

POLITICS 339: RACE, RELIGION, & AMERICAN POLITICS

CENTRE COLLEGE, SPRING 2015

Dr. Benjamin Knoll

1:50 PM – 2:50 PM MWF, Crouse 301

Office location: Crouse 462

Office hours: MWF 3:00 – 4:00 PM and by appt

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COURSE DESCRIPTION

This course focuses on the role of race and religion in the American political landscape, with a specific focus on how race and religion affect individuals in their patterns of political behavior. This course will make a special focus on the politics of racial and religious minority groups. Topics will include minority political behavior, the nature of racial/cultural/religious prejudice and its effect on political policy preferences and voting patterns, minority representation in Congress, immigration policy attitudes, the role of religion in shaping American public policy, the effect of religion on voting patterns, etc.

COURSE READINGS

1. Bowler, Shaun and Gary Segura. 2012. *The Future is Ours: Minority Politics: Political Behavior, and the Multiracial Era of American Politics*. Sage/CQ Press. ISBN 978-1-60426-727-3.
2. Fowler, Robert, Allen Hertzke, Laura Olson, and Kevin den Dulk. 2014. *Religion and Politics in America: Faith, Culture, and Strategic Choices, 5th edition*. Westview Press. ISBN 978-0-8133-4851-3.
3. STRONGLY RECOMMENDED (one of the two – depending on your research project topic):
 - Baglione, Lisa. 2012. *Writing a Research Paper in Political Science, 2nd ed.* CQ Press. ISBN 978-1-60871-991-4. Available for purchase on Kindle.
 - Bardach, Eugene. 2012. *A Practical Guide for Policy Analysis, 4th ed.* CQ Press. ISBN: 978-1-60871-842-9. Available for purchase on Kindle.
4. *Additional readings will be made available on the course Moodle website.*

COURSE EQUIPMENT: For the purposes of the CBL project we will do this semester, you are required to have access to a cell phone that can make up to ten hours of long-distance telephone calls. This could be 1) your own personal device, 2) a device that is borrowed from a friend or family member during the week of the CBL project, or 3) a pre-paid device available at a variety of retail establishments.

COURSE REQUIREMENTS

The course grade will be computed based on evaluations on the following assignments:

Political CBL survey project	5%
<i>Includes NIH certification training and reflection assignment</i>	
Research project	35%
<i>Topic assignment 2.5%</i>	
<i>Literature review assignment 7.5%</i>	
<i>Research design assignment 5%</i>	
<i>Research paper draft 1%</i>	
<i>Peer review assignment 4%</i>	
<i>Final paper 15%</i>	
Mid-term examination	25%
Final examination	25%
Participation grade	10%

In this course, grades will not be curved, meaning that you will not be competing against your classmates for a limited number of A's, B's and so on. Therefore, the grading scale is a straight scale, as follows: A = 93% - 100%; A- = 90% - 93%; B+ = 87% - 89%; B = 83% - 87%; B- = 80% - 83%; C+ = 77% - 79%; C = 73% - 77%; C- = 70% - 73%; D = 60% - 69%; U = less than 60%.

Participation – 10% of your overall grade will be based on your participation in the course. These points will be allocated according to the following rubric:

- 5% – regularity of attendance. I am obligated by Centre College policy to take attendance every class. You may have one unexcused absence, after which 1% of this allocation will be deducted for each additional unexcused absence. Remember also that you may not accrue more than three excused absences for College-sponsored activities.
- 5% – participation in class discussions and the overall learning process. Generally-speaking, showing up to class regularly and being an attentive class citizen earns 3/5 points. Participating regularly in class activities and discussions earns 4/5 points. Active engagement with sophisticated and high-quality input is expected to earn 5/5 points (in my experience it is extremely rare that a student earns a full 5/5 in this category). On the other hand, points will be subtracted for things like chronic inattentiveness, chronic tardiness, monopolizing class discussions, negativity, disrespect toward fellow classmates, late or incomplete assignments, etc.

Reading quizzes – At the discretion of the instructor, unannounced reading quizzes *may* be given at either the beginning or the end of any class period. In such cases, scores for these quizzes will be factored either into the “participation,” midterm, or final exam portion of the final course grade.

I recommend regularly the following news sites to become a well-informed social sciency-savvy citizen: Washington Post’s “Monkeycage” blog (@monkeycageblog), Vox.com (@voxdotcom), New York Times Upshot blog (@UpshotNYT), Nate Silver’s FiveThirtyEight (@FiveThirtyEight).

