

# PS109: Seminar: The Politics of Ethnicity and American Identity

**\*\*last revised 12/8/23\*\*\***

## Main information:

Spring 2024

*Professor:* Debbie Schildkraut  
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she/her

*Class meets:* Thursdays, 9:00-11:30am, Packard Hall Conference Room

### *Office hours:*

Mondays, 1:30-3:30pm (in person, though we can have a Zoom meeting if that works better). Book office hours at <https://calendly.com/deborahschildkraut>. Once you sign up for a meeting, you will get a confirmation email with a link you can use to change or cancel the appointment. Email me to set up appointments for other times.

## Course description:

This seminar examines the nature of American national identity and explores current political issues that stem from the nation's changing racial and ethnic composition. We study the meaning of American national identity, how it has changed over time, and what role it plays in shaping public opinion and political behavior. Topics covered include the U.S. Census, public opinion about demographic change, immigration, political incorporation, representation and redistricting, and criminal justice.

This class satisfies the "advanced seminar" requirement for Political Science majors and is part of the Department's subfield in American Politics. It satisfies the "methodologically focused" requirement for the major. It falls under the University's "social sciences" distribution and carries 4 semester hour units.

## Course format and requirements:

Class meets once per week in a seminar format; there will be a mix of presentation and discussion each week. You are expected to come to class prepared to discuss issues raised in the readings. If you miss class: (1) let me know, (2) see course materials posted on Canvas, and (3) seek notes from a classmate. Then see me if you want to go over the missed material. **Do NOT come to class if you feel sick.**

View the **syllabus** to see what is assigned and planned for each day.

View the relevant **Canvas** module to access the materials for that day.

If you have a laptop computer, you may find it useful to bring it to class and use it as we engage in certain class activities. Class will not be held on zoom simultaneously. At times, we may use Zoom with a visiting guest or if circumstances require that we meet virtually. If we meet on Zoom, my preference is for you to turn on your video and mute your audio when you are not speaking, though I understand if you need to turn off your video for all or part of class. When you want to participate, raise your hand physically, virtually, or use the chat function.

You are expected to come to class prepared to discuss issues raised in the readings. Please read the assigned materials *before class* on the date they are listed. Class participation is an essential component of the course. I expect you to have read the assignments prior to class and to have something to say about them. For weeks in which there is more than one reading listed, please read the items in the order in which they appear on the syllabus. I strongly encourage you to follow current events. I will be relying on current political issues and events for illustrations, and I welcome your examples and observations in this regard.

### **A note on course content:**

The content and discussions in this course address topics that can be emotionally and psychologically challenging, including racism and identity. Although we address these topics intellectually and academically, I recognize that these topics may affect you deeply and personally. I encourage everyone to be cognizant of that reality during our class discussion and when you contribute to online discussion threads. While it is my hope that you can engage with all of our course material, it is acceptable for you to excuse yourself from discussions at any time if you feel you need to. If you feel you need to skip any reading, please let me know so we can find ways to deliver course concepts differently.

### **Course readings:**

The books listed below are required reading for the course. They will be on sale at the bookstore and on reserve at the library. Additional required readings are posted on CANVAS.

1. Prewitt, Kenneth. 2013. *What Is Your Race? The Census and Our Flawed Efforts to Classify Americans*. Princeton: Princeton University Press.
2. Fraga, Bernard. 2018. *The Turnout Gap: Race, Ethnicity, and Political Inequality in a Diversifying America*. New York: Cambridge University Press.

### **Course website on CANVAS:**

If you are already registered for PS109, you should have access to the course website on CANVAS. There, you will find the syllabus, weekly modules, readings, and other resources you may find useful as you work on assignments. I use CANVAS to send emails to the class regarding announcements and possible syllabus changes or updates, and you are required to use CANVAS to complete assignments. CANVAS automatically uses your "tufts.edu" email address; if this is not your preferred email address, you must make sure that emails sent to you through CANVAS are forwarded to the appropriate location. It is your responsibility to make sure that you receive **and read** class emails. If you have trouble with CANVAS, you can see me or you can send a request for help to [canvas@tufts.edu](mailto:canvas@tufts.edu). Also note that technology help for students is available at: <https://it.tufts.edu/technology-students>.

