

Political Science 721: Race & Public Policy

Fall 2021

Class Syllabus & Handbook

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Class Location: 124 Gambrell Hall

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Office Hours: M 3:30 to 5:30 PM EST, W 3:30 to 5:30 PM EST
and by appointment

Class Time: Wednesdays 5:50-8:35 PM EST

Office: 329 Gambrell Hall

COURSE DESCRIPTION

This course provides a survey of research and scholarship on the topic of race and public policy in the United States. The central goal of this course to develop an understanding of how race, ethnicity, historical context, and racism inform and interact with American politics and the outputs of government. Although this course primarily asks how political scientists have examined questions related to race and public policy, we will borrow heavily from related disciplines who examine similar questions including psychology, sociology, and public health. The first few weeks of the course surveys theories underpinning much of the research on race and public policy and then we shift to weekly discussions of various policy domains and how they interact with race.

As race and racism remain contentious concerns in policy debates and debates currently rage as to whether race is allowed to be explicitly discussed in the classroom in conjunction with policy and politics, pieces from non-partisan organizations and news outlets may periodically be referred to and read – especially concerning current and ongoing events and debates.

Note: There are no required texts to purchase for this class. Readings can be acquired via the library, Google Scholar or will be posted on Blackboard.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Adopt different perspectives to better understand whether different groups are affected by and orientated toward public policies;
- Evaluate evidence (or lack of evidence) of disparities;
- Discuss and work through possible sources of identified disparities;
- Effectively communicate this information.

GRADING + ASSIGNMENTS

The grading scale for this course is as follows: 90% or above A, 87% to 89.99% B+, 80 to 86.99% B, 77% to 79.99% C+, 70% to 76.99% C, 67% to 69.99% D+, 60 to 66.99% D, and below 60% F.

Grades in this course are determined by distinct assignments for students in masters programs versus those in PhD programs. See the appropriate grouping of assignments below.

MPA (or Master's) ASSIGNMENTS

Grades for MPA students or students otherwise in master's programs at South Carolina will be determined by five general types of assignments. Note that many of your assignments center on communicating information.

A great resource that houses both guides and examples for many of these assignments can be found on Harvard's Kennedy School communications consulting page:

<https://www.hks.harvard.edu/more/about/leadership-administration/academic-deans-office/communications-program/consulting>.

- **Class Attendance. + Participation (30% of the course grade)**

You are expected to attend class, have read all of the week's assigned readings thoroughly, and not be bashful in sharing your thoughts. Each week you will earn 1.5 points for attending class and 1.5 points for participation. Your lowest grade will be dropped.

If you are feeling sick or otherwise cannot attend class, you can alternatively earn these points by participating on that week's forum board. For this, you can earn 1.5 points for reflecting on the readings in 1-2 paragraphs and can earn an additional 0.75 points (up to 1.5 points) by otherwise posting on that week's forum board (i.e., an observation, question, response to a question posted, etc.). These posts are due by the start of the following class.

- **Questions about the Readings (5% of the course grade)**

On the first day of class, you will sign up for a week for which you will submit questions about the readings by 10 am day of class. On your week, you should submit at least two questions per article and at least one overarching question for the week. Your questions may be conceptual, relate the readings to current events or debates, or ask your classmates to reflect.

Submit questions via the assignment tab on Blackboard **and** post them to the forum for that week. I will either directly or indirectly incorporate your questions into discussion for that week, and your classmates who miss class – or who feel that they have not sufficiently participated in that class – may respond on the forums.

- **In-Class Presentations (20% of the course grade)**

Over the course of the semester, you and your groupmates will prepare and give two presentations. One presentation will provide background information on the policy or policy area being discussed on a given day, while the other will succinctly present 3 (if in a two person group) or 4 (if in a three person group) additional articles or reports on the topic of that week. To accompany each presentation, you and your groupmates will produce a short, written document: a one sheet handout summarizing the (historical) background should accompany the former and an annotated bibliography of the chosen articles should accompany the latter. On the first day of

class, you will sign up for each of these presentations.

Following each presentation, you will fill out a short survey that asks you to reflect on the experience, to report on who did what for the assignment, and evaluate both your own contribution and the contributions of your groupmates. These responses will be incorporated into your grade for this assignment. Note that everyone in the group does not have to equally contribute to every individual part of the project, but, overall, each individual should equally contribute to the project.

If, for any reason, no one in your group can synchronously attend class, then you may submit a recording of your presentation along with your accompanying handout, which will be shown during class.

Here is additional information on each presentation and the accompanying documents are:

- **Presentation on Policy Background:** At various points in your careers, you may be asked to brief a team, boss, or group on a topic. This assignment is meant to mimic such an occurrence. For this, you (and your groupmate or groupmates) will present relevant background information, such as historical and political contexts concerning the policy topic of the week, in 15 to 20 minutes. This may be followed by discussion or a Q&A. I will stop presentations and discussion at 30 minutes.

To prepare for your presentation, you may draw from textbooks, such as *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics* by Shaw, Desipio, Pinderhughes, and Travis, reliable resources on the web, documentaries, etc. You may include recorded clips or soundbites as a part of your presentation, but over half of your presentation should be in your own voice. Additionally, you may ask questions of your classmates, which counts towards your time but will not be counted against you if you go over your time. Note that during your presentation, you should be prepared to answer questions as they arise, and you should be ready to answer questions at the end of your presentation.

