, I will randomly call on students to give their responses to a question or prompt. Typically, this will be conducted after you have been given the opportunity to think about your responses in an assignment or small group discussion. Participation in equity calls is completely voluntary. You do not have to respond. If you do not want to give a response, simply say “pass” or remain silent. If you pass or do not respond to my call for your participation (either because you do not want to participate, you are absent, have technical difficulties, or not paying attention), then you will not receive extra credit from the equity call. I will likely only have the opportunity to call on each student once during the quarter.
- **Think Pieces** – This 250-to-500-word short paper should: (1) include a thesis statement in the first paragraph, (2) analyze the argument, evidence, methods or implications of **at least one reading that has yet to be discussed in class**, (3) include a citation of the analyzed piece, and (4) connect the reading with at least one other reading, a current event, or political phenomenon. This short assignment should not be a summary of the readings, but it should be clear from the think piece that the course materials were read. **You may submit the think piece for any reading during the course. The think piece is due to Canvas by 9pm the night before the reading is to be discussed during class.** I recommend that you write this think piece to help you think about the questions in the course description.

### **A Typical Week in This Course:**

- **Prior to each class**, read the readings and take notes: focus on understanding the puzzle/question, argument, methods, and key findings.
- **During each class:**
  - Attendance in course meetings will be gauged synchronously when you log in to Zoom course meetings with your UCSD email address OR asynchronously when you post a 2-3 sentence “Meeting Reflection”.
- **Once each week**, submit a weekly assignment.
- **At least once a week**, substantively participate in whole-class discussions synchronously or asynchronously post a substantive response to a daily Canvas discussion board
- **At the end of each module**, complete the end-of-module quiz

**Office Hours:** Office hours are an opportunity for you to discuss with me or your TA course materials, exams, assignments, concerns about how the course is going, internships or academic opportunities, career aspirations, etc. You set the agenda. I have standing office hours on Wednesdays after class (11-12pm). [REDACTED] to reserve your time, or you can just drop in. If this time frame doesn't work for you, please email me to set up an appointment. All of my office hours will be held here: [REDACTED]

Alison Boehmer, your TA, will hold standing office hours on Fridays (12:30-1:30pm). Please sign up for a 15-minute time slot using this link: [REDACTED]. When you sign up, please include your preferred name/nickname and a short blurb describing what you'd like to discuss so I can adequately prepare for the meeting. If this time frame doesn't work for you, please email me to set up an appointment. My office hours will be held here: [REDACTED]

**General Questions:** Have a general question about the course? Post it to the “General Q&A” discussion board on Canvas. You may also respond to questions posed by your classmates. Your TA and I will monitor the discussion board and respond accordingly.

**Grade Grievances:** Any requests for a grade change must be submitted to me within 72 hours of the graded assignment being returned to students. The written request must be typed and no longer than one page long. Your request for grade reconsideration should include a detailed explanation with evidence from course materials. I will review the entire assignment to determine whether the grade should be increased, decreased, or remain the same.

**Accommodations:** Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via [in-person advising](#) (SSB 301) or Virtual Advising Center: <https://stark.ucsd.edu/students/vac/> as soon as possible.

**Academic Integrity:** Any violation of UCSD's academic integrity policy will result in failing this class. The policy can be consulted here: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>.

**Inclusive Classroom:**

Your TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know, or you may also submit feedback to our Undergraduate Student Affairs Advisor, Natalie Ikker ([nbikker@ucsd.edu](mailto:nbikker@ucsd.edu)). Natalie will bring these comments to my attention.

**Principles of Interaction:** *Be respectful. Be sensitive. Be aware.*

Effective communication and open academic dialogue are crucial for sustaining a learning community that is respectful, considerate, relevant, creative, and thought-provoking. Expressions, meaning, and tone can easily be taken out of context. Therefore, it is imperative that everyone adheres to the communication guidelines below.

DO:

- Treat your classmates with respect.
- Be thoughtful and open in discussion.
- Be aware and sensitive to different perspectives.
- Build one another up and encourage one another to succeed.