CLASS EXPECTATIONS AND POLICIES

You will be provided with some reading material to read, analyze, and think about between each class. You are expected to complete all of the assigned readings, although due to time constraints we may not be able to thoroughly discuss every aspect of every reading in detail. It is expected that you complete the readings **before class begins** and come to class ready to discuss them. We will use class time primarily to reinforce the readings and discuss their implications, as well as provide additional information.

Generally-speaking, I am not able to provide the service of “pre-grading” assignments or papers. I am always happy, though, to answer a specific question (or questions) about specific parts of assignments or papers before they are submitted for assessment. Late work will be accepted only in the case of exceptional circumstances. Please see me *ahead of time* if you know that this is going to be the case. Generally-speaking, a 10% penalty will be assessed for each day past the due date. Any student wishing to appeal a grade on either a written assignment or exam may do so by submitting, *in writing*, a petition to have me re-grade any particular assignment. This petition should include a detailed justification of why the original grade does not accurately reflect the quality of work submitted in the assignment. I will be happy to re-evaluate the assignment, but I reserve the right to adjust the grade (either up or down) after which the re-evaluated grade is final.

See the *Student Handbook* for information on academic dishonesty, plagiarism, etc.

You may bring laptops or tablets to class for the purpose of taking notes and contributing to class so long as it is not distracting to either yourself (=social media websites, web surfing, games, etc.) or other class members. Please turn off or otherwise silence your cell phones during class. Also, please refrain from sending/reading/composing text messages/Tweets/etc. during class.

Final Exam - The final exam will be given on **Thursday, May 14th from 1:30-4:30 PM in Crouse 301.** I am not authorized to permit you to arrange an alternative time/date to take the final exam. If you feel that you need to make other arrangements for whatever reason, you need to contact the Associate Dean.

Disabilities - Students with physical impairments and learning disabilities will sometimes need accommodations to help them have an equal opportunity to learn. These can include seating location preferences, permission to tape lectures, and extra time on tests and other assignments. If such is the case, please contact Dr. Mary Gulley (x5223): mary.gulley@centre.edu.

SCHEDULE OF TOPICS AND ASSIGNMENTS

2/4 (W) – Introduction to the course

- GIVE TOPIC AND INTRO SURVEY ASSIGNMENTS, NIH TRAINING

2/6 (F) – Foundational theories of group relations

- Tajfel and Turner 1979 “An Integrative Theory of Intergroup Conflict” (online reading)
- Dixon 2006 “The Ties That Bind and Those That Don’t” (online reading)
- Cosmides, Tooby, and Kurzban 2003 “Perceptions of Race” (online reading)

UNIT 1: RACIAL MINORITIES AND AMERICAN POLITICS

2/9 (M) – Demographic trends and race theory

- Bowler and Segura, chapter 2
- Desmond-Harris 2014 “11 ways race isn’t real” (online link)

2/11 (W) – Race and elections

- Bowler and Segura, chapter 3

2/13 (F) – Partisanship and public opinion

- Bowler and Segura, chapters 4-5
- Hajnal and Horowitz 2014. “Racial Winners and Losers” (online reading)

2/16 (M) – Voting and participation

- Bowler and Segura, chapters 6-7

2/18 (W) – Redistricting and minority voting

- Bowler and Segura, chapter 8, pages 153-168
- GIVE LITERATURE REVIEW ASSIGNMENT
- **TOPIC ASSIGNMENT DUE**
- **NIH TRAINING DUE**

2/20 (F) – Congress and minority representation

- Bowler and Segura, chapter 8, pages 168-177
- Mansbridge 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes’” (online reading)
- Tate 2001. “The Political Representation of Blacks in Congress” (online reading)
- Knoll 2009. “¿Amigo de la Raza? Reexamining Determinants of Latino Support in the U.S. Congress” (online reading)

2/23 (M) – Does representation matter?

