Description

America prides itself on a history of equality, inclusion, and democracy - with the inclusive creed of "e pluribus unum" (out of many, one) printed directly on the national currency. Differences based on race, ethnicity, gender, class, religion, etc., have been at the heart of much of the development of the American political landscape, for better and worse. In an interactive historical process, the political landscape also shaped the options and alternatives available to members of different identity groups, often for worse. Furthermore, current patterns of immigration are leading to a nation that is even more diverse and complex than ever before, which will certainly have important implications for the nature of American politics.

The substantive purpose of this course is to explore and articulate the role identity has played and continues to play in American political institutions, processes, and behaviors. While it might be more appropriate to title this course "The Politics of Identity," an endeavor that includes all the contours of individual identity (including geographical region, social class, religion, sexuality, generation, and much more) is not feasible in a single academic term. Therefore, the scope of the material is limited to examining how the American political system influences and has been influenced by two easily identifiable, well-studied, historically significant, and broadly influential features of identity - race/ethnicity and gender. A particular effort is made to include intersectional approaches which consider the effect of race/ethnicity and gender simultaneously.

The reading for the course is largely based on empirical depictions of the interaction between marginalized individuals and the broader political system. In what ways do women and racial/ethnic minorities behave differently than white males in the political system? How are these differences caused by institutional disadvantages? How do these differences affect political developments now and in the future? However, an important element of the politics of identity relies on normative expectations about how the current state of politics differs from the "ideal." Students will therefore be asked to think critically and personally about the meanings of identity and equality in the contemporary American political system.

Prerequisites

There are no official prerequisites for this course. However, you will find the reading much more accessible if you have already taken PISc 200 and 328. The course also assumes a basic knowledge of the American political system, so PISc 110 will also be helpful, but is not essential. If you have not yet taken these courses, or if you are not a political science major, you are definitely welcome in the course but please come talk to me during the first week of class.

Participation Policy

This is a small course with material that lends well to discussion rather than lecture. Therefore, we will conduct this class as a seminar, in which your active participation in class discussion is required. You cannot participate if you do not attend; attendance is mandatory. If you foresee an absence during the term, please notify me as soon as possible - contrary to the old adage, I am much more lenient if you ask permission rather than forgiveness.

Class participation involves regular, high-quality interventions in class discussion. Quality is more important than quantity, but during class meetings, I expect everyone to participate meaningfully in the discussion. High-quality comments are usually only possible when you have read carefully and prepared for the class session. All reading should be completed before class. For some, speaking up in class is an especially difficult challenge. If this is true for you, please come see me so we can talk about alternative ways to participate in the ongoing scholarly conversation.
Learning Outcomes

- **Faith and Political Analysis**
  No matter how "scientific" we may try to be, any conversation about the nature and role of identity draws on individual life experience and belief systems. Even empirical work on race, ethnicity, and gender in American politics often makes implicit normative assumptions which must be evaluated, and which will occasionally be evaluated from a religious perspective in this course. While I do not feel there is a clear "right" answer, students should leave with a better understanding of their own beliefs about identity and an enhanced capacity to articulate those beliefs in the context of academic (and religious) debate.

- **Politics, International Relations, and Political Philosophy**
  This course involves re-conceptualizing the already familiar historical development, processes, and institutions of American politics through the lens of identity politics. Students should come to a deeper understanding of the historical importance and continued relevance of race, ethnicity, and gender in the function of the American political system.

- **Effective and Professional Writing; Effective Citation**
  The final paper assignment for this course is an academic literature review which identifies a debate or puzzle and marshals academic evidence to describe and take a position in the debate. Students will be expected to communicate their position clearly using professional writing and appropriate grammar and usage. Students are required to use a recognized and consistent author-date citation style for the final paper (Chicago, Turabian, APA, APSA, etc.). All substantive ideas and research results should be appropriately attributed to their original authors.

- **Critical Thinking and Analysis**
  - *Think Critically:* Students are expected to think critically about the way in which the American political system works, their own biases and assumptions, and the implications of identity-based differences in political processes. The core purpose of this class is not to learn a particular set of theories or concepts, but rather to develop habits of thinking about the American political system which are open and responsive to the diversity of experience.
  - *Think Analytically:* Students will be expected to thoroughly analyze the readings, especially considering the way in which evidence is presented, the implications of the arguments made, and the underlying assumptions of the work we read. The daily reading responses should demonstrate a depth of critical thought that goes beyond rote summary of the material. This individual exercise in critical analysis will enhance and be enhanced by the interactive articulation of diverse perspectives in the class discussion.
  - *Think Synthetically:* In the final paper assignment, students will be asked to synthesize the academic literature related to a particular question, debate, or topic of race, ethnicity, and gender in American politics. Students will need to be aware of the ongoing conversation and be able to synthesize the various works into a cohesive depiction of and response to that conversation.

- **Integrity in Daily and Civic Activities**
  Students in this course should develop an awareness of the diversity and individuality of political experience. It is my hope that such an understanding will lead students to be more understanding in their interactions with diverse others and better able to speak across lines of difference throughout their lives.