To accompany your presentation, you should prepare a summary document that succinctly communicates the key points of your presentation. Your document should be one printed page, indicate the sources that you have drawn from for your one-sheet and presentation, and include a title and your names.

Policy background presentations will be given at the start of each class period, after announcements and any follow-up discussion on assignments or from the previous week. The accompanying sheet should be submitted via the assignments tab by 10 am day-of class. Your sheet will then be posted on the resources tab for that day's class on the Course Content page, and I will bring printed out versions of the sheet to class (when possible).

- **Presentation on Related Work:** Find 3 additional (if you are in a group of two) or 4 additional (if you are in a group of three) academic articles, government reports, or think tank or center reports related to your week's topic. At least one of the identified related works should be an academic article or book, and at least one of the identified related works should be a government, center, or think tank report. In a 7- to 12-minute

presentation you will summarize each of the additional, related sources that you have found and read. Note that you should be prepared to answer questions at the end of your presentation.

In addition to your presentation, you should prepare a short, annotated bibliography of these sources. Each annotation should be 4 to 10 sentences long and should: (1) summarize the source in two to five sentences, (2) evaluate the source in one to three sentences, and (3) recommend who might find it useful in one to three sentences. For additional information on annotated bibliographies check out these resources: <https://writing.wisc.edu/handbook/assignments/annotatedbibliography/> and <https://guides.temple.edu/c.php?g=553329&p=3801525#s-lg-box-11818324>. Additionally, you may want to check out the annotated bibliography section of my document on how to approach academic research: https://bda04249-55dd-4243-ad23-033dd2ce1a7b.filesusr.com/ugd/9f8d4f_142bd7ae58314e60b8e9872e9868e0c4.pdf. (This also provides a template for the formatting.)

Your annotated bibliography should be submitted via the assignments tab as a PDF by 10 am day-of class. This annotated bibliography will be posted on the resources for that day's class, so that your classmates may pull from it at a later date. Your presentation will occur after our class break (i.e., it will kick off the second half of class).

- **Exams (20% of the course grade)**

There will be two exams that are currently scheduled to be take-home and held during the normal period for the midterm and during the final exam period for the final. Each exam constitutes 10% of your overall grade.

- Midterm: October 20th at 5:50 pm EST
- Final: December 8th at 7:30 pm EST

- **Final Project (30% of the course grade)**

Over the course of the semester you will work toward becoming an expert on a very small slice of public policy. Rather than communicating this in a single long paper, you will produce two short pieces of writing on the same topic geared towards different audiences, where one should be a short brief and the other should be an op-ed aimed at persuading readers of a position. Each part of this assignment mimics products that you may be asked to produce in a job or that you may choose to produce for whatever other reason.

The objective of this assignment is for you to identify a social, political, or economic policy problem, discuss how it intersects with race (and ethnicity), and present a potential policy solution to that problem. Part of your brief and your op-ed should discuss the politics or political implications of your policy issue and/or policy alternatives. More concretely, you should identify a problem and 1-3 possible policy solutions to that problem, discuss how it intersects with race, and engage with the implications of the proposed solutions.

Your **short policy brief** should be to the point and jargon free, and it should highlight the relevance of the specific research to policy and offer recommendations for change. In doing so, you should have four general sections: (1) a statement of the problem, where you provide some context/background about the problem; (2) myths and misconceptions, where you directly

address and refute misperceptions of either the people most affected or of the policy itself and you may also consider the major roadblocks to addressing the problem; (3) potential solutions, where you present one to three possible solutions, provide pros and cons of that or those solutions, and emphasize the solution you are advocating for; and (4) implications, where you may engage with what a path forward could look like, what the ramifications of adoption might be, or a consideration of potential roadblocks.

Your brief should be geared toward presenting research or findings to policy actors, who have limited time and need to get up to speed on what's going on. To that end, it should be eye catching and easy to read, which means you should eschew simply writing a series of paragraphs and instead include charts, graphs, bulleted points, tweet-worthy side bars, and/or multiple columns to name a few approaches you may adopt. As for technical details, you should include a title, your name, use 10 point font or larger, ½" margins or larger, and two pages (i.e., would fit on a single sheet of paper if printed front and back). Additionally, you should still include a works cited section at the end of your brief. For examples, see the results of a similar assignment (the 2-page briefs) assigned by Dr. Rebecca Kreitzer at UNC: <http://www.rebeccakreitzer.com/briefs/>. Here's a link to some slightly longer example: <https://www.hks.harvard.edu/centers/taubman/publications/policy-briefs>. If you're looking for a resource on writing policy reports and briefs, check out this resource created by the Food and Agriculture Organization of the UN: <http://www.fao.org/3/i2195e/i2195e03.pdf>.

