

UC Merced - Fall 2018 - POLI 127 Race, Gender & Politics - MWF 10:30am-11:20am

About POLI 127 - Fall 2018

Meeting Times

MWF 10:30-11:20am COB2-175

Course Website

<https://catcourses.ucmerced.edu/courses/11257>

Professor Josh Franco, Ph.D.

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209-580-5674

Office Hours: MWF 1:00pm-2:00pm COB2-386 or by appointment

Teaching Assistant Reagan Dobbs

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Office Hours: TBD

Course Description

Contemporary and historical identity politics in the U.S., with a focus on the importance of race and gender in political representation, attitude formation, and civil rights.

Course Prerequisites

Open only to standing(s): Sophomore, Junior, Senior. Pass/No Pass option.

Important Academic Year 2018-2019 Dates

<http://registrar.ucmerced.edu/schedules/academic-calendar/academic-calendar-2018-2019>

UC Merced Undergraduate Political Science Program Learning Outcomes (PLOs)

PLO #1:

An understanding of the processes, theories, and empirical regularities of political institutions and political behavior in the student's chosen emphasis area: American politics, comparative politics, or international relations.

PLO #2:

An ability to employ critical thinking and demonstrate social scientific literacy, including basic quantitative literacy.

PLO #3:

A capacity to utilize contemporary social science research methods to conduct rigorous research on political phenomena.

PLO #4:

Effective written communication skills, especially the ability to convey complex concepts and information in a clear and concise manner.

PLO #5

An ability to apply abstract theory and research methods to understand contemporary political events and public policies.

POLI 127 Course Learning Outcomes (CLOs)

CLO #1:

Scaffolding the student's knowledge, abilities, and skills related to contemporary and historical identity politics in the U.S., with a focus on the importance of race and gender in political representation, attitude formation, and civil rights.

This CLO advances PLO #1

CLO #2:

Strengthening the student's capability to read political science journal articles by identifying and analyzing the following parts of an article:

the main point of the article & the question the article seeks to answer

the puzzle (gap in current knowledge) the article is trying to fill

the debate (at least two sides) the article is entering in and siding with

the theory's assumptions, conceptual variables and relationships

the hypothesis(es) derived from the theory

the research design, such as the groups, how they are assigned to groups, the main independent variable and dependent variable

empirical analysis used (qualitative or quantitative)

policy (real-world) implications of findings

contribution to the discipline & directions for future research

This CLO advances PLO #1, PLO #2, and PLO #3

CLO #3:

Increasing the student's capacity to cooperate and work in teams by being a productive member of a journal article analysis team, and/or public policy project team, and/or a simulation team.

This CLO advances PLO #5

CLO #4:

Building the student's competency to learn the role and practice the specific responsibilities of a data analyst, geographic information systems analyst, policy (regulatory, legislative, and/or judicial) analyst, communications analyst, or project manager, within a public policy project team, so as to prepare them for employment opportunities in these or related fields.

This CLO advances PLO #2, POL #4, and PLO #5

CLO #5:

Enhancing the student's ability to speak in public by presenting the synthesis of their analysis of political science journal articles, and/or the work of their public policy project teams, and/or participate in a simulation.

This CLO advances PLO #2 and PLO #4

Course Policies

Class Attendance

I believe attendance is important because showing up and being present is integral to our life. As a university student, it is important that you attend course because it strengthens your connection with your peers, the professor and understanding of the materials.

As discussed later, I do take attendance and it accounts for a portion of your overall grade. Additionally, much of the material will be presented only in class, and it will be difficult to do well on assignments and the final exam if you do not attend.

Electronic Devices

Please turn off cell phones and mute the volume on other electronic devices. No audio, video, or photographic recording of lectures is allowed without prior consent of the instructor.

Laptops

Laptop computers are to be used for note-taking only, unless the professor explicitly says otherwise. Any "off task" use of laptops (i.e. chatting, social networking, emailing) during class will be frowned upon, may result in you being considered "absent" from class, and potentially being banned from using your laptop in future class sessions.

Missing Class

Make ups are allowed only with a valid excuse, such as a doctor-excused illness, a family emergency, or a documented conflict with another university-sanctioned activity. If you know you will have such a conflict, please email me as soon as practicable.