Note: if you click on a link for a reading and it doesn't open, try clicking on where it says to open the file in a new window (near the top of the page).

### **Assignments and grading:**

In-class participation: 10%  
Asynchronous participation: 10%  
Reaction paper: 15%  
Take-home midterm: 25%  
Prospectus: 5%

Final paper: 25%  
Final paper factsheet: 10%

All assignments except for the asynchronous participation are graded out of 100 points. I take off 5 points for every day that an assignment is late without an approved extension. The asynchronous discussion grade is a proportion of the completed assignments. I convert numbers to letters in the following manner:

97 – 100 = A+; 94 – 96 = A; 90 – 93 = A-; 87 – 89 = B+; 84 – 86 = B; 80 – 83 = B-; 77 – 79 = C+; 74 – 76 = C; 70 – 73 = C-; 65 – 70 = D; Below 65 = F

### **Important dates:**

Th, Feb. 22: No class; Monday schedule  
Th, Feb. 29: One-sentence description of paper topic due in class

Th, March 7: Take home midterm due at start of class  
Th, March 21: No Class; SPRING BREAK

Th, April 11: Final project prospectus due  
Th, April 18: Small group peer feedback on prospectus  
Fri, April 19: Post information about your peer feedback session by 5pm  
Th, April 25: Optional: Infographic/Factsheet draft due; short presentation.  
Fri, April 26: Optional draft of final paper due 9am, .docx format.  
(must include self-assessment statement)

Tue, May 7: Final papers and fact sheet due by 10am – docx format for paper.

### **In-Class Participation (10% of course grade):**

Seminars are based on the collective pursuit of understanding. Our class sessions will consist of discussions and workshops. I will rarely lecture. Therefore, your attendance, preparation, and engagement are essential components of the course. In-class participation is worth 10% of your course grade. You will be evaluated on your attendance and the quality of your preparation and involvement in discussion. I hope to see evidence of intellectual curiosity, hard work, the ability to critique ideas thoughtfully, and the ability to reassess your own assumptions and arguments.

Only people who are enrolled in the course and doing the assigned work can engage in our discussions; I expect you to respect our collective endeavor and refrain from posting commentary about things people say in class on social media.

### **Asynchronous participation (10% of course grade):**

Most weeks, you will be asked to engage in some asynchronous online reflection to be posted before our class meets. Normally, this engagement will be in the form of a content reaction (more info on content reactions below). The weekly engagement may ask you to post questions for a guest speaker in our class. Completion of our course survey is one asynchronous assignment. Reporting the feedback you got during a peer review session is another. The link to the week's post is in the module for that week.

## Weekly content reactions:

In weeks when you are not writing a reaction paper, you are expected to post to CANVAS one content reaction from the readings (for weeks where doing so is noted in the syllabus and on the weekly module on CANVAS). The goal of this assignment is to encourage you to think critically about course material. I will try to incorporate your comments and questions into that week's discussion. Posting these reflections is part of your asynchronous participation grade. Questions are due by 2pm the day BEFORE class meets. The earlier you post them, the greater the likelihood that I will be able to incorporate your observations into the discussion. I encourage you to log in to the course site before class to read the posts from your classmates. **A guide to writing content reactions is in the week 2 module**. For the week that you are scheduled to write a reaction paper, you do not need to post a content reactions and will automatically be given a "complete" for that week's post.