Op-eds, which stands for "opposite the editorial page," are pieces written by people other than a newspaper's staff and are written by a range of voices from experts to everyday people. Your op-ed draw pull on evidence (i.e., government, think-tank, or center reports and/or academic research), present a policy problem, and argue for either why it is a policy problem, why we should address it, how we should address it, or a combination. In your op-ed, you should: keep it short, make a single point, be informal, lead with your conclusion and a (current) news-hook, make it clear why reads (and the editor) should care, offer specific recommendations, use short and clear sentences, use active voice, and acknowledge the other side (or uncertainty). In writing your op-ed, it may be helpful to pick a possible outlet, read some examples there, and model yours on what has been previously published.

As for the technical details, your op-ed should have a title and indicate your name, and it should be 700 to 800 words long, double spaced, and in a 12-point normal font with 1" margins. One difference between what you will submit in class and what you would submit to a newspaper is that you will additionally include a works cited section at the conclusion of your op-ed. However, in the text of your op-ed, you should hyperlink to the resources cited as you would in a real op-ed. For additional information and guidance, check out these resources: <https://journalistsresource.org/home/how-to-write-an-op-ed-or-column/>; <https://www.theopedproject.org/oped-basics>; and https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf.

To help you complete this assignment, the process is divided into four, smaller, bite-sized steps. Each is due by 11:59 pm EST the day it's due and must be submitted as a PDF to retain the formatting of your document. These are:

- **Step 1: Paper Proposal (5%)**

The first step in this process is proposing a topic on which you have sufficient personal

experience and/or that others have done sufficient research on, which you can draw from to create your fact sheet and write your op-ed.

Your proposal should consist of two or three sections: (1) in a mandatory first section, write a paragraph (3 to 10 sentences) that previews the policy problem, why it's important, and how it relates to race; (2) in a mandatory section, write a paragraph (3 to 10 sentences) that indicates the evidence-based policy solution(s) you are advocating for and previews the argument you will make; (3) in an optional section, you may discuss what personal experience you have with the topic and how you may be drawing on it; and (4) in the last mandatory section, you should provide eight to ten citations and annotations for three sources that you can use for your project. At least two of these citations should be to a government agency, think tank, or center, at least five of these citations should be to an academic, peer-reviewed source, and none of your sources should come from questionable sources. Please put the sources you believe to be academic, peer-reviewed sources in bold, **like this**. In your annotation, which should be 4 to 10 sentences in length, you should: (1) summarize the source in two to five sentences, (2) evaluate the source in one to three sentences, and (3) state how this source contributes to your project in one to three sentences. Note that this is essentially a short, annotated bibliography.

Your proposal is due October 6 by 11:59 PM EST. Proposals should be submitted via Blackboard and submitted as a PDF.

- **Step 2: Draft of Short Policy Brief (3%)**

Incorporating the feedback you received on your policy proposal, write and submit a draft of your short policy brief. For specifics as to what this is, see above.

Your draft is due November 10 by 11:59 PM EST and should be submitted via Blackboard as a PDF.

- **Step 3: Draft of Op-Ed (3%)**

Incorporating the feedback you received on your policy proposal, write and submit a draft of your op-ed. For specifics as to what this is, see above.

Your draft is due November 24 by 11:59 PM EST and should be submitted via Blackboard as a PDF.

- **Step 4: Final Versions Your Duo of Public Communications on a Policy (and Response Memo) (19%)**

Incorporating the feedback you received on the drafts of your short policy brief and your op-ed, edit and revise each document (each is worth 8% of over final grade). Additionally, write a memo, addressed to me (Dr. Shoub) on how you addressed my comments and questions (worth 3% of your final grade).

The final versions of your policy brief and your op-ed and your revisions memo are due December 8th by 11:59 PM EST and should be submitted via Blackboard as a trio of PDFs.

PHD ASSIGNMENTS

Grades for PhD students will be determined by four general types of assignments.

- **Class Participation (30% of the course grade)**

You are expected to attend class, have read all of the week's assigned readings thoroughly, and not be bashful in sharing your thoughts. Each week you will earn 3 points for participation. Your lowest grade will be dropped.

If you are feeling sick or otherwise cannot attend class, you can alternatively earn these points by participating on that week's forum board. For this, you can earn 1.5 points for reflecting on the readings in 2-4 paragraphs and can earn an additional 0.5 points (up to 1.5 points) by otherwise posting on that week's forum board (i.e., a question, response to a question posted, etc.). These posts are due by the start of the following class.

- **Supplemental Paper Presentation (8% of the course grade)**

Once during the semester, you will identify an academic article related to the day's topic and present it to the class as if it is your own work. Your presentation should mimic a conference presentation, such that you use a slide deck and hit on each of the major parts of the paper (but don't necessarily walk through the entirety of the analysis or included tables). Your presentation should be 12 to 15 minutes in length.

At least four days prior to the class in which you give your presentation, you should e-mail your proposed paper to me, the professor, to ensure that the paper is appropriate. If you have issues finding an article, please contact me ASAP. When you have selected your article, I will post a link to it on Blackboard in case anyone is interested in skimming it before class. You will give your presentation after our break, and you should be prepared for questions at the end of your presentation from the class.

For additional guidance, see Tom Carsey's guide on presentations, which I provide a link to on my website: <https://www.kelseyshoub.com/advice>. Here are a few additional (and more succinct) resources: <https://blogs.lse.ac.uk/impactofsocialsciences/2015/02/20/how-to-win-at-academic-presentations/>; and <https://www.wiley.com/network/researchers/promoting-your-article/6-tips-for-giving-a-fabulous-academic-presentation>.