- Bowler and Segura, chapter 8, pages 177-187
- Gay 2001. “The Effect of Black Congressional Representation on Political Participation” (online reading)
- Barreto, et al. 2004. “The Mobilizing Effect of Majority-Minority Districts on Latino Turnout” (online reading)
- Preuhs 2007. “Descriptive Representation as a Mechanism to Mitigate Policy Backlash” (online reading)

2/25 (W) – Minority political attitudes

- Bowler and Segura, chapters 9-10

2/27 (F) – Immigration and American politics

- Bowler and Segura, chapter 11
- Lind 2015. “35 maps that explain how America is a nation of immigrants” (online link)
- Casselman 2014. “Immigration is Changing Much More than the Immigration Debate” (online link)
- Rocha, et al. 2014. “Policy Climates, Enforcement Rates, and Migrant Behavior” (online reading)

3/2 (M) – Immigration policy and attitudes

- Berg 2015. “Explaining Attitudes toward Immigrants and Immigration Policy” (online reading)
- Lind 2015. “The massive prisoner’s dilemma the GOP faces on immigration” (online link)
- Lind 2014. “Everything you need to know about Obama’s executive action on immigration” card stack (online link)
- **LITERATURE REVIEW ASSIGNMENT DUE**

3/4 (W) – Inter-group relations

- Bowler and Segura, chapter 12
- GIVE INSTRUCTIONS FOR RESEARCH DESIGN ASSIGNMENT

3/6 (F) – KPSA conference – NO CLASS!

3/9 (M) – SURVEY TRAINING

3/11 (W) – Ferguson and contemporary “race talk” in America

- PBS “America After Ferguson” Town Hall Discussion (online video: 1 hour)
- Mitchell 2014. “After Ferguson, America Still Can’t Discuss Race” (online link)
- Tesler 2014. “Donald Sterling shows the separate realities of Democrats and Republicans about race” (online link)

Public opinion survey project on-going March 12-18

3/13 (F) – Race and the Obama presidency

- Chait 2014. “The Color of His Presidency” (online link)
- Bouie 2014. “Color Blind” (online link)
- Coates 2012. “Fear of a Black President” (online link)

3/16 (M) – SURVEY PROJECT – NO CLASS!

- **RESEARCH DESIGN ASSIGNMENT DUE**

3/18 (W) – Survey project debriefing (YES CLASS!)

3/20 (F) – **MIDTERM EXAM**

- **SURVEY PROJECT REFLECTIONS ASSIGNMENT DUE**

SPRING BREAK!

3/30 (M) – Debrief midterm

- GIVE SECOND HALF PAPER ASSIGNMENT

UNIT 2: WHITE RACIAL/ETHNIC ATTITUDES

4/1 (W) – Measuring prejudice

- Kinder and Sears 1981. “Prejudice and politics: Symbolic Racism Versus Racial Threats to the Good Life” (online reading)
- Carmines, et al. 2011. “On the Meaning, Measurement, and Implications of Racial Resentment” (online reading)

4/3 (F) – Measuring prejudice, cont

- Project Implicit – IAT Test website - take at least three IAT tests, including the “Race IAT” (online link)
- Hardin and Banaji 2013. “The Nature of Implicit Prejudice” (online reading)
- Youtube CrashCourse video: “Prejudice and Discrimination” (online reading)
- Desmond-Harris 2014. “Understanding the racial bias you didn’t know you had” (online reading)
- Redlawsk, et al. 2010. “Voters, Emotions, and Race in 2008: Obama as the First Black President” (online reading)

4/6 (M) – Prejudice and political outcomes

- Pasek, et al. 2009 “Determinants of Turnout and Candidate Choice in the 2008 U.S. Presidential Election” (online reading)
- Tesler 2012. “The Spillover of Racialization into Health Care” (online reading)

4/8 (W) – Prejudice and American nativism

- Knoll 2013. “Assessing the effect of social desirability on nativism attitude responses” (online reading)
- Knoll 2013. “Implicit Nativist Attitudes, Social Desirability, and Immigration Policy Preferences” (online reading)
- Knoll and Shewmaker 2015. “‘Simply un-American’: Nativism and Support for Health Care Reform” (online reading)

UNIT 3: RELIGION AND AMERICAN POLITICS

4/10 (F) – Historical overview and themes

- Fowler, et al. chapter 1

4/13 (M) – Overview of American religious traditions

- Fowler, et al. chapters 2-3

4/15 (W) – Religion and voting behavior

- Fowler, et al. chapter 4

4/17 (F) – MPSA conference – NO CLASS

4/20 (M) – Religious prejudice and political outcomes

- Hartman and Newmark 2012. “Motivated reasoning, political sophistication, and associations between President Obama and Islam” (online reading)
- Sides 2013. “Americans who distrust Muslims are likelier to back the war on terror” (online link)
- Campbell, et al. 2012. “The Stained Glass Ceiling: Social Contact and Mitt Romney’s ‘Religion Problem’” (online reading)

- Hawley 2015. “Attitudes Toward Mormons and Voter Behavior in the 2012 Presidential Election” (online reading)