### *Optional way to boost participation grade:*

If you are typically shy, or have missed more classes than you had hoped, or simply want to work more on class participation, one way to boost your in-person participation grade is to send a short (1 -2 pgs, or about 400-1000 words) reflection essay *after* our weekly class meeting. This essay can consist of (1) your reflections on the discussion we had that day, (2) new insights about the readings that emerged after we had a chance to discuss them, or (3) comments you wanted to make in class but did not get a chance to say. If you write a post-class reflection essay, you must send it to me by 12pm the day after that week's class. Reflections to previous classes should not be sent. Post the essay to the "Optional post-class essay" module. You may write as many or as few of these essays as you like. As with all written work for our course, proper grammar and citation of sources is required.

## Reaction paper (15% of course grade):

Each student writes 1 short reaction paper to the readings throughout the semester (4 - 5 pages; double-spaced, 1-inch margins, page numbers). **\*\*Papers must be submitted to the "Reaction papers" module on Canvas by 10AM on WEDESNDAY the day before we meet.\*\*** (.docx format) You may not hand in a reaction paper for a week that has already passed. Your paper should include a brief summary of the arguments and evidence used and a critical evaluation of either the method of analysis or the argument itself. You may respond to any or all of the readings for that week—you are not required to write about every reading or chapter assigned. Pick an argument or section that is most interesting or thought provoking to you. For reaction papers, **depth is better than breadth**. It is better to explore a small number of ideas and develop them deeply than to provide a laundry list of reactions.

Even though the paper is short, I strongly advise you to use **subheadings** to delineate the different sections of your paper. End your introduction with a roadmap of what is to come on the remaining pages. Don't leave the reader in suspense about what your argument or insight will be. Tell the reader up front and then spend the rest of the paper developing your take.

At the start of class, you will be called on to give a short presentation that summarizes the content of your paper to get our discussions started. This presentation is informal, though it should explain your ideas with some degree of thoroughness. I expect students *\*not\** writing reaction papers to listen carefully and respond with thoughtful and challenging questions or reactions of their own so we can delve further into the ideas raised in the papers.

You will select the week for your reaction during the 2nd course session. Remember that proper grammar, correct spelling, and appropriate citation of sources are minimum requirements for acceptable papers. Example of successful reaction papers are available on CANVAS (“Modules” → Examples of past successful assignments”).

### **Take-home Midterm (25% of course grade):**

Twenty-five percent of your course grade will be based on your work on a take-home midterm assignment. More information about this assignment will be distributed in class.

### **Final project (40% of grade: 25 for paper, 5 for prospectus, 10 for factsheet):**

The paper should be about 18-20 pages (double-spaced, 1-inch margins, numbered pages). A prospectus is worth 5% of your course grade. The final project also requires you to make a 1-2 page infographic or fact sheet to accompany your paper, which is worth an additional 10% of your grade. We will go over what is expected in these assignments in more detail throughout the semester.

Your paper must fit into one of the following categories:

1. *Research design*: This paper will offer a literature review of a puzzle or topic related to our course plus a specific research plan for how to advance knowledge. What would a well-executed study on this topic look like, and how will it add to what we already know? Examples include: What factors shape identity formation/political incorporation among black immigrants or among individuals who identify as multiracial? How does learning the results of a DNA ancestry test affect identity and/or political views? What role does national origin ancestry play in shaping the political outlooks of U.S.-born white people in the US? How might conceptions of American identity, or rhetoric about American identity, affect vote choice and candidate evaluation in the 2024 election? In this type of paper, you will lay out specific details on how a researcher could design a study to advance knowledge on your topic. You will be expected to propose which population(s) to study and details on data collection and measurement.
2. *Policy analysis*: Assess the quality and/or impact of existing or past policies. Examples could include DACA; body camera policies; bilingual voting assistance from the Voting Rights Act; state level approaches to immigration (welcoming and/or unwelcoming); voter ID requirements. This paper would have to summarize the policy, describe its history and evolution, and recognize that different observers may have conflicting conclusions about policy impact.
3. *Policy advocacy*: Create an evidence-based report advocating for (or against) a particular policy or initiative. Examples could include non-citizen voting; redistricting reform; voter mobilization (perhaps targeted to specific demographic groups); reparations for African Americans for slavery, Jim Crow, and ongoing oppression.
4. *Research report*: Use the paper as an opportunity to educate the class about a topic not covered in our syllabus. Examples include: the experiences of particular ethnic or religious groups (ex: American Indians or Muslim Americans) and the factors that shape their ethnic and national identification. How do other categorizations or life experiences, such as gender or social class, interact with any of the phenomena we covered in class? What has been the political impact to date of the Black Lives Matter movement? How does residential segregation or integration affect intergroup attitudes?

