

PSCI 3106: African American Politics

SYLLABUS

Fall 2025

Course Information

Meeting Days, Time, Location: TuTh, 10:00-11:20AM, Wooten Hall 312

Course Modality:

Traditional Face-to-Face Courses

Instructor Information

Instructor Name: Dr. Natasha Altema McNeely (she/her/hers)

UNT E-mail: natasha.altema@unt.edu

Office Location: WH 144

Office Hours: TuTh 11:30AM-12:30PM, or by appointment

Office hours will provide an opportunity for students to ask questions related to the course, topics discussed, and any concerns. The discussions are confidential.

Response Time:

Generally, I will respond to emails sent through my university email address within **24 hours** of receiving them during weekdays. However, it may take me up to 48 hours during weekends. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Canvas Support.

I will update the online grades each time a grading session has been completed—Typically, 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas page under the link to this course.

Welcome and Teaching Philosophy

Welcome to POLS 3106: African American Politics in the U.S. My name is Dr. Natasha Altema McNeely. My preferred pronouns are she/her/hers. I am an Associate Professor in the Department of Political Science. I started my career at UT-Pan American in 2013 and transitioned over to UTRGV in 2015. My teaching philosophy consists of three goals: first, I strive to present concepts in a manner that students understand. In all my courses, I use strategies such as class discussions and reading assignments. I also engage students in discussions of current events in all my courses. My second goal has been to create an environment (both in person and online) that inspires respect among the students. I encourage the students to respect their peers' opinions, especially when they differ from their own. The third goal

has been to push my students to move beyond their own expectations for the courses. Specifically, I encourage them to aspire for more than just “passing the class,” to apply themselves to see how well they could do.

Course Description

This course explores the political development of African Americans in the United States; modes of thought and social movements that emerged in the Black community in reaction to systematic racial discrimination against African Americans; transition from protest politics to mainstream electoral involvement; and the influence of African American presence in American politics.

This course will provide an understanding of the Black political experience. Although it will focus on African Americans, I will also discuss the experiences of other groups in the U.S. The knowledge gained in this course will help students better understand their own experiences and those of their peers. As a result, they will be able to use the knowledge gained in the course while working with the general public during their professional careers.

I strongly recommend that you begin to immerse yourself in the field of Political Science. I recommend you attend several research talks in the department over the semester. These may include invited talks by prominent researchers or talks by faculty and other graduate students in our department. These talks will give you a chance to see current research in American politics and other subfields of political science.

Course objectives

You will be able to...

- understand the importance of race and ethnic identity in the shaping of the American political system.
- critique and assess scholarly theories and evidence.
- discuss and defend ideas orally and through written essay exams.
- engage in meaningful and productive dialogue with others.
- evaluate, critique, and synthesize competing theoretical explanations in race and ethnic politics broadly and African American politics specifically.

Required Readings, Technology Needs, and Resource Materials

You will be asked to read several chapters from various texts as well as journal articles throughout the course. Some will be supplied by the instructor on Canvas. The articles can be found on Google Scholar using the citation (provided in this syllabus). Similar to Google, Google Scholar is a search engine where users can find articles and other sources related to a research topic. They can also copy

and paste the citation provided in the syllabus to find and download a copy of the reading assignments.

Assessment of Learning

Exams (50%)

There is one midterm exam and one final exam, worth 25% each. All the exams are in-class exams. The format of each exam is a response to prompts that you will receive in class. You will submit each exam at the end of the class period. You may use your reading notes and lecture notes during the in-class exams.

| |
|---------------------------------------|
| <i>Exams to be completed in-class</i> |
| Tuesday, October 1, 2024 |
| Tuesday, December 10, 2024 |

Attendance & Participation (20%)

- Class attendance is required. The best way to learn the material is to come to class. I will take attendance each class. If you need to miss class due to a university-sponsored activity, then you must inform me of this in advance. If you need to miss class due to illness, then please email me before lecture and bring a signed doctor's note when you return to class. The doctor's note must be authentic and verifiable. If you must miss class due to the death of a relative, then you will need to bring a death certificate or document from the funeral home. You have **TWO** unexcused absences. Subsequent unexcused absences may result in the student being dropped or failing the course.
- Participating in class discussions is also important. Discussing subject material in-class and completing reading assignments are ways of participating in class. Participation provides an opportunity for you to clarify uncertainties by asking questions and offer substantive contributions to the discussion.