4/22 (W) – Religion in the presidency

- Fowler, et al. chapter 6, pg 159-165
- Bailey 2012 “Q&A: Jimmy Carter on his Faith-Filled Presidency” (online link)
- PBS 2004 “The Spirituality of George W. Bush” (online link)
- *Cathedral Age* 2012 “Faith and the Election” interview (online link)

4/24 (F) – Religion in Congress

- Fowler, et al. chapter 6, pg 165-186
- Oldmixon 2009. “Religion and Legislative Politics” (online reading)

4/27 (M) – Religion, American political culture, and good citizenship

- Fowler, et al. chapter 7
- Putnam and Campbell 2010 chapter 13 (online reading)
- GIVE INSTRUCTIONS FOR PEER REVIEW ASSIGNMENT
- **PAPER DRAFT DUE**

4/29 (W) – The “backlash” hypothesis and “glue” hypothesis

- Putnam and Campbell 2010 chapter 11 (online reading)

5/1 (F) – Religion and American politics, recent developments

- Putnam and Campbell 2010 epilogue (online reading)
- Campbell and Putnam 2011. “Crashing the Tea Party” (online link)
- Pew Research Center 2010 “Religion Among the Millennials” (online link)

5/4 (M) – “Wall of Separation” vs. religious accommodation

- Fowler, et al. chapter 8
- Pew Research Center 2014. “Public Sees Religion’s Influence Waning” (online link)
- Moment Magazine 2015. “Do the religious beliefs of Supreme Court justices influence their decisions?” (online link)
- **PEER REVIEW ASSIGNMENT DUE**

5/6 (W) – Religious liberty and limitations

- Fowler, et al. chapter 9 pg 227-237
- *Other readings TBA*

5/8 (F) – First Amendment issues

- Fowler, et al. chapter 9 pg 237-248
- *Other readings TBA*

5/11 (M) – Course summary and review

- **FINAL RESEARCH PAPERS DUE**

FINAL EXAM: Thursday, May 14th from 1:30-4:30 PM in Crouse 301

POLITICS 339: RACE, RELIGION, & AMERICAN POLITICS
LINC course with Sociology of American Religion
CENTRE COLLEGE, SPRING 2017

Dr. Benjamin Knoll

12:40 PM – 2:10 PM TR, Crouse 302

Office location: Crouse 462

Office hours: MWF 2-3 PM and by appt

Office telephone: 859-238-5281

Email: benjamin.knoll@centre.edu

COURSE DESCRIPTION

The focus of the course this semester is how our racial/ethnic and religious identities affect how we interact with our political environment. A primary focus of this class will be the rise of “white racial identity” in recent years and how that has influenced both political discussions and recent American political campaigns and elections. This course is LINCed with Sociology of American Religion and throughout the semester we will be integrating and drawing connections between the content in the two courses.

COURSE READINGS

5. Hochschild, Arlie Russell. 2016. *Strangers in Their Own Land*. ISBN 9781620972250.
6. Tesler, Michael. 2016. *Post-Racial or Most-Racial: Race and Politics in the Obama Era*. ISBN 9780226353012.
7. Rose, Ananda. 2012. *Showdown in the Sonoran Desert*. ISBN 9780199890934.
8. Tickle, Phyllis. 2008. *The Great Emergence: How Christianity is Changing and Why*. ISBN 9780801013133.
9. *Additional readings will be made available on the course Moodle website.*

COURSE REQUIREMENTS

The course grade will be computed based on evaluations on the following assignments:

PARTICULAR TO THIS COURSE:

Class attendance/participation	15%
Data journalism writing assignments (4)	25%

COMBINED IN BOTH CLASSES:

Assessed by Prof. Weston:

Reflection paper on community book discussions (2)	10%
Field trip reflections (2)	10%

Assessed by Prof. Knoll:

Practice interview assignment	5%
Practice coding assignment	5%
Interviews and transcriptions (3)	10%
Oral presentation	5%

Assessed by both instructors:

Final paper	15%
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The grading scale is a straight scale, as follows: A = 93% - 100%; A- = 90% - 93%; B+ = 87% - 89%; B = 83% - 87%; B- = 80% - 83%; C+ = 77% - 79%; C = 73% - 77%; C- = 70% - 73%; D = 60% - 69%; U = less than 60%.