- **Response Papers (16% of the course grade)**

To encourage active thinking about the readings and discussion in class, you will write two brief commentaries (2-3 pages, single-spaced) on the readings for a particular week. Each policy brief is worth 8% of your overall grade. You should very briefly and concisely summarize the readings or broader theme that you are engaging with. Then they should turn to a discussion of the strengths and weaknesses of these articles, suggest future questions, and/or put them in conversation with current events. Note that these pieces should not read as a series of summaries and critiques but rather a single cohesive essay that considers the readings in conversation with each other. You should synthesize information or draw contrasts across articles when appropriate.

The mechanics of these papers are as follow: 2-3 single-spaced pages in a 12-point standard font with 1" margins; submitted as a PDF; includes in-text citations but no works cited section as these should come from the readings for that week; and is submitted by 5:00 pm the day before the

associated class.

- **Reviews (16% of the course grade)**

Instead of a midterm or final exam, you will engage in two activities common with the discipline: writing a book review and reviewing an article. The former is a piece that may appear in a journal that summarizes a book, discusses its strengths and weakness, and situates the book for readers. The latter is a critique of a working paper as if that paper had been submitted to a journal for review. More information on each assignment below.

- **Book Review (10% of the course grade)**

Choose a book published in the last three years at a top university press that relates to the topics of this class, read it, and write a book review (750 to 1000 words) as would be printed in *Perspectives on Politics*, the *Journal of Politics*, or similar outlet.

Whereas a book report simply summarizes the contents of a book, a book review has multiple aims. A book review should: (1) briefly summarize a book's content; (2) succinctly evaluate its strengths and weaknesses; (3) identify and relay where the book sits within political science and its contributions; and (4) identify and relay who would find this book helpful. Your review should be written in full paragraphs, include a limited number (or no) quotes, and be written with a wide audience (e.g., students, academics, etc.) in mind. For additional information and instruction on writing a book review in political science, see this handout:

<https://depts.washington.edu/pswrite/Handouts/BookReviews.pdf>.

Before embarking on your book review, you should get written approval for your chosen book from the professor. If your chosen book does not meet one of the criteria (i.e., a book published within the last three years at a top university press), the professor may suggest alternative titles to choose between.

Book reviews should be 750 to 1000 words in length. Additionally, they should be double spaced, use a standard 12-point font. Instead of a title, you should include the full citation for the book. This should be followed by your name on the next line. You should submit a PDF version of your book review by 5:50 PM EST on October 20th. These reviews will then be circulated to your fellow PhD students in the class.

- **Article Review (6% of the course grade)**

This assignment is designed to mimic a primary form of professional service: peer review. For it, you will pretend that a journal has asked you to evaluate and review an article that is being considered for publication. You have accepted this invitation, and you now need to complete the review. Practically, I will assign you either an already published article or a working paper related to race, public policy, and politics to review. In your review, you should first briefly summarize the piece and your comments. Then you should provide more detailed comments describing and critiquing the fundamental puzzle addressed in the article (i.e. the research question and theory) and the approach used to evaluate this question (i.e. the research design). In November, we will walk through some examples of reviews that I have received to provide a clearer understanding of what's required for this assignment.

Peer review is a vital part of academic work, allowing us to ensure the standards and rigor of our field are met. Virtually all academic work you read - in this class and others - has seen multiple rounds of peer review. For additional help, check out Wiley's advice to reviewers (<https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/index.html>) and this piece in PS on how to be a peer-reviewer (<https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/how-to-be-a-peer-reviewer-a-guide-for-recent-and-soontobe-phds/D3E6C08F785D789184CA59450AE05549>). Additionally, I will post a set of sample reviews, which we will discuss in more detail in class.

Article reviews should be no longer than two pages single spaced in length in a standard 12-point font with 1" margins. Instead of a title, you should include the citations for the paper, and then include your name on the next line. You should submit a PDF version of your article review by 7:30 pm EST on December 8th.

- **Final Paper (30% of the course grade)**

PhD students have two options for a final paper, which we will discuss in greater detail at the conclusion of the first class. Whichever option you choose, your paper will be written in stages.

First, for both options, each student will submit a short, **one-page paper proposal** by 11:59 pm EST on October 6th (5%). For instructions on this, see the short research proposal guide in my "Beginning a Project" document on my website: https://bda04249-55dd-4243-ad23-033dd2ce1a7b.filesusr.com/ugd/9f8d4f_142bd7ae58314e60b8e9872e9868e0c4.pdf. Second, everyone will turn in an **outline of your paper** by 11:59 pm EST on November 10th (5%), which should include some citations and data visualizations/summaries/figures if applicable. For those choosing the second option, you should also turn in a group working agreement, which we will discuss later in the semester, as a group. Then, regardless of option chosen, everyone will turn in **a final paper draft** by 5:50 pm EST on November 24th (5%). Lastly, **the final paper, and response memo** detailing how you have incorporated and addressed feedback, is due by 11:59 pm EST on December 8th (10%).