Changes to the Syllabus

The schedule in this syllabus is largely settled; however, I reserve the right to make changes to the schedule or to other aspects of the course discussed in the syllabus. Any such changes will be announced in class and an updated syllabus noting version number will be uploaded to CatCourses. Each student is responsible for being aware of such changes.

Student Conduct and Academic Honesty Policy

You are responsible for your personal, academic, and professional conduct. Additionally, academic honesty is of critical importance at all institutions of higher education, especially research universities. Visit the UC Merced Student Conduct website and review the UCM Academic Honesty Policy.

Home Student Conduct

UCM Academic Honesty Policy

Disability Services

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. UC Merced is committed to make our courses accessible to all students, including students with limited mobility, impaired hearing or vision, and learning disabilities. If you believe you have a special need or a disability requiring an accommodation, please contact the Disability Services Center at (209) 228-6996 or Email: disabilityservices@ucmerced.edu. The Disability Services Center is at SSB 230.

<http://disabilityservices.ucmerced.edu/>

Counseling and Psychological Services

The mission of UC Merced Counseling and Psychological Services (CAPS) is to support the mental health and well-being of our students. It is the intention of all CAPS staff to provide a safe, confidential atmosphere of acceptance and accessibility to professionals in the field of psychology. Services specialize in the unique needs of UC Merced students in an effort to promote their academic, personal and social development.

<https://counseling.ucmerced.edu/>

Writing

The Writing Center is a UC Merced Library and Merritt Writing Program (MWP) initiative to support all stages of the writing and research process. Our goal is to support undergraduates in WRI courses who want to develop as writers.

<http://library.ucmerced.edu/research/students/writing-center>

Sexual Harassment

UC Merced's policies and codes of conduct spell out the rights and responsibilities of students and employees in ensuring that UC Merced is a safe environment, and how the University addresses reports of sexual violence and sexual harassment.

<http://dsvp.ucmerced.edu/policies-laws>

Course Drop

The UC Merced Office of the Registrar has a webpage that links to the deadlines for a given semester or academic year. You are responsible for knowing the drop dates for the given semester or academic year. As course instructor, I do not have the power to drop a student.

<http://registrar.ucmerced.edu/schedules/deadlines>

SONA

Students are encouraged to participate in SONA. For more information, visit

<https://ucmerced.sona-systems.com/default.aspx>.

Extra Credit

No extra credit will be offered in this course.

Readings

Required

Shaw, T. C., et al. (2018). *Uneven roads : an introduction to U.S. racial and ethnic politics*. Thousand Oaks, California, CQ Press. ISBN: 9781506371764
Han, L. C. and C. Heldman (2018). *Women, power, and politics : the fight for gender equality in the United States*. New York, Oxford University Press. ISBN: 9780190620240
See Course Schedule for Readings

Recommended for All

Rattansi, A. (2007). *Racism : a very short introduction*. Oxford ; New York, Oxford University Press. ISBN: 9780192805904
Ware, S. (2015). *American women's history : a very short introduction*. Oxford ; New York, Oxford University Press. ISBN: 9780199328338

Recommended for Analysts Roles

Policy (Regulatory, Legislative, Judicial) Analyst: Kraft, M. E., & Furlong, S. R. (2013). *Public policy : politics, analysis, and alternatives (4th ed.)*. Los Angeles: SAGE Publications.
GIS Analyst: Law, M., & Collins, A. (2016). *Getting to know ArcGIS Pro*. Esri Press.
Data Analyst: Hamilton, L. C. (2012). *Statistics with Stata: version 12*. Cengage Learning.
Communications Analyst: Lankow, J., et al. (2012). *Infographics : the power of visual storytelling*. Hoboken, N.J., John Wiley & Sons, Inc.

Grading

Grade Posting

All grading will be posted to CatCourses in a timely fashion
Final Grades will be uploaded to CatCourses no later than Tuesday, December 18, 2018 (at noon)

Grading Policy

A+: 100% to 98.0%
A: < 98.0% to 94.0%
A-: < 94.0% to 90.0%
B+: < 90.0% to 87.0%
B: < 87.0% to 83.0%
B-: < 83.0% to 80.0%
C+: < 80.0% to 77.0%
C: < 77.0% to 73.0%
C-: < 73.0% to 70.0%
D+: < 70.0% to 67.0%
D: < 67.0% to 63.0%
D-: < 63.0% to 60.0%
F: < 60.0% to 0.0%

Grade Dispute and Resolution

If you have a concern regarding your grade, please contact me directly via email or visit me during office hours so we can discuss your concern and resolve it.