DON'T:

- Use insulting, condescending, or abusive words.
- Use all capital letters, which comes across as SHOUTING.
- Contact learners or posting advertisements and solicitations.
- Post copyrighted material.

Our classroom abides by these principles:

- UCSD Student Conduct Code: <https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf>
- Principles of Community: <https://ucsd.edu/about/principles.html>

**Additional resources to support equity, diversity, and inclusion in our course, and beyond:**

- **Office of Equity, Diversity, and Inclusion**  
858.822.3542 | [diversity@ucsd.edu](mailto:diversity@ucsd.edu) | <https://diversity.ucsd.edu/>  
<https://students.ucsd.edu/student-life/diversity/index.html>  
<https://regents.universityofcalifornia.edu/governance/policies/4400.html>
- **Office for the Prevention of Harassment and Discrimination**  
<https://ophd.ucsd.edu/> | [ophd@ucsd.edu](mailto:ophd@ucsd.edu) | (858) 534-8298
- **UCSD Office of the Ombuds**  
<https://ombuds.ucsd.edu/>  
To reach a Confidential Ombudsperson, please call 858-534-0777.

Updated December 31, 2020

**Sexual Misconduct/Title IX Statement:** UC San Diego prohibits sexual violence and sexual harassment and will respond promptly to reports of misconduct. If you wish to speak confidentially about an incident of sexual misconduct, please contact CARE at the Sexual Assault Resources Center at (858) 534-5793. Students should be aware that faculty members are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UC San Diego's Title IX office, the Office for the Prevention of Harassment & Discrimination (OPHD). To learn more about sexual misconduct, visit: <https://students.ucsd.edu/sponsor/sarc/index.html>. To report an incident to the University, please contact OPHD at [ophd@ucsd.edu](mailto:ophd@ucsd.edu)

### **Academic Advising:**

Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Natalie Ikker, via the Virtual Advising Center: <https://stark.ucsd.edu/students/vac/>. Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

### **Resources to Support Student Learning:**

- **Library Help, eReserves and research tools:** <https://library.ucsd.edu/ask-us/triton-ed.html>
- **Writing Hub:** <https://commons.ucsd.edu/students/writing/index.html>
- **Supplemental Instruction:** <https://aah.ucsd.edu/supplemental-instruction/index.html>
- **Tutoring:** <https://aah.ucsd.edu>
- **Mental Health Services:** <https://caps.ucsd.edu>
- **Community Centers:** Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. <https://students.ucsd.edu/student-life/diversity/index.html>

### **UC San Diego Basic Needs Resources:** ([basicneeds.ucsd.edu](http://basicneeds.ucsd.edu))

- **Basic Needs:** Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their academic performance, is encouraged to contact: [foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu), [basicneeds@ucsd.edu](mailto:basicneeds@ucsd.edu), or call 858-246-2632.
- **Triton Food Pantry** is an emergency food relief program to provide food for students and fight food insecurity. You can get canned food, pasta, beans, and rice as well as fruit and vegetables at the pantry. [foodpantry@ucsd.edu](mailto:foodpantry@ucsd.edu)
- **The Hub Basic Needs Center** coordinates basic needs resources vital to thrive as a student, which includes access to nutritious food, stable housing, and financial wellness resources. We provide basic needs services and resource referrals to registered UC San Diego students. Ask us about [CalFresh](#) food benefits! 858-246-2632

## Course Schedule

### Module I: Citizens and Democratic Representation

#### **Week 1 Reminders:**

##### Complete ONE Weekly Assignment:

Syllabus Quiz (2%) due by *January 13 at 9:59am*, AND/OR

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

#### **1. January 4 – Introductions**

- Parlapiano, Alicia and Adam Pearce “For Every 10 U.S. Adults, Six Vote and Four Don’t. What Separates Them?” *New York Times*. September 13, 2016. (skim)

#### **2. January 6 – Nonvoters and Voters**

Discussion Question: Do voters and nonvoters vary in their political preferences?