Within these broad approaches, you have a lot of freedom to pick the topic of your paper as long as you can convince me that it is related to our course. Regardless of the topic, you are expected to conduct research of secondary sources (and depending on your topic, of primary sources) and to synthesize what you find to produce an original argument.

A one-sentence description of your topic is due at the start of class on **Feb. 29**.

A paper prospectus is due in class on **April 11**. This prospectus should include:

- a summary of the main topic and goal of your paper
- a plan of action for completing the project on time
- a list of sources consulted to date
- a description of the key points you think you will focus on in your fact sheet (see “Infographic Assignment” module on CANVAS for guidance)

The prospectus should be *at least 4 pages*. It can be longer and can include draft paragraphs or sections of your paper. It can include targeted questions for which you would like specific feedback. On this date, you will also receive at least one prospectus from a classmate. I expect you to read and prepare feedback on your classmate’s work. In class on **April 18**, we will spend time on peer review of the prospectuses.

Each student is expected to have at least **two** meetings with me for this assignment: one before the prospectus is due, and one after. I will go over a draft of your final paper and of your fact sheet if you wish, but only if you get them to me by **9am on Friday, April 26**. If you hand in a draft, you must also include a brief “self-assessment statement” on the first page indicating what *you* think about the paper or fact sheet so far (i.e. In what areas would you like the most guidance? Do you have specific concerns you’d like me to address? Which parts do you think are the strongest?).

The paper and fact sheet are due by **10am on Tuesday, May 7**. Examples of successful papers and infographics are available on CANVAS.

Number your pages. Be sure to cite your sources fully, including the dates you accessed on-line content. See the Tisch Library Citation Guide under “Useful links” on Canvas.

### **Tufts policy on sharing course information:**

It is against Tufts policy for anyone to share any content made available in this course including course syllabi, reading materials, powerpoint slides, videos, handouts, and exams with anyone outside of the course without the express permission of the instructor. This especially includes any posting or sharing of videos or other recordings on publicly accessible websites or forums. Any such sharing or posting could violate copyright law or law that protects the privacy of student educational records.

### **Extensions on assignments:**

While it is best to avoid extensions and having material pile up, please know you can ask for extensions on assignments. If you ask, please ask as far in advance as possible and suggest an alternate due date. Indicate how much additional time you think you will need, and we’ll go from there.

## Office hours:

Office hours are a chance for you to talk with me about your coursework, the PS major, your thoughts on life after Tufts, or pretty much anything else. Office hours are by appointment at <https://calendly.com/deborahschildkraut>. **Office hours are my preferred way to meet with you**, but if the available times conflict with your schedule, send an email and we will find another time.

## Academic integrity:

Assignments you submit for this course will be reported to the Office of the Dean of Student Affairs if any evidence of academic dishonesty is detected. When in doubt, cite! Tufts Academic Integrity Resources can be found here: <https://students.tufts.edu/community-standards/support-resources/academic-integrity-resources>.

## Academic Support and Accessibility Services at the StAAR Center:

The StAAR Center offers a variety of resources to all students, and services are free to all enrolled students. You can make an appointment to work on any writing-related project or assignment, attend subject tutoring, or meet with an academic coach to hone fundamental academic skills like time management or overcoming procrastination. You can make an appointment by visiting [go.tufts.edu/TutorFinder](https://go.tufts.edu/TutorFinder), or by visiting <https://students.tufts.edu/staar-center>. You also take a self-assessment [quiz](#) to identify your work and study habits and connect with relevant resources. The StAAR Center is also where you should go to register for academic accommodations.