The two options for your final paper are as follows:

- **Option 1:** Students may write a research design. This is equivalent to writing the introduction, literature review, and theory section of an article style paper and a description and plan of the future analysis. Students have wide latitude in topic selection as long as it relates to public policy (process). For more information, see the "Research Design" portion of my "Beginning a Project" document on my website: https://bda04249-55dd-4243-ad23-033dd2ce1a7b.filesusr.com/ugd/9f8d4f_142bd7ae58314e60b8e9872e9868e0c4.pdf.
- **Option 2:** In conjunction with and under the guidance of the professor, students may work on a group final research project on a topic related to public policy or the policy process. This paper should be article length and include analysis. We will design, code, run, analyze, and write up this project as a group – and, if we are satisfied with the end result, submit it to an academic journal. Note that to do so you (or we will) will likely need to continue working on the paper after the semester ends.

POLICIES AND PROCEDURES

Please note that the following policies/statements are taken verbatim or very close to verbatim from the website of the Center for Teaching Excellence and are consistent with university rules and procedures

Recording Lectures & Privacy Protection

Students may not record class sessions or any portion of class sessions without the advance permission of the instructor or from the University's Office of Student Disability Services. Under no circumstances are students allowed to share material from lectures with members of the public. I will post videos for class that should be used for the purposes of class only and any local downloads should be deleted at the conclusion of the course from your computer. If class goes online (i.e., virtual) for any reason, synchronous class sessions will not be recorded by the professor or by any student, as you and your fellow students may participate verbally and in writing. This policy is in place to ensure the privacy of our classmates and to ensure material can be discussed openly and honestly.

Academic Integrity

Assignments and examination work are expected to be the sole effort of the student submitting the work. Students are expected to follow the University of South Carolina Honor Code and should expect that every instance of a suspected violation will be reported. Students found responsible for violations of the Code will be subject to academic penalties under the Code in addition to whatever disciplinary sanctions are applied. Cheating on a test or copying someone else's work, will result in a 0 for the work, possibly a grade of F in the course, and, in accordance with University policy, be referred to the University Committee for Academic Responsibility and may result in expulsion from the University.

Attendance Policy

In graduate classes that meet once a week you should not miss any classes. When you miss class, you miss important information. If you are absent, you are responsible for learning material covered in class. If you are absent when an assignment is due, you must have submitted the assignment prior to the due date to receive credit or have arranged an alternate due date with the professor prior to the absence. If you unexpectedly miss class and cannot contact the professor beforehand, you must contact the professor within 48 hours of missing class.

Expectations for Classroom Behavior

All cell phones and pagers are to be turned off or silenced during class (not on vibrate). All cell phones are to be put away out of view during class; there is no text messaging, etc, during class. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty. Please be respectful of each other, the instructor, and any guest presenters while in class. We are all here to learn!

Any disrespectful or disruptive behavior may result in your referral to the Office of Student Judicial Programs.

Assignment Submission

Assignments are due when noted on the syllabus, and if no date or time is explicitly established then it is due at the beginning of class on the day noted. Late assignments will be accepted only in cases of emergency. Unless otherwise noted all assignments should be turned in via Blackboard on the assignments tab.

Make Up Exams

Midterm Exams: Makeup exams will be allowed only with pre-approval of the instructor or with an acceptable, documented reason. Acceptable reasons for makeup exams include severe illness, family emergencies or other unavoidable events including dangerous weather conditions and car accidents.

Exam format for makeup exams may be different than the original exam and will likely utilize a mixture of short answers and essays. An oral examination may also be utilized if deemed appropriate by the instructor.

In Class Hack-a-thon: Students who are absent from the hack-a-thon will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor (see previous paragraph for list of reasons). Re-examinations for the purpose of removing an F or raising a grade are not permitted. However, if the absence is excused, students will be assigned a grade of I, and may complete the course under the conditions specified by the instructor in the “Assignment of Incomplete Grade” form. A student with excused absence from a final examination – here the in class hack-a-thon – in one semester may complete the assignment at the next regular examination period provided the examination is taken at the convenience of the professor. The assignment must be taken within one calendar year from the time the absence was incurred. Deferments will be granted only in case of absence certified as unavoidable because of documented illness or other cause, rendering attendance at final examinations impossible.

Accommodating Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

Diversity

In order to learn, we must be open to the views of people different than ourselves. While in class, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Instructional Methods

This course will be taught using multiple instructional methods, including but not limited to: videos, in class discussion, group work, oral presentations, and in-class lab.

Recommended Study Habits

Readiness to learn means that you will come to class with questions and insights and prepared to discuss the relevance and application of course materials. I have found that students who do well in my class also: check blackboard often; take notes as you complete reading assignments to help you prepare for class and tests; form small study groups to prepare for exams; and ask questions often.

Expectations of the Instructor

The instructor is expected to facilitate learning, to answer questions appropriately, to be fair and objective in grading, to provide timely and useful feedback on assignments, to maintain adequate office hours, and to treat students as she would like to be treated in their place.

Amending the Syllabus and Rules

Amendments and changes to the syllabus, including evaluation and grading mechanisms, are possible. The instructor must initiate any changes. Changes to the grading and evaluation scheme must be voted on by the entire class and approved only with unanimous vote of all students present in class on the day the issue is decided. The lecture schedule and reading assignments (daily schedule) will not require a vote and may be altered at the instructor’s discretion. Grading changes that unilaterally and equitably improve all students grades will not require a vote. Once approved amendments will be distributed in writing to all students via e-mail or Blackboard.