POLI 127 - Fall 2018 - Assignments and Assessments

Class Attendance - 20%

48 Class Periods

We have 47 fifty-minute periods of class and one final exam period of class.

You will be automatically marked "Present" for Labor Day, Veterans Day, Non-Instructional Day, and Thanksgiving Holiday.

Measuring Attendance

I will take attendance during each class via Course Website

Present: If you attend class, you are marked "present" and this positively affects your grade.

Unmarked: If you notified me prior to class of your absence, your attendance for the day is "unmarked" and does not negatively or positively affect your grade. However, this reduces your overall denominator.

For example, if you are "unmarked" 8 of the 48 total days I take attendance, this means your attendance grade is calculated based on 40 days instead of 48 days.

While this may seem beneficial, what happens is that if you are late or absent, then it weighs more heavily against you.

For example, a student who is absent 1 of 48 days will receive a 97.9% out of 100%.

However, a student who is absent 1 of 40 days will receive a 97.5% out of 100%.

Late: If you did not notify me prior to class that you would be late, you are marked "late" and this negatively affects your grade.

Absent: If you did not notify me prior to class that you would not be present, you are marked "absent" and this negatively affects your grade.

Grading

Each day of attendance is worth at least 0.416% of your overall grade.

Journal Article Analysis Team - 20%

About

Journal Article Analysis Teams are groups of students who read journal articles and analyze them. Teams are responsible for identifying ten parts of a journal article: title, main point and question, puzzle, debate, theory, hypotheses, research design, empirical analysis, policy implications, and contribution to the discipline and future research.

Assessments

Journal Article Analysis #1

Journal Article Analysis #2 and Oral Presentation

Workbook

Download JAA Workbook on Course Website for complete Instructions

Public Policy Project Team - 20%

About

Public Policy Project Teams are groups of students who identify a public problem to focus on. Teams are responsible for identifying the causes, effects, and solutions to the identified public problem. Each student assumes one of four analyst roles: Data Analyst, Geographic Information Systems Analyst, Policy Analyst, or Communications Analyst. These analysts work together to produce a presentation that is orally presented before their peers.

Assessments

Reflections
Oral Presentation
Post-Oral Presentation Reflection

Workbook

Download PPP Workbook on Course Website for complete Instructions

Simulation - 20%

About

Simulations of real-world institutions, processes, and behaviors help you apply what you are learning

Assessments

Participation
Discussion Posts
Reflections

Workbook

Download SIM Workbook on Course Website for complete Instructions

Quizzes - 10%

About

There are 20 Lectures, which are also called Learning Units, in the course. 18 of the 20 Learning Units has a quiz associated with it. Quiz questions are drawn from the same Question Bank as the Final Exam.

If you do not attempt to complete the quiz during the designated week, you will not have access to the quiz questions or answers. This means you will not have a tool to help you prepare for the final exam.

Assessments

18 Quizzes which have 5-20 questions

Schedule

Quizzes will be available during the interval starting Sunday, 12:01am and close Saturday, 11:59pm corresponding to the week when Learning Unit occurs.

After Saturday, at 11:59pm, the quiz will close and no longer be available to attempt.

Grading

You will have up to three attempts to earn the highest score possible.

Final Exam - 10%

About

Final Exams allow me to more objectively assess and you to further display your command of the course materials and achievement of Course Learning Outcomes.

Assessments

100 Question Examination

The Final Exam is scheduled for Week 17 during the designated Final Exam date/time/location. You should anticipate needing the entire 3-hour period to complete the exam.

The Final Exam is proctored in-class. You are not allowed to take the final exam outside of class or during another time, unless you scheduled otherwise with the professor in advance.

Laptop Requirement: Exam will be conducted on Course Website and completed using your laptop. Therefore, you will need to bring your laptop.

Paper in Lieu of Laptop: If you do not have access to a laptop, a paper copy of the exam can be provided. Please notify the Instructor via email 7 days before the Final Exam that you will need a paper copy.

Each question is worth 1 point.

Questions will be multiple choice, multiple-response, true-false, matching, and fill-in-the-blank.

Questions will be drawn from lectures, books, readings, JAA presentations, PPP presentations, and simulations.