Participation – 15% of your overall grade will be based on your participation in the course. These points will be allocated based on my evaluation of your participation in class discussions and engagement in the overall learning process throughout the semester. Generally-speaking, showing up to class regularly and being an attentive class citizen earns about a “C” grade. Participating regularly in class activities and discussions earns about a “B” grade. Active engagement with sophisticated and high-quality input is expected to earn an “A” grade. Conscientious attention to class attendance is also an important factor.

See the *Student Handbook* for information on academic dishonesty, plagiarism, etc.

Disabilities - Students with physical impairments and learning disabilities will sometimes need accommodations to help them have an equal opportunity to learn. These can include seating location preferences, permission to tape lectures, and extra time on tests and other assignments. If such is the case, please contact Dr. Mary Gulley (x5223): mary.gulley@centre.edu.

SCHEDULE OF TOPICS AND ASSIGNMENTS

2/2 (Th) – Introduction to the course and research project

2/7 (T) – Social identity theory and concepts of race

- Tajfel and Turner 1979 “An Integrative Theory of Intergroup Conflict” (online reading)
- Dixon 2006 “The Ties That Bind and Those That Don’t” (online reading)

2/9 (Th) – Concepts of race

- All online readings under “Concepts of race”

2/14 (T) – Read: Hochschild, Part 1

- **PRACTICE INTERVIEW ASSIGNMENT DUE**

2/16 (Th) – Read: Hochschild, Part 2

- **Community book discussion: 6:30-9:00 PM**

2/21 (T) – Read: Hochschild, Part 3

2/23 (Th) – Read: Hochschild, Part 4

- **Community book discussion: 6:30-9:00 PM**

2/28 (T) – White racial prejudice: racial resentment

- Kinder and Sears 1981. “Prejudice and politics: Symbolic Racism Versus Racial Threats to the Good Life” (online reading)
- Carmines, et al. 2011. “On the Meaning, Measurement, and Implications of Racial Resentment” (online reading)
- **DATA JOURNALISM ASSIGNMENT 1 DUE**

3/2 (Th) – White racial prejudice: implicit bias

- All online readings under “Implicit bias”

3/7 (T) – Read: Tesler, chapters 1-3

- All online readings under “Tesler Day 1”

3/9 (Th) -- Read: Tesler, chapter 4-5 (skim ch 6)

- All online readings under “Tesler Day 2”

3/14 (T) – Read: Tesler, chapters 7-9

- All online readings under “Tesler Day 3”
- **FIRST ROUND OF INTERVIEW AUDIO AND TRANSCRIPTION FILES DUE**

3/16 (Th) – FIELD TRIP: Cincinnati (leave afternoon of the 15th, return late night Thursday)

- **DATA JOURNALISM ASSIGNMENT 2 DUE FRIDAY 3/17 5:00 PM**

SPRING BREAK

3/28 (T) – Talking about race/ethnicity

- All online readings under “Talking about race, day 1”

3/30 (Th) – FIELD TRIP: Louisville congregations (leave early that morning, return late that night)

4/4 (T) – Talking about race/ethnicity, continued

- All online readings under “Talking about race, day 2”

4/6 (Th) – NO CLASS (MPSA CONFERENCE)

4/10 (M) – 7:30 PM Vahlkamp Theater – Terryl Givens public lecture

4/11 (T) – Rose, chapters 1-5

- Rocha, Knoll, and Wrinkle 2016 “Immigration Enforcement” (online)

4/13 (Th) – Rose, chapters 6-7

- **PRACTICE CODING ASSIGNMENT DUE**
- *RICE schedule: classes meet 9:20-10:30 and 10:40-11:50*

4/18 (T) – Rose, chapters 8 – postscript

4/20 (Th) – NO CLASS (BUTLER DC PROGRAM)

4/25 (T) – Immigration, nativism and political behavior

- *White Backlash* ch 1-2 (online)
- Knoll and Shewmaker “Simply un-American” (online)
- Garand, Xu, and Davis 2017 “Immigration Attitudes and Support for the Welfare State” (online)
- **DATA JOURNALISM ASSIGNMENT 3 DUE**

4/27 (Th) – Skype interview with Ananda Rose or other topic TBD

5/2 (T) – Tickle, chapters 1-5

5/4 (Th) – Tickle, chapters 6-7

5/9 (T) – Last day of class (oral presentations, spread between both classes)

- **ORAL PRESENTATIONS**
- **DATA JOURNALISM ASSIGNMENT 4 DUE**

FINAL EXAM PERIOD: Friday, May 12th

- **FINAL PAPER DUE by 12:00 PM**
- **Lunch meeting at 12:01 PM**