A Note on COVID-19

COVID-19 continues to pose a threat to the well-being and health of our USC community. You are urged to take extra precautions to keep yourself and your peers safe. First, please be aware of all current CDC guidelines, which can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>. Vaccines and masks are highly encouraged – both in class and for meetings, such as in office hours. If you are unwilling or unable to wear a mask when meeting one-on-one or in office hours, I am happy to meet with you virtually.

Further, if you are not feeling well - STAY HOME. Although the class is discussion based, protecting everyone's health is most important, so I have created alternative opportunities to participate in class via our class discussion board and forums. This means that if you feel ill stay home and virtually participate. Please let me know, however, if you do feel ill and need to miss class. Should you become sick or need to take a longer period of absence, I will happily work with you to ensure your success in the class. Again: my priority is all of our health and safety.

If, for whatever reason, class must temporarily or permanently transition to a fully remote mode, we will simply transition to a virtual meeting space, and office hours will be held virtually. This may occur if I am ever required to quarantine, if there is an outbreak in class, or if 30% or more of the class is ill, in quarantine, or otherwise cannot attend class in person per university guidance.

Finally, to support contact tracing efforts in the future, all students will have assigned seats following the first week of class.

DAILY COURSE SCHEDULE

Please note that amendments and changes to the syllabus may occur, and the instructor reserves the right to do so.

August 25: Class Overview, the Building Blocks, and Talking About Race

Note: Everyone will sign-up for presentations, reading questions, and reading responses.

- Today's Topics:
 - Overview of the course layout and assignments
 - Discussion of how to talk about race and why it may make us uncomfortable
 - Skill Building: How to read academic articles and how to interpret tables and figures
- Reading for Today's Class:
 - Tatum, B.D., 2017. *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race*. Basic Books.
 - Read the second introduction (A Psychologist's Perspective), Part II (Chapters 3-7) and Part III (Chapters 8 and 9)
 - The entire book is available via the university's library. I have posted the relevant sections to Blackboard.
 - DiAngelo, R. 2011. "White Fragility." *International Journal of Critical Pedagogy*. 3:3. (<https://libjournal.uncg.edu/ijcp/article/viewFile/249/116>)
 - Chapter 1 from: Shaw, Despiio, Pinderhughes, and Travis. 2019. *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*. Sage Press. (PDF on Blackboard)

September 1: Historical Legacies, Institutions, and Policy (Core Concepts 1)

- Today's Topics:
 - Discussion of institutional, historical, and systemic factors that can inform policy change and outcomes
 - Skill Building: Finding Sources & Annotated Bibliographies
- Reading for Today's Class:
 - Mettler, Suzanne. "The Polycscape and the Challenges of Contemporary Politics to Policy Maintenance." *Perspectives on Politics* 14 (2016): 369–390.
 - Baumgartner, Frank R. Bryan D. Jones, and Peter B. Mortensen. 2018. "Chapter 2: Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking." In *Theories of Public Policy* edited by Christopher M. Weible and Paul A. Sabatier.
 - Shoub, Kelsey. 2021. "Comparing Systemic and Individual Sources of Racially Disparate Traffic Stop Outcomes." *Journal of Public Administration Research and Theory*.
 - Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. "The political legacy of American slavery." *The Journal of Politics*. 78(3): 621-641.
 - Mazumder, Soumyajit. 2018. "The persistent effect of US civil rights protests on political attitudes." *American Journal of Political Science* 62.4 (2018): 922-935.

September 8: Explicit and Implicit Racism and Bias (Core Concepts 2)

- Today's Topics:
 - Discussion of individual sources of bias in policy outcomes
 - Engaging with two ways these biases have been documented and discussed in policing by groups engaged in this domain
 - Skill Building: Policy Briefs

- Reading for Today's Class:
 - Part 1 from Tatum, B.D., 2017. *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race*. Basic Books.
 - Banks, R. Richard, Jennifer L. Eberhardt, and Lee Ross. "Discrimination and implicit bias in a racially unequal society." *California Law Review* 94, no. 4 (2006): 1169-1190.
 - Glaser, J. Spencer, K., and Charbonneau, A. 2014. "Racial Bias and Public Policy." *Policy Insights from the Behavioral and Brain Science*. 1(1), pp.88-94.
 - Read the Executive Summary and Chapter 1 from the report on the results of the NYPD's implicit bias training program (https://www1.nyc.gov/assets/nypd/downloads/pdf/analysis_and_planning/impacts-of-implicit-bias-awareness-training-in-%20the-nypd.pdf)
 - Read the first four sections (Introduction through Hidden in Plain Sight) of this Brennan Center report on racism in law enforcement: <https://www.brennancenter.org/our-work/research-reports/hidden-plain-sight-racism-white-supremacy-and-far-right-militancy-law>

September 15: (Race and) Representation (Core Concepts 3)