Preparation for Final Exam

Attending All Meeting Periods

Completing Assigned Reading

Attending Lectures, Taking Notes

Attempting Learning Unit Quizzes

Completing JAA, PPP, and SIM

POLI 127 - Fall 2018 - Course Schedule

W#	Date	Learning Unit	Books	Journal Articles
1	Wednesday, August 22, 2018	Introductions		
1	Friday, August 24, 2018	Course Overview and Words You Need To Know		Syllabus
2	Monday, August 27, 2018	Empathy and Intersectionality	Shaw Chapter 13	Brown, N. E. and S. A. Gershon (2017). "Examining intersectionality and symbolic representation." <i>Politics Groups and Identities</i> 5(3): 500-505.
2	Wednesday, August 29, 2018	Group Identity, Ideology, and Activism	Shaw Chapter 8	Tripp, A. M. (2016). "Comparative perspectives on concepts of gender, ethnicity, and race." <i>Politics Groups and Identities</i> 4(2): 307-324. Decker, A. C. (2016). "Commentary on Tripp's "Comparative perspectives on concepts of gender, ethnicity, and race"." <i>Politics Groups and Identities</i> 4(2): 331-334. Knutson, K. (2018). "From identity to issue: policy agenda and framing shifts within long-term coalitions." <i>Politics Groups and Identities</i> 6(2): 281-302. Alamillo, R. and L. Collingwood (2017). "Chameleon politics: social identity and racial cross-over appeals." <i>Politics Groups and Identities</i> 5(4): 533-560.
2	Friday, August 31, 2018	Teams: JAA, PPP, SIM		
3	Monday, September 3, 2018	Holiday - Labor Day		
3	Wednesday, September 5, 2018	PPP 1	Shaw et al Chapter 3 Han Heldman Chapter 3	
3	Friday, September 7, 2018	SIM 1		
4	Monday, September 10, 2018	Race as Uneven Road + Women, Power, and Politics	Shaw Chapter 1 and Han Chapter 1	
4	Wednesday, September 12, 2018	PPP 2		
4	Friday, September 14, 2018	SIM 2		

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W#	Date	Learning Unit	Books	Journal Articles
5	Monday, September 17, 2018	The Women's Rights Movement in the United States	Han Chapter 2	
5	Wednesday, September 19, 2018	PPP 3		
5	Friday, September 21, 2018	SIM 3		
6	Monday, September 24, 2018	Native Americans: The Road from Majority to Minority, 1500s-1970s	Shaw Chapter 2	Huyser, K. R., et al. (2017). "Civic engagement and political participation among American Indians and Alaska natives in the US." <i>Politics Groups and Identities</i> 5(4): 642-659.
6	Wednesday, September 26, 2018	PPP 4		
6	Friday, September 28, 2018	SIM 4		
7	Monday, October 1, 2018	The Many Faces of Feminism	Han Chapter 3	Dietz, M. G. (2003). "Current controversies in feminist theory." <i>Annual Review of Political Science</i> 6: 399-431.
7	Wednesday, October 3, 2018	PPP 5		
7	Friday, October 5, 2018	SIM 5		
8	Monday, October 8, 2018	The African American Political Journey, 1500s-1965	Shaw Chapter 3	Greer, C. M. (2016). "African-American candidates for the presidency and the foundation of black politics in the twenty-first century." <i>Politics Groups and Identities</i> 4(4): 638-651. Harris, F. C. and B. D. McKenzie (2015). "Unreconciled strivings and warring ideals: the complexities of competing African-American political identities." <i>Politics Groups and Identities</i> 3(2): 239-254.
8	Wednesday, October 10, 2018	PPP 6		
8	Friday, October 12, 2018	SIM 6		
9	Monday, October 15, 2018	Gender Representation in Popular Culture	Han Chapter 4	Murib, Z. (2015). "Transgender: examining an emerging political identity using three political processes." <i>Politics Groups and Identities</i> 3(3): 381-397.

