**POLI 100I:**
**Inequalities in Participation and Representation**
Winter 2020
MWF 10:00a-10:50a
Sequoia Hall, Room 147

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**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.

**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/](https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/)).
Course Assessment

- Weekly Assignments 15%
  - Syllabus Quiz (2%, due by January 15)
  - Think Pieces (4 total, 2% each)
    - At least 2 submitted before Midterm
  - Discussion Questions (5 total, 1% each)
- Participation 20%
- Midterm Exam 30%
- Final Exam 35%

Assignments

- Weekly Assignments: There are 10 weekly assignments to be completed during the course. The weekly assignments are meant to prepare you for class discussions so the weekly assignments must be completed the night before class. Only one weekly assignment can be submitted each week.
  - Syllabus Quiz – Take the syllabus quiz to test your understanding of the course requirements, expectations, and assignments. The syllabus quiz is due by 10am on January 15th.
  - Think Pieces – You are required to submit 4 short papers (250-500) during the quarter. You may only submit one think piece per week. Think Piece #1 and #2 must be submitted before the midterm exam. These short assignments should not be a summary of the readings, but it should be clear from the paper that the course materials were read. Each 250-500 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, and (3) connect the reading with at least one other reading, a current event, or political phenomenon. I recommend that you write these think pieces to help you think about the questions in the course description. Submit each think piece by clicking on the assignment in the Weekly Assignments content folder in Canvas. The think pieces are due to Canvas by 9pm the night before the reading is discussed during class.
  - Discussion Questions – Submit a question to Canvas on weeks that you do not submit a think piece. The question can be a clarification question, or it can be a discussion question regarding a topic you would like to be addressed during class. The questions must be submitted by 9pm the night before class. Submit each discussion or clarification question by clicking on the assignment in the Weekly Assignments content folder in Canvas.
- 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 experiences. Throughout the course, I will give you in-class assignments that will contribute to your participation grade. I may also randomly call on students throughout the course to ensure that everyone has the opportunity to participate during class. Active participation will increase your engagement, reinforce learning, and allow you to learn from each other. Missing class frequently will hurt your participation grade. In most cases you cannot make up in-class participation assignments.
• **Midterm Exam** – The midterm will assess your understanding of course concepts. Questions for the exam will be drawn from the readings and information presented during class. The midterm will consist of multiple choice, short answer, and identification questions. It is intended to gauge your understanding of all material from lectures, discussions, and readings.

• **Final Exam** – The final exam will be given on Friday, March 20 from 8:00am to 10:59am. Bring a blue book. In the final exam, you will be asked to apply what you have learned in the course concerning inequalities in participation and representation in the United States. The final is cumulative. Your course readings, discussions, and assignments will help you prepare for the final.

**Late Assignments and Make-Up Exams:** Think pieces and questions will not receive credit if late. There are three days most weeks to submit these assignments. So, plan accordingly. A make-up exam will only be granted under extraordinary circumstances and only with proper written documentation (e.g., doctors note). Please contact me as soon as possible so that we can make arrangements.

**Grade Grievances:** Any requests for a grade change must be submitted to me within 72 hours of your receiving the graded assignment. 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 the Virtual Advising Center 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.

**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

Updated December 30, 2019
Course Readings

Part I: Citizens and Democratic Representation

January 6 – Introductions

January 8 – Nonvoters and Voters
Discussion Question: Do voters and nonvoters vary in their political preferences?

January 10 – Immigrants and Noncitizens
Discussion Question: How does participation vary for immigrants and noncitizens?

Part II: Participation in Theory and Practice

January 13 – 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

January 15 – Citizen Competency
Discussion Question: Can ordinary citizens promote a healthy democracy?

January 17 – Heuristics and Attentiveness
Discussion Question: How do ordinary citizens know how to participate?

Updated December 30, 2019
January 20 – No Class: Martin Luther King, Jr. Holiday

Part III: Determinants of Participation

January 22 – Participatory Orientations
Discussion Question: How does group identity influence participation?


January 24 – Race, Gender, and Participation
Discussion Question: How do race and gender influence candidate evaluations? participation?


January 27 – Social Networks
Discussion Question: How do social networks influence participation rates?


January 29 – Political Socialization
Discussion Question: How do social networks and political socialization influence differences in political participation?

- 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

January 31 – Institutional Barriers to Participation
Discussion Question: How do institutions influence who participates?


February 3 – Voter Disenfranchisement
Discussion Question: What are the effects of voter disenfranchisement on participation?


**February 5 – Costs to Participation and Mobilization**

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


**February 7 – Midterm**

**Part IV: Mobilization**

**February 10 – Party Mobilization**

Discussion Question: How do political parties influence voter turnout?


**February 12 – Political Mobilization**

Discussion Question: What other methods influence turnout?


**February 14 – Political Communication**

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


**February 17 – No Class: Presidents’ Day Holiday**

**February 19 – Negative Campaigning**

Discussion Question: What are the effects of negative campaigns?


**Part V: Representation**

**February 21 – Constituency Contact and Representation**
Discussion Question: How do legislators choose who to represent?

**February 24 – Unequal Representation**
Discussion Question: How does who is in office influence whose interests are represented?

**February 26 – Class Differences**
Discussion Question: How does the social class of legislators matter for the equal representation of the public?
• 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.

**Part VI: Towards Better Representation**

**February 28 – The Case for Descriptive Representation**
Discussion Question: Should black people represent black people and women represent women?

**March 2 – Race and Gender**
Discussion Question: Are minorities able to better represent minorities?

**March 4 – Organized Interests**
Discussion Question: Can interest groups improve representation?

**March 6 – Protest and Representation**
Discussion Question: How does protest improve the participation and representation of marginalized groups?
• Gause, LaGina. “Resources, Protest, and Legislative Behavior”

**March 9 – Social Movement Outcomes**
Discussion Question: What are the effects of social movements?

**March 11 – Electoral Reforms**
Discussion Question: Are election reforms effective?

**March 13 – The Internet as the Great Equalizer?**
Discussion Question: Do digital technologies improve pathways to participation?

**Final Exam: Friday, March 20, 2020 8:00am-10:59am**