- Today's Topics:
 - Discussion of theories of representation and drawing parallels between public administration and political science more generally
 - Skill Building: Op-Eds
- Reading for Today's Class:
 - Chapters 1, 4, and 8 from Katherine Tate's *Black Faces in the Mirror* (2003)
 - Meier, Kenneth J. 2019. "Theoretical frontiers in representative bureaucracy: New directions for research." *Perspectives on Public Management and Governance* 2, no. 1: 39-56.
 - Chapters 1 and 2 from Stuart N. Soroka's and Christopher Wlezien's *Degrees of Democracy: Politics, Public Opinion, and Policy* (2010)

September 22: Whose voice is heard? Voting and Political Participation

- Today's Topics:
 - A look at whose voice is heard by examining who votes, how policy may affect who votes, and who more actively engages their elected representatives
 - Skill Building: Paper Proposals
- Reading for Today's Class:
 - Schuit, Sophie, and Jon C. Rogowski. 2017. "Race, representation, and the voting rights act." *American Journal of Political Science*. 61(3): 513-526.
 - Kuk, John, Zoltan Hajnal, and Nazita Lajevardi. 2020. "A disproportionate burden: strict voter identification laws and minority turnout." *Politics, Groups, and Identities*: 1-9.
 - Nuamah, Sally A. and Thomas Ogorzalek. 2021. "Close to Home: Place-Based Mobilization in Racialized Contexts." *American Political Science Review*: 1-18.
 - Broockman, D.E., 2014. Distorted communication, unequal representation: constituents communicate less to representatives not of their race. *American Journal of Political Science*, 58(2), pp.307-321.
 - Grumbach, Jacob M., and Alexander Sahn. 2020. "Race and representation in campaign finance." *American Political Science Review* 114, no. 1 (2020): 206-221.

September 29: No Class

Everyone has paper proposals due next week. Take this time to make significant headway on those proposals. Note that Wednesday office hours are also cancelled.

October 6: The Criminal Justice System Part 1 – How Citizens Respond and How Opinions Vary

- Today's Topics:
 - Discussing differential rates and effects of contact with the criminal justice system.
 - Discussing how the public views the criminal justice system and one thing that may shape those impressions.
 - We'll talk about the Midterm today.
 - Skill Building: Book Reviews (PhD)
- Reading for Today's Class:
 - Voigt, Rob, Nicholas P. Camp, Vinodkumar Prabhakaran, William L. Hamilton, Rebecca C. Hetey, Camilla M. Griffiths, David Jurgens, Dan Jurafsky, and Jennifer L. Eberhardt. "Language from police body camera footage shows racial disparities in officer respect." *Proceedings of the National Academy of Sciences* 114, no. 25 (2017): 6521-6526.
 - Chapter 2 from Gibson and Nelson's *Black and Blue: How African American Judge the U.S. Legal System* (2018)
 - Book available via U of SC library
 - PDF of Chapter on Blackboard
 - Riccucci, Norma M., Gregg G. Van Ryzin, and Karima Jackson. "Representative bureaucracy, race, and policing: A survey experiment." *Journal of Public Administration Research and Theory* 28, no. 4 (2018): 506-518.
 - Walker, Hannah L. 2020. "Targeted: The Mobilizing Effect of Perceptions of Unfair Policing Practices." *The Journal of Politics*, 82(1): 119-134.
 - White, Ariel. "Misdemeanor Disenfranchisement? The demobilizing effects of brief jail spells on potential voters". *American Political Science Review* 113 (2): 311-324.
 - MORRIS, KEVIN. "Turnout and Amendment Four: Mobilizing Eligible Voters Close to Formerly Incarcerated Floridians." *American Political Science Review* (2021): 1-16.
- What's due?
 - All: Paper Proposals

October 13: The Criminal Justice System Part 2 – Policy Outcomes

- Today's Topics:
 - Discussing what might alter observed policing racial disparities and practices
 - Discuss paper proposals.
 - Time will be left at the end of class for questions about the midterm. Dr. Shoub will answer questions that you have but not prepare a guided review for you.
- Reading for Today's Class:
 - Pierson, Emma, Camelia Simoiu, Jan Overgoor, Sam Corbett-Davies, Daniel Jenson, Amy Shoemaker, Vignesh Ramachandran et al. "A large-scale analysis of racial disparities in police stops across the United States." *Nature human behaviour* 4, no. 7 (2020): 736-745.
 - Ash, Elliot, Jeffrey Fagan, and Allison Harris. "Local Public Finance and Discriminatory Policing: Evidence from Traffic Stops in Missouri." *Journal of Race, Ethnicity, and Politics* (2020): 1-28.

- Ba, Bocar A., Dean Knox, Jonathan Mummolo, and Roman Rivera. "The role of officer race and gender in police-civilian interactions in Chicago." *Science* 371, no. 6530 (2021): 696-702.
- Roach, Kevin, Frank R. Baumgartner, Leah Christiani, Derek A. Epp, and Kelsey Shoub. "At the intersection: Race, gender, and discretion in police traffic stop outcomes." *Journal of Race, Ethnicity, and Politics* (2020): 1-23.
- Can computers do better?
 - Dressel, Julia, and Hany Farid. "The accuracy, fairness, and limits of predicting recidivism." *Science advances* 4, no. 1 (2018): eaao5580.
 - Harwell, Drew. 2019 May 22. "Both Democrats and Republicans Blast Facial-Recognition Technology in Rare Bipartisan Moment." *Washington Post*. (<https://www.washingtonpost.com/technology/2019/05/22/blastng-facial-recognition-technology-lawmakers-urge-regulation-before-it-gets-out-control/>)

October 20: Midterm

- Take-home midterm – more information to come.
- What's assigned or due?
 - PhD Students: Book Review
 - All: Dr. Shoub will send out a survey to check in on how everyone thinks the semester is going.