W#	Date	Learning Unit	Books	Journal Articles
9	Wednesday, October 17, 2018	PPP 7		
9	Friday, October 19, 2018	SIM 7		
10	Monday, October 22, 2018	The Road Towards Contemporary Latino Politics: 1500s-1970s	Shaw Chapter 4	Mohamed, H. S. (2015). "Americana or Latina? Gender and identity acquisition among Hispanics in the United States." <i>Politics Groups and Identities</i> 3(1): 40-58. Molina, A. L. and K. J. Meier (2018). "Demographic dreams, institutional realities: election design and Latino representation in American education." <i>Politics Groups and Identities</i> 6(1): 77-94.
10	Wednesday, October 24, 2018	Women as Political Participants	Han Chapter 5	Beauregard, K. (2018). "Women's representation and gender gaps in political participation: do time and success matter in a cross-national perspective?" <i>Politics Groups and Identities</i> 6(2): 237-263.
10	Friday, October 26, 2018	Different and Common Asian American Roads, 1800s-1960s	Shaw Chapter 5	Kim, D. (2015). "The effect of party mobilization, group identity, and racial context on Asian Americans' turnout." <i>Politics Groups and Identities</i> 3(4): 592-614. Takeda, O. (2016). "A Model Minority? The Misrepresentation and Underrepresentation of Asian Pacific Americans in Introductory American Government Textbooks." <i>Journal of Political Science Education</i> 12(4): 387-402.
11	Monday, October 29, 2018	PPP Oral Presentations		
11	Wednesday, October 31, 2018	PPP Oral Presentations		
11	Friday, November 2, 2018	PPP Oral Presentations		
12	Monday, November 5, 2018	SIM 8		
12	Wednesday, November 7, 2018	SIM 9		
12	Friday, November 9, 2018	SIM 10		
13	Monday, November 12, 2018	Holiday - Veterans Day		

W#	Date	Learning Unit	Books	Journal Articles
13	Wednesday, November 14, 2018	Women as Political Candidates	Han Chapter 6	Hennings, V. M. and R. Urbatsch (2016). "Gender, Partisanship, and Candidate-Selection Mechanisms." <i>State Politics & Policy Quarterly</i> 16(3): 290-312. Holman, M. R. and M. C. Schneider (2018). "Gender, race, and political ambition: how intersectionality and frames influence interest in political office." <i>Politics Groups and Identities</i> 6(2): 264-280.
13	Friday, November 16, 2018	Whiteness and the Shifting Roads of Immigrant America, 1780s-1960s	Shaw Chapter 6	Schildkraut, D. J. (2017). "White attitudes about descriptive representation in the US: the roles of identity, discrimination, and linked fate." <i>Politics Groups and Identities</i> 5(1): 84-106. Cole, K. (2018). "Thinking through race: white racial identity, motivated cognition and the unconscious maintenance of white supremacy." <i>Politics Groups and Identities</i> 6(2): 181-198.
14	Monday, November 19, 2018	Women as Legislators	Han Chapter 7	Volden, C., et al. (2013). "When Are Women More Effective Lawmakers Than Men?" <i>American Journal of Political Science</i> 57(2): 326-341. Park, S. (2014). "The politics of redistribution in local governments: the effect of gender representation on welfare spending in California counties." <i>Journal of Public Policy</i> 34(2): 269-301.
14	Wednesday, November 21, 2018	Holiday - Thanksgiving		
14	Friday, November 23, 2018	Holiday - Thanksgiving		
15	Monday, November 26, 2018	Women as Executives	Han Chapter 8	Zhu, L. and K. Wright (2016). "Why do Americans dislike publicly funded health care? Examining the intersection of race and gender in the ideological context." <i>Politics Groups and Identities</i> 4(4): 618-637.
15	Wednesday, November 28, 2018	Women in the Judiciary	Han Chapter 9	Hoekstra, V. (2009). "The Pendulum of Precedent. US State Legislative Response to Supreme Court Decisions on Minimum Wage Legislation for Women." <i>State Politics & Policy Quarterly</i> 9(3): 257-283. Kenney, S. J. (2008). "Gender on the agenda: How the paucity of women judges became an issue." <i>Journal of Politics</i> 70(3): 717-735.
15	Friday, November 30, 2018	Political Behavior and Representation: Minorities Growing Voice	Shaw Chapter 9	

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W#	Date	Learning Unit	Books	Journal Articles
16	Monday, December 3, 2018	JAA Presentations		
16	Wednesday, December 5, 2018	JAA Presentations ✓		
16	Friday, December 7, 2018	JAA Presentations		
17	Saturday, December 8, 2018	Final Exam: 8:00am-11:00am in COB2-175		
17	Friday, December 14, 2018	Final Grades Uploaded		