## AI Technology:

- Submitting work generated by AI technology without attribution is considered a form of plagiarism.
- When submitting work, **any portion of your work where you used AI technology at any stage for any reason requires citation**, even if you are not adopting AI text verbatim.
- Assume that all facts and sources provided by AI technology are false; verify and cite the sources you used to verify.
- In an AI citation, provide (1) the prompt you used, (2) the name of the AI tool and, if available, the version, (3) the company that provides the tool, (3) the date you used it, and (4) the AI url. Note that the AI tool is NOT an author.
- Example from the Modern Language Association:  
“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald”  
prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, [chat.openai.com/chat](https://chat.openai.com/chat).

## Register to vote:

If you are eligible and aren't registered to vote, you can register here: <https://tufts.turbovote.org/register>.

## Topics and readings:

Week 1: Th, Jan. 18: [Introduction](#)

- PS109 Spring 2024 Student Information Survey
- Guide for Class Discussion

Week 2: Th, Jan. 25: The content of American identity

Reading:

- PS109 Syllabus
  - Writing content reactions.
  - Green, Amanda Hoover. "How to Read Political Science: A Guide in Four Steps."
  - Smith, Rogers. 1993. "Beyond Tocqueville, Myrdal, and Hartz: the multiple traditions in America," *American Political Science Review* 87(3): 549-566. Read all but ok to skim pp. 554-558.  
Critique of major social science scholarship that treats ascriptive Americanism as an exception or aberration from America's "true" liberal and egalitarian nature.
  - Schildkraut, Deborah. 2014. "Boundaries of American identity: evolving understandings of "Us"," *Annual Review of Political Science* 17: 441-460.  
A review of theoretical and empirical research about American identity. Sets up many of the themes and questions that we will consider throughout the semester.
  - Citrin, Jack, et al. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1): 31-48.  
A data-driven test of controversial claims made by well-known and influential political scientist, Samuel Huntington.
  - No reaction papers this week; everyone should post a content reaction on CANVAS
- \*\*select reaction paper topics today**

Week 3: Th, Feb. 1: Race, Class, Partisanship, and American Identity

Readings:

- Carter, Niambi, and Efrén Pérez. 2016. "Race and Nation: How Racial Hierarchy Shapes National Attachments." *Political Psychology*. 37(4): 497-513.  
Article examining whether factors like national pride and nationalism work similarly or differently among blacks and whites in shaping attitudes toward immigration.
- Greene, Stacy, et al. 2020. "Americanness and the 'Other' Americans," *National Review of Black Politics* 1(3): 396-429.  
Article examining allegiance, belonging, and political engagement among Black Americans.
- Levendusky, Matthew. 2023. *Our Common Bonds: Using What Americans Share to Help Bridge the Partisan Divide*, pp. 50-71.  
Excerpt from a book with experiments looking at how priming American identity affects how people evaluate the other political party.
- **SKIM:** Soss, Joe, and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities." *Annual Review of Political Science* 20: 565-591.
- Remember to post content reactions

Week 4: Th, Feb. 8: How we count, Part 1

Readings:

- Prewitt, Kenneth. 2013. *What Is Your race? The Census and Our Flawed Efforts to Classify Americans*. Princeton: Princeton University Press.  
Ch1, entire; Ch2, pp. 14-20 & 25-28; Ch4, entire;  
Ch5, pp. 61-76; Ch6, pp. 83-88 & 96-103; Ch8, pp. 129-144;  
Ch9, pp. 157-162; Ch10, entire; Ch11, entire.



A history and critique of Census race categories, plus recommendations for the future, written by a former Director of the Census Bureau.