Reading Assignments

The reading assignments are very important and must be completed before attending lecture. The reading assignments are fixed as per the syllabus, unless I announce otherwise. I will make every effort to announce changes as soon as possible, but ultimately, students are responsible for keeping in touch with me regarding changes.

Reading notes (30%)

As you do the readings, you should keep the following questions in mind (this is also how you will want to be taking notes). Developing this skill will not only help you in this class, but will be useful in your other courses and beyond your undergraduate training.

- **TYPE:** What type of reading is this? Is it a theoretical piece? Is it a literature review? Is it an empirical piece?
- **RESEARCH QUESTION(S):** What questions is the author trying to answer?
- **PURPOSE:** What goal is the author trying to achieve?
- **THEORETICAL ARGUMENT:** What explanation does the author advance as an answer to the research questions?
- **HYPOTHESES:** What are the propositions, or expectations, advanced by the author?
- **EVIDENCE:** If it is a theoretical piece, what are the justifications? If it is a literature review, what are the sources? If it is an empirical piece, what data are analyzed?
- **FINDINGS:** What did the author(s) find? What were the results? Did the author(s) find support for their hypotheses?
- **CONCLUSIONS:** What are the conclusions that the author reaches? Are they justified given the evidence presented?
- **IMPLICATIONS:** according to the author, why do their research findings matter?
- **YOUR REACTION:** What are your reactions to this piece? What questions does it answer? What does it leave unanswered? If you have criticisms, how would you improve upon the piece?

Components of the grade in the course:

| Assignment | % of Grade |
|----------------------------|-------------------|
| Exam 1 | 25% |
| Final Exam | 25% |
| Reading notes | 30% |
| Attendance & Participation | 20% |
| Total | 100% |

Course Policies and Procedures

- I expect each person to conduct themselves in a respectful manner. I will not tolerate profane language, or any comments that disrespect your peers or professor.
- If you anticipate having to leave class early, please tell me ahead of time.
- Turn off all cell phones, PDAs, iPods or other gadgets before coming to class. Laptops can be used during class for note-taking purposes only.

- Extensions and Make-ups: In general, I do not allow extensions on assignments, alternate exam dates, or make-up exams. However, should you find yourself in an unavoidable situation where you will not be able to turn in an assignment on time or be present for an exam, please inform me of this as soon as you can, and not the day the exam is due or afterwards. In valid cases (such as events that count as university-approved exceptions), I will be happy to consider alternate arrangements.
- Contacting me: Email me before you come to my office hours. If you are not able to meet with me during office hours, then request an appointment. If you prefer to email your questions or concerns, then please allow a grace period of 24 hours during the week and 48 hours during the weekends. Indicate in your email if you need to receive a response sooner than 24 or 48 hours.

Course Policy on Academic Integrity, Plagiarism, Cheating, and Generative AI/Chatbots

This policy pertains to *all* assignments in this course that require writing. That includes – but is not limited to – papers and examinations. All written work you submit in this course must be your own, original work.

What does that mean?

- You give appropriate credit to each and every source, and do so each and every time you use that source, irrespective of whether you paraphrase or quote that source. Failure to give appropriate credit means you present the work as your own.
- You do not use any material written by someone else or by generative AI – including, but not limited to chatbots such as ChatGPT – and present it as your own work.

Why?

- According to the UNT Academic Integrity Policy ([UNT Policy 6.003](#)), any form of “unauthorized assistance” constitutes cheating. As a result, use of any artificial intelligence is not authorized for completion of assignments or exams in this course, unless specifically authorized by the instructor.
- Academic integrity is defined in [UNT Policy 6.003](#) and indicates that the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).
- For additional information, consult [UNT Policy 6.003](#).

What are the consequences?

- Violations will not be tolerated. Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures, as described at <https://vpaa.unt.edu/ss/integrity>.
 - If this is your first academic integrity violation, you can expect a failing grade on the assignment, and you will be reported to the university’s Academic Integrity office.

- Repeat violations will lead to stronger sanctions up to and including expulsion from UNT.
- These penalties will apply even if you did not knowingly intend to plagiarize or cheat. You must familiarize yourself with the rules of academic integrity and do your own original work – whether at UNT or later in your career – and ignorance is no excuse.