- Enten, Harry. “Registered Voters who Stayed Home Probably Cost Clinton the Election” *FiveThirtyEight* January 5, 2017.
- Leighley, Jan E. and Jonathan Nagler. 2014. Chapter 6 “On the Representativeness of Voters” in *Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States*. Princeton, NJ: Princeton University Press.

#### **3. January 8 – Immigrants and Noncitizens**

Discussion Question: How does participation vary for immigrants and noncitizens?

- Barreto, Matt and José Muñoz. 2003. “Reexamining the “Politics of In-between: Political Participation among Mexican Immigrants in the United States” *Hispanic Journal of Behavioral Sciences* 25(4): 427-447.
- Barreto, Matt. 2005. “Latino Immigrants at the Polls: Foreign-born Voter Turnout in the 2002 Election” *Political Research Quarterly* 58(1): 79-86.

## **Module II: Participation in Theory and Practice**

### **Week 2 Reminders:**

*Module I quiz closes January 11 at 9:59am*

*Complete ONE Weekly Assignment:*

Syllabus Quiz (2%) due by *January 13 at 9:59am*, AND/OR

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

#### **4. January 11 – Foundations of Participation in American Democracy**

Discussion Question: How democratic is American democracy in principle and practice?

- Madison, *Federalist Papers 10*
- Dahl (1961 and 1956) Excerpts from *Who Governs* and *A Preface to Democratic Theory*
- Schattschneider, E.E. 1960. *The Semisovereign People: A Realist's View of Democracy in America*. Holt, Rinehart and Winston, Chapter 2

#### **5. January 13 – Citizen Competency**

Discussion Question: Can ordinary citizens promote a healthy democracy?

- Bartels, Larry M. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics* 3(1):15–31.
- Excerpt from Caplan, Bryan. 2007. *The Myth of the Rational Voter*. Princeton University Press. OR <https://object.cato.org/pubs/pas/pa594.pdf>

#### **6. January 15 – Heuristics and Attentiveness**

Discussion Question: How do ordinary citizens know how to participate?

- Excerpt from Lupia, Arthur and Mathew D. McCubbins. 1998. *The Democratic Dilemma*. New York City: Cambridge University Press.
- Johnson, Theodore R. "Can the Democratic Party Retain its Hold on Black Voters?" *The Atlantic*. September 7, 2015
- Excerpt from Zaller, John. 1992 *Nature and Origins of Mass Opinion*. New York City: Cambridge University Press.

## **Week 3 Reminders:**

*Module II quiz closes January 20 at 9:59am*

### *Complete ONE Weekly Assignment:*

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

## **January 18 – No Class: Martin Luther King, Jr. Holiday**

### **Module III: Determinants of Participation**

#### **7. January 20 – Participatory Orientations**

Discussion Question: How does group identity influence participation?

- Phillips, Christian. 2018. "Wanting, and Weighting: White Women and Descriptive Representation in the 2016 Presidential Election." *The Journal of Race, Ethnicity, and Politics* 3, (1): 29–51.
- Walsh, Katherine Cramer, M. Kent Jennings and Laura Stoker. 2004. "The Effects of Social Class Identification on Participatory Orientations Toward Government." *British Journal of Political Science* 34:469-495.

#### **8. January 22 – Race, Gender, and Participation**

Discussion Question: How do race and gender influence candidate evaluations? participation?

- Bobo, Lawrence and Jr Franklin Gilliam. 1990. "Race, Sociopolitical Participation, and Black Empowerment." *American Political Science Review* pp. 377–394.
- Gay, Claudine (2002) "Spirals of Trust? The Effect of Descriptive Representation on the Relationship between Citizens and their Government" *American Journal of Political Science* 46(4): 717-733.

## **Week 4 Reminders:**

### Complete ONE Weekly Assignment:

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

### **9. January 25 – Social Networks**

Discussion Question: How do social networks influence participation rates?

- McClurg, Scott. 2003. "Social Networks and Political Participation: The Role of Social Interaction in Explaining Political Participation." *Political Research Quarterly* 56(4): 449-464.