- Lopez, Mark Hugo, Jens Manuel Krogstad, and Jeffrey S. Passel. 2023. "Who is Hispanic?" Pew Research Center.
- Hansi Lo Wang.
  - Three articles on NPR about the 2020 and 2030 Census:
    - "2020 Census Will Ask Black People About Their Exact Origins," 3/13/18
    - "2020 Census Will Ask White People More About Their Ethnicities," 2/1/18
    - "New 'Latino' and 'Middle Eastern or North African' checkboxes proposed for U.S. forms," 4/7/23.
- Play around on this website and come to class prepared to talk about some earlier time period: <http://www.pewsocialtrends.org/interactives/multiracial-timeline/>
- Remember to post content reactions

Week 5: Th, Feb. 15: How we count, Part 2

Readings:

- Bahrapour, Tara, and Ted Mellnik. 2021. "Census data shows widening diversity; number of white people falls for first time." *Washington Post*.
- Mayes, Brittany Renee, et al. 2021. "America's Demographics are changing. How has your county shifted?" *Washington Post*.
- "How the racial makeup of where you live has changed since 1990."
  - Play around with this interactive from the *Washington Post*. Come to class prepared to discuss different places that you looked up.
- **SKIM:** Mora, G. Christina, Reuben Perez, and Nicholas Vargas. 2021. "Who Identifies as 'Latinx'? The Generational Politics of Ethnoracial Labels." *Social Forces*.
- **OPTIONAL:** d'Urso, Amanda Sahar. "A boundary of white inclusion: The role of religion in ethnoracial assignment." *Perspectives on Politics* (2022): 1-18.
- No reaction papers today. Everyone should post a content reaction that addresses material from this week's reading or from last week's reading or discussion.

**\*\*discuss final projects today\*\***

Week 6: Th, Feb. 22: NO CLASS, Monday Schedule

Week 7: Th, Feb. 29: Representation and redistricting

Readings:

- Monmonier, Mark. 2001. *Bushmanders and Bullwinkles*. University of Chicago Press. Chs. 1 – 3, 5, 10, 11.
- Bowen, Daniel, and Christopher Clark. 2014. "Revisiting Descriptive Representation in Congress: Assessing the Effect of Race on the Constituent-Legislator Relationship," *Political Research Quarterly* 67(3): 695-707.
- **SKIM and only to p468:** Grose, Christian, Maruice Mangum, and Christopher Martin. 2007. "Race, Political Empowerment, and Constituency Service: Descriptive Representation and the Hiring of African-American Congressional Staff," *Polity* 39(4): 449-478.

- Druke, Galen. 2018. "There Is More At Stake In The Census's Citizenship Question Than Response Rates." FiveThirtyEight.com.
  - Gerstein, Josh and Zach Montellaro. 2023. "Voting Rights Act dodges bullet at Supreme Court," Politico.com.
  - Montellaro, Zach and Josh Gerstein. 2023. "Supreme Court likely to side with South Carolina GOP in racial gerrymandering case," Politico.com.
  - Remember to post content reactions
- \*\*midterm distributed today\*\***
- \*\*one-sentence description of final paper topic due\*\***

Week 8: Th, March 7: Midterm due. Discussion of finding sources.

**\*\*midterm due by start of class\*\***

Week 9: Th, March 14: Majority reactions to a diversifying America

Readings:

- **SKIM:** Klein, Ezra. "White threat in a browning America," Vox.com. July 30, 2018.
- Jardina, Ashley. 2019. *White Identity Politics*. Cambridge University press.
  - Ch1: Entire
  - Ch2: 34-45
  - Ch3: 55-69 and 75-78
  - Ch5: 118-139, 148-151
  - Ch6: 155-180
  - Ch8: 230-245
- Chudy, Jennifer. 2023. "Think Structurally, Act Individually? Racial Sympathy and Political Behavior." *Polity* 55(1): 168-194.
- Schildkraut, Deborah. 2018. "Young People in the American Electorate," *Journal of Race, Ethnicity, and Politics* 3(1): 77-80.
  - Short essay on the role of race in shaping the political views of young voters.
- Alba, Richard. 2016. "The Likely Persistence of a White Majority," *The American Prospect*.
  - Magazine article by a prominent sociologist arguing that all of our talk about the coming loss of majority status for whites might be overblown.
- **SKIM:** Myers, Dowell and Morris Levy. 2018. "Racial Population Projections and Reactions to Alternative News Accounts of Growing Diversity," *The ANNALS of the American Academy of Political and Social Science*, vol. 677, 215-228.
  - An experiment showing that different ways of talking about Census projections can have different effects on public opinion.
- Remember to post content reactions

Week 10: Th, March 21: No Class; SPRING BREAK

Week 11: Th, March 28: Political incorporation

Readings:

- Fraga, Bernard. 2018. *The Turnout Gap: Race, Ethnicity, and Political Inequality in a Diversifying America*. Cambridge University Press.
  - Chs1 and 2: Entire
  - Ch4: 72-83 & 88-95.
  - Ch5: 97-112; skim 112-121
  - Ch6: skim 126-143; read 159-164
  - Ch7: 171-185, 191-194.
  - Ch8: Entire
- Morris, Kevin. 2021. "Large Racial Turnout Gap Persisted in 2020 Election." Brennan Center for Justice.
- Ocampo, Angela, Karam Dana, and Matt Barreto. 2018. "The American Muslim Voter: Community belonging and political participation," *Social Science Research* 72: 84-99.
  - Article on factors affecting Muslim American political participation.
- Remember to post content reactions

Week 12: Th, April 4: Guest speaker Alexandra Filindra, author of *Race, Rights, and Rifles: The Origins of the NRA and Contemporary Gun Culture*

Readings:

- Filindra, Alexandra. 2023. *Race, Rights, and Rifles*.
  - Ch1 and Ch3, all.
  - pp. 101-125, 237-245, 264-268, skim 269-286.
  - You may find the page of abbreviations at the start of the pdf file useful as you read.
- Post a question you would like to ask Professor Filindra about her research.

Week 13: Th, April 11: Carceral Citizenship

Reading:

- Harris, David. 2002. *Profiles in Injustice: Why Racial Profiling Cannot Work*. The New Press.
  - pp. 21-47, 73-84, 107-124, 175-182.
  - Excerpts from a book on racial profiling; reviews concepts, measures, and consequences.
- Harris, Allison, Hannah Walker, and Laurel Eckhouse. 2020. "No Justice, No Peace: Political Science Perspectives on the American Carceral State." *Journal of Race, Ethnicity, and Politics* 5: 427-449.
  - Review article summarizing research on carceral citizenship.
- Baumgartner, Frank, Derek Epp, and Kelsey Shoub. 2018. *Suspect Citizens: What 20 Million Traffic Stops Tell us about Policing and Race*. (pp. 187-196 and 229-236).
  - Excerpt from a book with recommendations on improving policing in North Carolina.
- Walker, Hannah. 2020. "Targeted: The Mobilizing Effects of Perceptions of Unfair Policing Practices." *Journal of Politics* 82(1): 119-134. **ONLY READ TO P128.**
  - Article examining how "proximal" contact with law enforcement (close friend or family member) can promote nonelectoral forms of participation.
- Remember to post content reactions
- **\*\*Final project prospectus due today\*\***

Week 14: Th, April 18: Peer review sessions

- Peer review of prospectus from other students in peer review group.
- **Post your summary of the peer review feedback (due by April 19 at 5pm)**

Week 15: Th, April 25: Infographic/Factsheet presentations (drafts)

Fri, April 26: Optional draft of final paper and/or factsheet due by 9am – docx format.  
(must include self-assessment statement)

Tue, May 7: Final papers and fact sheet due by 10am – docx format for paper.