University Policies

- Academic Integrity Standards and Consequences
 - According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].
- ADA Accommodation Statement
 - UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.
- Course Safety Procedures (for Laboratory Courses)
 - While working in laboratory sessions, students enrolled in **[insert class name]** are required to follow proper safety procedures and guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.
- Emergency Notification & Procedures
 - UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and

health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

- Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.
- Acceptable Student Behavior
 - Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.
- Access to Information – Eagle Connect
 - Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/
- Student Evaluation Administration Dates
 - Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at spot.unt.edu or email spot@unt.edu.
- Survivor Advocacy
 - UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing

protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX [Coordinator at oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

Tentative Calendar of Activities

Week 1 (August 19 & 21): Conceptualization of race

Learning Objectives:

Understand the importance of race and ethnic identity in the shaping of the American political system.

Engage in meaningful and productive dialogue with others.

Citations

Hirschman, Charles, Richard Alba, and Reynolds Farley. 2000. "The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future." *Demography* 37:3:381-93.

Smith, Rogers M. (2004) *The Puzzling Place of Race in American Political Science* PS: Political Science and Politics Vol. 37, No. 1 pp. 41-45.

Hutchings, Vincent L. and Nicholas A. Valentino (2004) *The Centrality of Race in American Politics*. *Annual Review of Political Science* Vol. 7: 383-408.

McClerking, Harwood K. & Block Jr., Ray (2025): "Seeing around corners": what oral histories of the founders of Black politics teach us about political science's reluctance to prioritize research on Black people, *Politics, Groups, and Identities*, DOI: 10.1080/21565503.2024.2444924.

Reading assignments:

- Read Hirschman et al (2000) and Smith (2004) – August 19.
- Hutchings and Valentino (2004) and McClerking and Block (2025) – August 21

Week 2 (August 26 & 28): The role of Race in American Political Development

Learning Objectives:

Understand the importance of race and ethnic identity in the shaping of the American political system.

Engage in meaningful and productive dialogue with others.

Due Date:

Reading notes for weeks 1 and 2 submit on Canvas – August 29

Citations:

Murray, Pauli "The Historical Development of Race Laws in the United States," *Journal of Negro Education*, 22:1 (Winter 1953) pp. 4-15.

Reading assignments:

- Murray (1953) and Du Bois (1898) – August 26
- Bunche (1941) – August 28

Du Bois, W.E.B. 1898."The study of the Negro problems." The Annals of the American Academy of Political and Social Science. 1-23.

Bunche, Ralph J. 1941. "The Negro in the Political Life of the United States." The Journal of Negro Education 10.3 567-84.

Week 3 (September 2 and 4): Gender and the African American Experience

Learning Objectives:

Learn about intersectionality and how it explains the experiences of African American women.

Engage in meaningful and productive dialogue with others.

Citations:

Prestage, Jewel. 1991. "In quest of the African American Political Woman."

The Combahee River Collective Statement:

https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color." *Stanford Law Review*. 43(6): 1241-1299.

Suggested readings:

- Hill Collins, Patricia. (1993). Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. *Race, Sex & Class*.
- Hancock, Ange-Marie. (2007a). When Multiplication doesn't equal quick addition: Examining Intersectionality as a Research Paradigm. *Perspectives on Politics*.
- Hawkesworth, Mary. 2003. "Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions." *American Political Science Review*. 97(4): 529-550
- Lemi, Danielle Casarez and Nadia E. Brown. 2019. Melanin and Curls: Evaluation of Black Women Candidates. *Journal of Race, Ethnicity and Politics*.
- Stewart, Jessica Lynn, and Jamil S. Scott. "Are We All Alright? The Influence of Socioeconomic Status on Black Women's Political Beliefs and Policy Preferences by Region." *Journal of Race, Ethnicity, and Politics* (2024): 1-29.
- KESSEL, A. (2021). Rethinking Rape Culture: Revelations of Intersectional Analysis. *American Political Science Review*, 1-13.
doi:10.1017/S0003055421000733

Reading assignments:

- Prestage (1991) and The Combahee River Collective Statement – September 2
- Crenshaw (1991) – September 4

Week 4 (September 9 & 11): Group Consciousness and Linked Fate among African Americans

Learning Objectives:

Reading assignments:

- Miller et al (1981) - September 9

Learn the difference between group consciousness and linked fate. Explore the continued influence of linked fate upon Black racial and policy attitudes.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 4 and 5 submit on Canvas – September 11

Citations:

Dawson, Michael. 1994. Behind the Mule

Miller, Gurin, Gurin, Malanchuk, 1981, "Group Consciousness and Political Participation." *AJPS* 25(3): 494-511

Suggested readings:

- Bunyasi, Tehama Lopez, and Candis Watts Smith. "Do all Black lives matter equally to Black people? Respectability politics and the limitations of linked fate." *Journal of Race, Ethnicity, and Politics* 4, no. 1 (2019): 180-215.
- Nunnally, Shayla C. "LINKING BLACKNESS OR ETHNIC OTHERING?: African Americans' Diasporic Linked Fate with West Indian and African Peoples in the United States." *Du Bois Review: Social Science Research on Race* 7, no. 2 (2010): 335-355.
- Bejarano, Christina, Nadia E. Brown, Sarah Allen Gershon, and Celeste Montoya. "Shared identities: Intersectionality, linked fate, and perceptions of political candidates." *Political Research Quarterly* 74, no. 4 (2021): 970-985.
- Kretschmer, Kelsy, Christopher Stout, and Leah Ruppanner. "Linked Fate and Social Identity: Black and White Women's Attitudes About Abortion and MeToo." *Gender & Society* 37, no. 6 (2023): 855-883.

- Dawson (1994), introduction and chapters 1 and 2 – September 11

Week 5 (September 16 & 18): African American Voters

Learning Objectives:

Identify factors that influence voting choices of African Americans.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for week 6 – September 18

Citations:

Reading assignments:

- Collins and Block (2020) – September 16
- Keele et al (2021) – September 18

Collins, Jonathan, and Ray Block Jr. "Fired up, ready to go: The impact of age, campaign enthusiasm, and civic duty on African American voting." *Political Behavior* 42, no. 1 (2020): 107-142.

Keele, Luke, William Cubbison, and Ismail White. "Suppressing Black votes: A historical case study of voting restrictions in Louisiana." *American Political Science Review* 115, no. 2 (2021): 694-700.

Week 6 (September 23 & 25): African American elected officials

Learning Objectives:

Identify factors that allow Black elected officials to successfully pursue their constituents' interests.

Discuss and defend ideas through written essay exams.

Engage in meaningful and productive dialogue with others.

Due dates:

Exam #1: September 25, in-class

Citations:

Burge, Camille D., Julian J. Wamble, and Rachel R. Cuomo. "A certain type of descriptive representative? Understanding how the skin tone and gender of candidates influences black politics." *The Journal of Politics* 82, no. 4 (2020): 1596-1601.

Brown, Nadia E., Christopher J. Clark, Anna Mitchell Mahoney, and Michael Strawbridge. "Sister Space: Collective Descriptive Representation and Black Women in Legislative Caucuses." *Politics & Gender* 19, no. 4 (2023): 1234-1238.

Suggested readings:

- Philpot, Tasha S., and Hanes Walton Jr. 2007. "One of Our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science*. 51(1): 49-62.
- Preuhs, Robert R. 2006. "The Conditional Effects of Minority Descriptive Representation: Black Legislators and Policy Influence in the American States." *Journal of Politics*. 68: 585-599.

Reading assignments:

- Burge et al (2020), and Brown et al (2023) – September 23

Week 7 (September 30 and October 2): Discrimination in medical and financial institutions

Learning Objectives:

Discuss the role of racial and other forms of discrimination in medicine and financial institutions.

Engage in meaningful and productive dialogue with others

Reading assignments:

- Swope et al (2022) – October 7
- Lynch et al (2021) – October 9

Citations

Swope, Carolyn B., Diana Hernández, and Lara J. Cushing. "The relationship of historical redlining with present-day neighborhood environmental and health outcomes: a scoping review and conceptual model." *Journal of Urban Health* 99, no. 6 (2022): 959-983.

Lynch, Emily E., Lorraine Halinka Malcoe, Sarah E. Laurent, Jason Richardson, Bruce C. Mitchell, and Helen CS Meier. "The legacy of structural racism: associations between historic redlining, current mortgage lending, and health." *SSM-population health* 14 (2021): 100793.

Suggested Readings:

Penner, Louis A., John F. Dovidio, Tessa V. West, Samuel L. Gaertner, Terrance L. Albrecht, Rhonda K. Dailey, and Tsveti Markova. "Aversive racism and medical interactions with Black patients: A field study." *Journal of experimental social psychology* 46, no. 2 (2010): 436-440.