### **10. January 27 – Political Socialization**

Discussion Question: How do social networks and political socialization influence differences in political participation?

- McClurg, Scott. 2003. "Social Networks and Political Participation: The Role of Social Interaction in Explaining Political Participation." *Political Research Quarterly* 56(4): 449-464.
- Burch, Traci; 2014; "The Effects of Imprisonment and Community Supervision on Political Participation"; *Detaining Democracy Special Issue; The Annals of the American Academy of Political and Social Science*

### **11. January 29 – Institutional Barriers to Participation**

Discussion Question: How do institutions influence who participates?

- Davenport, Christian, Sarah Soule, and David Armstrong. 2011. "Protesting while Black? The Differential Policing of American Activism, 1960 to 1990" *American Sociological Review* 76(1): 152-178.
- Zoltan Hajnal, Nazita Lajevardi, Lindsay Nielson. (2017). "Voter ID Laws and the Suppression of Minority Votes" *Journal of Politics* 79(2): 363-379.

## **Week 5 Reminders:**

### Complete ONE Weekly Assignment:

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

### **12. February 1 – Voter Disenfranchisement**

Discussion Question: What are the effects of voter disenfranchisement on participation?

- Uggen, Christopher and Jeff Manza. 2002. "Democratic Contraction? Political Consequences of Felon Disenfranchisement in the United States" *American Sociological Review* 67(6): 777-803.
- Uggen, Christopher, Ryan Larsan, and Sarah Shannon. October 16, 2016. "6 Million Lost Voters: State-level Estimates of Felony Disenfranchisement, 2016" *The Sentencing Project*.

### **13. February 3 – Costs to Participation and Mobilization**

Discussion Question: How do costs explain variations in political participation?

- Excerpt from Rosenstone and Hansen. 1993. *Mobilization, Participation, and Democracy in America* (American Politics Reader pp. 351-368)

### **14. February 5 – Mid Quarter break (No readings for today. We will meet to review, check in, and discuss Final Exam Essay)**

## **Module IV: Mobilization**

### **Week 6 Reminders:**

*Module III quiz closes February 8 at 9:59am*

### Complete ONE Weekly Assignment:

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

### **15. February 8 – Party Mobilization**

Discussion Question: How do political parties influence voter turnout?

- Philpot, Tasha S., Daron R. Shaw, and Ernest B. McGowen. 2009. “Winning the Race: Black Voter Turnout in the 2008 Presidential Election.” *Public Opinion Quarterly* 73(5): 995-1022.

### **16. February 10 – Political Mobilization**

Discussion Question: What other methods influence turnout?

- Gerber, A.S. and D.P. Green. 2000. “The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment.” *American Political Science Review* 94(3):653–663.
- Whitby, Kenny J. 2015. “Impact of Organizational Vitality on Black Voter Turnout in the South” *Party Politics* 21(2): 234-245.

### **17. February 12 - Political Communication**

Discussion Question: How does framing and campaign ads influence whether and how people vote?

- Piliawsky, Monte (1989) “Racial Politics in the 1988 Presidential Election” *The Black Scholar*, 20:1, 30-37

### **Week 7 Reminders:**

*Rough draft of final paper due by February 17 at 9:59am*

#### Complete ONE Weekly Assignment:

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class’s discussion/reading due by 9pm the night before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

### **February 15 – No Class: Presidents’ Day Holiday**

### **18. February 17 – Negative Campaigning**

Discussion Question: What are the effects of negative campaigns?

- Lau, Sigelman, and Rovner. 2007. “The Effects of Negative Political Campaigns: A Meta-Analytic Reassessment.” *Journal of Politics* 69: 1176-1209.
- Krupnikov, Yanna. 2011. “When Does Negativity Demobilize? Tracing the Conditional Effect of Negative Campaigning on Voter Turnout.” *American Journal of Political Science* (55)4: 797-813.