October 27: Social Welfare

- Today's Topics:
 - Discussing the racialization of welfare and racial disparities in implementation
 - Recap of where we are: what do the responses to the survey look like; how'd the midterm go; reminders of upcoming assignments.
 - Skill Building: Citations
- Reading for Today's Class:
 - Gilens, Martin. 1996. "Race Coding and White Opposition to Welfare." *American Political Science Review*. 90(3): 593-504.
 - Winter, Nicholas J.G. 2006 "Beyond Welfare: Framing and the Racialization of White Opinion on Social Security." *American Journal of Political Science*. 50(2): 400-420.
 - DeSante, Christopher D. 2013. "Working Twice as Hard to Get Half as Far: Race, Work Ethic, and America's Deserving Poor." *American Journal of Political Science*. 57(2): 342-356.
 - Keiser, Lael, et al. 2004 "Race, Bureaucratic Discretion, and the Implementation of Welfare Reform." *American Journal of Politics*. 48(2): 314-327.
 - Schram, Sanford. F et al. 2009. "Deciding to Discipline: Race, Choice, and Punishment at the Frontlines of Welfare Reform" *American Sociological Review*. 74(3).

November 3: Education

- Today's Topics:
 - Discussing different aspects of education policy as it relates to race in the United States
 - Skill Building: Paper Reviews (PhD)
- Readings for Today's Class:
 - Keiser, Lael R., Donald P. Haider-Markel, and Rajeev Darolia. "Race, representation, and policy attitudes in US public schools." *Policy Studies Journal* (2021).

- Reardon, Sean F., and Ann Owens. "60 years after Brown: Trends and consequences of school segregation." *Annual Review of Sociology* 40 (2014): 199-218.
- Darlin-Hammond, Linda. 2007. "Race, Inequality and Educational Accountability: The Irony of 'No Child Left Behind.'" *Race, Ethnicity, and Education*. 10(3):245-260.
- Arcidiacono, Peter, Michael Lovenheim, and Maria Zhu. "Affirmative action in undergraduate education." *Annu. Rev. Econ.* 7, no. 1 (2015): 487-518.
- Cortes, Calena. 2012. "Do Bans on Affirmative Action Hurt Minority Students? Evidence from the Texas Top 10% Plan." *Economics of Education Review*. 29(6): 1110-1124.
- *Note: A reading on the current controversies surrounding education may be assigned. This will likely be a news article or think tank piece.*
- What's due?
 - MPA Students: Draft of Policy Briefs
 - PhD Students: Paper Outlines (+ Group Agreement)

November 10: Health

Note: Class will end a bit early, and Dr. Shoub will hold office hours aimed at final project and paper help.

- Today's Topics:
 - Discuss the Policy Briefs
- Reading for Today's Class:
 - Fair, Malika A., and Sherese B. Johnson. "Addressing racial inequities in medicine." *Science* 372, no. 6540 (2021): 348-349.
 - Kazemian, Sara, Sam Fuller, and Carlos Algara. "The role of race and scientific trust on support for COVID-19 social distancing measures in the United States." *Plos one* 16, no. 7 (2021): e0254127.
 - Chapman, Elizabeth N., Anna Kaatz, and Molly Carnes. 2013. "Physicians and Implicit Bias: How Doctors May Unwittingly Perpetuate Health Care Disparities." *Journal of General Internal Medicine*. 28(11): 1504-1510.
 - Jacobson, Gretchen, Jennifer Huang, Tricia Neuman, and Karen Smith. 2013. "Wide Disparities in the Income and Assets of People on Medicare by Race and Ethnicity: Now and in the Future." *The Henry J. Kaiser Family Foundation*.
 - McConnell, K. John, et al. 2018. "Oregon's Emphasis on Equity Shows Signs of early Success for Black and American Indian Medicaid Enrollees." *Health Affairs*. 37(3): 386-393.

November 17: TBD

Note: Class will end a bit early, and Dr. Shoub will hold office hours aimed at final project and paper help.

- Today's Topics:
 - TBD
 - We'll talk about the final exam.
- Reading for Today's Class:
 - TBD

November 24: No Class

- What's due?
 - MPA Students: Draft of Op-Ed
 - PhD Students: Paper Draft

December 1: TBD

Note: Class will end a bit early, and Dr. Shoub will hold office hours aimed at final project and paper help.

- Today's Topics:
 - TBD
 - Discuss the Op-Eds
 - Time will be left at the end of class for questions about the final. Dr. Shoub will answer questions that you have but not prepare a guided review for you.
- Reading for Today's Class:
 - TBD

December 8: Final Exam Period

- MPA Students: Take-home exam at 7:30.
- PhD Students: Article review due.
- All: Final projects and papers due.