Week 8 (October 7 & 9): Organizing from Below

Learning Objectives:

Identify factors that have influenced efforts by African Americans to organize politically and socially.

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 7, 8, and 9 submit on Canvas – October 9

Citations:

Bonilla, Tabitha, and Alvin B. Tillery. "Which identity frames boost support for and mobilization in the# BlackLivesMatter movement? An experimental test." *American Political Science Review* 114, no. 4 (2020): 947-962.

Williamson, Vanessa, Kris-Stella Trump, and Katherine Levine Einstein. 2018. "Black Lives Matter: Evidence that Police-Caused Deaths Predict Protest Activity." *Perspectives on Politics*.

Basak Taraktas, Kadir Cihan Duran & Suzan Uskudarli (20 Jun 2025): Hashtag activism and framing strategies in the aftermath of George Floyd's death and the 2020 elections, Politics, Groups, and Identities, DOI: 10.1080/21565503.2025.2518533

Suggested readings:

- Lee, Taeku "Black Insurgency and the Dynamics of Racial Attitudes in the United States, 1956- 1964" John F. Kennedy School of Government, 1998.

Reading assignments:

- Lee (1998) – October 7
- Williamson et al (2018) and Taraktas, Duran & Uskudarli (20 Jun 2025– October 9

Week 9 (October 14 & 16): Voting Rights Act of 1965 and Representation

Learning Objectives:

Learn and describe historical context and events that led to the passage of the Voting Rights Act of 1965. Gain knowledge about consequences of legal challenges to the VRA.

Engage in meaningful and productive dialogue with others.

Due dates:

Discussion of news stories about efforts to restrict voting rights – October 16

Citations:

Davidson, Chandler “The Voting Rights Act: A Brief History” in Bernard Grofman and Chandler Davidson eds. *Controversies in Minority Voting: The Voting Rights Act in Perspective* (WDC: Brookings Institution 1992) pp. 7-51

Shah, Paru, and Robert S. Smith. "Legacies of segregation and disenfranchisement: The road from Plessy to Frank and voter ID laws in the United States." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 7, no. 1 (2021): 134-146.

Suggested readings:

- Lemi, Danielle Cesarez. 2018. “Identity and Coalitions in a Multi-racial era: How State Legislators Navigate Race and Ethnicity.” *Politics, Groups and Identities*. 6(4):725-742.

Reading assignments:

- Davidson (1992) – October 14
- Shah and Smith (2021) – October 16

Week 10 (October 21 & 23): Black racial attitudes**Learning Objectives:**

Define factors that influence the racial attitudes of African Americans

Engage in meaningful and productive dialogue with others.

Due date:

Reading notes for weeks 10 and 11 submit on Canvas – October 23

Citations:

Corral, Alvaro. 2020. “Allies, Antagonists, or Ambivalent? Exploring Latino attitudes about the Black Lives Matter Movement.” *Hispanic Journal of Behavioral Sciences* 42(4):431-454.

Krysan, Maria. "A portrait of African American and White racial attitudes." *Available at SSRN* 3885221 (2021).

Suggested readings:

- Gay, Claudine. "Putting race in context: Identifying the environmental determinants of Black racial attitudes." *American Political Science Review* 98, no. 4 (2004): 547-562.

Reading assignments:

- Redlawsk et al (2014) and Sawyer and Gampa (2018) – October 21
- Krysan (2021) and Corral (2020) – October 23

- Redlawsk, David, Caroline Tolbert and Natasha Altema McNeely. "Symbolic Racism and Emotional Responses to the 2012 Presidential Candidates". 2014. *Political Research Quarterly* 67(3): 680-694.
- Sawyer, Jeremy and Anup Gampa. 2018. "Implicit and Explicit Racial Attitudes Changed during Black Lives Matter." *Personality and Social Psychology Bulletin*.
- Green, Jon and Sean McElwee. (2019) "The Differential Effects of Economic Conditions and Racial Attitudes in the Election of Donald Trump." *Perspectives on Politics*.

Week 11 (October 28 & 30): Competition and Cooperation

Learning Objectives:

Understand the importance of race and ethnic identity in the shaping of the American political system.

Engage in meaningful and productive dialogue with others.