## **Module V: Representation**

### **19. February 19 – Constituency Contact and Representation**

Discussion Question: How do legislators choose who to represent?

- Miler, Kristina C. 2007. “The View from the Hill: Legislative Perceptions of the District.” *Legislative Studies Quarterly* 32(4):597–628.

### **Week 8 Reminders:**

*Module IV quiz closes February 22 at 9:59am*

#### ***Complete ONE Weekly Assignment:***

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class’s discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

### **20. February 22 – Unequal Representation**

Discussion Question: How does who is in office influence whose interests are represented?

- Butler, Daniel M and David E Broockman. 2011. “Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators.” *American Journal of Political Science* 55(3):463–477.

### **21. February 24 – Class Differences**

Discussion Question: How does the social class of legislators matter for the equal representation of the public?

- Carnes, Nicholas. 2012. “Does the Numerical Underrepresentation of the Working Class in Congress Matter.” *Legislative Studies Quarterly* 37(1):5–34.
- Carnes, Nicholas. 2015. “Does the descriptive representation of the working class “crowd out” women and minorities (and vice versa)? Evidence from the Local Elections in America Project.” *Politics, Groups, and Identities* 3(2): 350-365.

## **Module VI: Towards Better Representation**

### **22. February 26 – The Case for Descriptive Representation**

Discussion Question: Should black people represent black people and women represent women?

- Mansbridge, Jane. 1999. Should blacks represent blacks and women represent women? A contingent ‘yes’. *Journal of Politics* 61 (3): 628 – 657

### **Week 9 Reminders:**

*Module V quiz closes March 1 at 9:59am*

*Peer Review of Papers due by March 3 at 9:59am*

#### Complete ONE Weekly Assignment:

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

### **23. March 1 – Race and Gender**

Discussion Question: Are minorities able to better represent minorities?

- Kathlene, Lyn. 1994. "Power and Influence in State Legislative Policymaking: The Interaction of Gender and Position in Committee Hearing Debates." *American Political Science Review* 88(3):560–576.
- Broockman, David E. 2013. "Black Politicians are More Intrinsically Motivated to Advance Blacks' Interests: A Field Experiment Manipulating Political Incentives." *American Journal of Political Science* 57(3): 521-536.

### **24. March 3 – Organized Interests**

Discussion Question: Can interest groups improve representation?

- Strolovitch, Dara Z. 2005. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics* 68(4):894–910.

### **25. March 5 – Protest and Representation**

Discussion Question: How does protest improve the participation and representation of marginalized groups?

- Gause, LaGina. "Resources, Protest, and Legislative Behavior"

### **Week 10 Reminders:**

*Module VI quiz closes March 15 at 9:59am*

#### Complete ONE Weekly Assignment:

Discussion Question (1%) due by 9pm the night before reading discussed in class, OR  
Clarification question (1%) on the previous class's discussion/reading due by 9pm the night  
before the next class

*Complete in-class activities (review synchronous meetings to see how)  
Participate in at least 1 synchronous and/or asynchronous class discussion*

#### **26. March 8 – Social Movement Outcomes**

Discussion Question: What are the effects of social movements?

- Soule, Sarah A., and Susan Olzak. "When Do Movements Matter? The Politics of Contingency and the Equal Rights Amendment." *American Sociological Review*, vol. 69, no. 4, 2004, pp. 473–497.

#### **27. March 10 – Electoral Reforms**

Discussion Question: Are election reforms effective?

- Leighley, Jan E. and Jonathan Nagler. 2014. Chapter 4 "The Legal Context of Turnout: Voter Registration and Voting Innovations" in *Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States*. Princeton, NJ: Princeton University Press.

#### **28. March 12 – The Internet as the Great Equalizer?**

Discussion Question: Do digital technologies improve pathways to participation?

- Schlozman, Kay Lehman, Sidney Verba and Henry Brady. 2010. "Weapon of the Strong? Participatory Inequality and the Internet." *Perspectives on Politics* 8(2): 487-509.

**Final Paper due Friday, March 19, 2020 by 10:59am**