Citations:

Gomez-Aguinaga, Barbara, Gabriel R. Sanchez, and Matt Barreto. "Importance of state and local variation in Black-Brown attitudes: How Latinos view Blacks and how Blacks affect their views." *Journal of Race, Ethnicity, and Politics* 6, no. 1 (2021): 214-252.

Rogbeer, Kasheena G., Jae Yeon Kim, and Efrén Pérez. "Is unity durable among people of color? Two large experiments stress-testing solidarity between Black and Latino Americans." *Group Processes & Intergroup Relations* (2025): 13684302251346402.

Suggested readings:

- Rocha, Rene R. 2007. "Black-Brown Coalitions in Local School Board Elections." *Political Research Quarterly*. 60:315-327.
- Middlebrook, Jeb Aram. "Organizing a rainbow coalition of revolutionary solidarity." *Journal of African American Studies* 23, no. 4 (2019): 405-434.
- McClain, Paula D., Niambi M. Carter, Victoria M. DeFrancesco Soto, Monique L. Lyle, Jeffrey D. Grynaviski, Shayla C. Nunnally, Thomas J. Scotto, J. Alan Kendrick, Gerald F. Lackey, and Kendra Davenport Cotton. "Racial distancing in a southern city: Latino immigrants' views of Black Americans." *The Journal of Politics* 68, no. 3 (2006): 571-584.

Reading assignments:

- Rocha (2007) and Gomez-Aquinaga, Sanchez and Barreto (2021) – October 28
- Rogbeer, Kim and Perez (2025) – October 30

Week 12 (November 4 & 6): Immigration

Learning Objectives:

Explore the experiences of Black immigrants and the attitudes of Black Americans toward immigrant groups. .

Engage in meaningful and productive dialogue with others.

Reading assignments:

- Adida and Robinson (2023) - November 4
- Carter et al (2021) – November 6

Due date:

Reading notes for weeks 12 and 13 submit on Canvas – November 17

Citations:

Adida, Claire L., and Amanda Lea Robinson. "Why (some) immigrants resist assimilation: US racism and the African immigrant experience." *Quarterly journal of political science* 18, no. 3 (2023): 295.

Carter, Niambi, Janelle Wong, and Lisette Gallarzo Guerrero. "Reconsidering Group Interests: Why Black Americans Exhibit More Progressive Attitudes Toward Immigration than Asian Americans." *Du Bois Review: Social Science Research on Race* (2021): 1-18.

Suggested readings:

Hamilton, Tod G., Janeria A. Easley, and Angela R. Dixon. "Black immigration, occupational niches, and earnings disparities between US-born and foreign-born blacks in the United States." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 4, no. 1 (2018): 60-77.

Week 13 (November 11 & 13): The challenges of incarceration

Learning Objectives:

Understand how institutionalized racism affects the experiences of African Americans and other marginalized groups in the criminal justice system.

Engage in meaningful and productive dialogue with others.

Citations:

Rosental, Kris, Ileana López-Martínez, Richard A. Crosby, Laura F. Salazar, and Brandon J. Hill. "Black transgender women and the school-to-prison pipeline: Exploring the relationship between anti-trans experiences in school and adverse criminal-legal system outcomes." *Sexuality Research and Social Policy* 18, no. 3 (2021): 481-494.

Eubank, Nicholas, and Adriane Fresh. "Enfranchisement and incarceration after the 1965 Voting Rights Act." *American Political Science Review* 116, no. 3 (2022): 791-806.

Suggested readings:

Burch, Tracy. 2014. "Effects of Imprisonment and Community Supervision on Neighborhood Political Participation in North Carolina". *The ANNALS of the American Academy of Political and Social Science* . 651:184-201

This Week:

- Rosental et al (2021) and Couloute - November 11
- Eubank and Fresh (2022) - November 13

Couloute, Lucius, and Daniel Kopf. "Out of prison & out of work: Unemployment among formerly incarcerated people." *Prison Policy Initiative* (2018).

Week 14 (November 18 & 20): TBD

Thanksgiving Holiday Break (November 24 – November 30)

Week 15: (December 2 & 4): Review

Learning Objectives:

Review concepts and lessons learned throughout the semester in preparation for the final exam.

Discuss and defend ideas through written essay exams.

Engage in meaningful and productive dialogue with others.

Due dates:

Reading notes for weeks 14 submit on Canvas – December 4

Final exam: **Tuesday, December 9; 10:30AM-12:30PM**

This Week:

- No readings