**Study Habits**

The content and direction of this course will be driven by the assigned reading. The reading is not optional, and should be completed in its entirety prior to attending class. There are 80 -100 pages assigned for each class session, so you should expect to dedicate several hours out of class each week to completing the reading. All reading material may be covered on the exams, regardless of our level of discussion during the course. I strongly encourage you not to get behind on the reading, as there will not really be a break to catch up during the short term.

The textbooks provide the basic background information and a descriptive depiction of current trends and conflicts. I recommend that you read these chapters first, and then move on to the additional chapters and articles which provide more specific academic discussion of controversial topics. I encourage you not to get bogged down in specific figures, numbers, or dates, but instead read to understand the main argument, how it is constructed, and the nature of the evidence or logic supporting it.
Classroom Procedures

The bulk of classroom time will be spent discussing and analyzing the arguments in the reading. Where appropriate, I will provide contextual or other information to help enhance understanding of the assigned reading. You should come having completed the reading, and with a copy of the texts available. Please be aware of your contribution to the learning environment by turning off all electronic devices and keeping your laptop activities focused on the class discussion. Inattentiveness or creation of distractions will result in a lower participation grade.

You are expected to be respectful of the viewpoints of fellow class members. While I anticipate (and encourage!) disagreement and debate during the discussions, please keep your comments focused on the ideas of the class and not the personal decisions, characteristics, or beliefs of your fellow class members.

Grading Policies

Because this is such a short summer term and I am a visiting lecturer we do not have the time to get behind on deadlines. Therefore, all deadlines in this course are firm. Except in the case of medical or family emergency, I give no individual extensions for personal reasons. If an emergency arises or you anticipate an absence during a deadline, contact me as soon as possible so that we can make arrangements for early submission. In the event of a medical emergency, you must produce a note from a doctor or from the Student Health Center (or bring me pictures of your newly born baby). Late written work will be marked down one full letter grade for each day late, beginning one minute after the assignment is due.

Texts & Materials

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<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tr>
<td>FUTURE IS OURS</td>
<td>BYU</td>
<td>$38.00</td>
<td>$28.50</td>
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<tr>
<td>By SEGURA, G</td>
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<tr>
<td>ISBN: 9781604267273</td>
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<td>Hereafter: BS</td>
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<tr>
<td>WOMEN &amp; POLITICS 2E</td>
<td>BYU</td>
<td>$61.75</td>
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<tr>
<td>By DOLAN, J</td>
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<td>ISBN: 9780205827152</td>
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ADDITIONAL MATERIAL
Additional reading material is drawn from journal articles and chapters of academic books. These materials will be available online, mostly as PDFs posted on Learning Suite. Ebook versions of some of the assigned book chapters are available through the library websites, as noted on the schedule.

Point Breakdown

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<tr>
<th>Assignments</th>
<th>Percent</th>
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<tr>
<td>Class Participation</td>
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<td>Daily Reading Responses</td>
<td>15</td>
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<td>Research Paper</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td><strong>Total Percent</strong></td>
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Assignment Descriptions

Daily Reading Responses:
Ten (10) short reading responses are required during the course, each graded out of 10 points. These assignments will be due at 10:00 am the day of class. You should complete all reading prior to writing your response. Excluding the first day, when no response is due, there are 12 days of class. I encourage you to use your two “freebies” wisely. The responses will be submitted through a forum on Learning Suite that is open to the whole class. You should view other student's submissions as valuable resources as you prepare for exams or write your papers.

The reading responses should be 300 - 400 words long. The brief assignment is designed so that you must make a focused, coherent, and persuasive argument. They should be free of grammar or other mechanical errors. You should attribute arguments to their authors, but you do not need to include a works cited for course reading. References to sources beyond the course material must include a full citation.

Each response should raise or respond to an important issue from the reading material. You should not spend time summarizing the reading, but should only provide enough information to make your argument clear. You may take one of several approaches to the daily reading response assignments, or another creative approach:

- Dispute or extend some aspect of the author's work in a novel, analytical way.
- Raise a significant question about the argument made in the material. This may discuss the appropriateness of the methods, the assumptions of the author, the implications of the work, or any number of other areas. It should NOT be a clarification question.
- Identify themes or debates across multiple works, from the same week or previous weeks of the course.
- Connect the argument to a current or historical event in a novel way.
- Respond to the argument made by another student who submitted their assignment before you. (Although a restatement or simple agreement with their argument is not sufficient.)

Research Paper:
The research paper should be a review of the important academic literature surrounding a particular debate, idea, or controversy. You may identify an area of the reading you wish to cover in more depth, a relevant topic not covered in the course, or a broad theme of the course. Your topic should be motivated by a puzzle, debate, or controversy. You should then describe the arguments on each side of the issue, and critically evaluate the claims and evidence. The paper should take a position on the debate, perhaps by comparing the strength of different arguments, applying them to a specific political scenario, or describing where and how gaps in the literature might be closed in order to resolve the dispute.

The paper should be 12 - 15 pages in length, excluding cover page, figures or tables, and works cited. It should be free of mechanical errors; if you know you struggle with professional writing, I encourage you to make an appointment with the writing lab before submitting your paper. It must use a consistent, established author-date citation style with parenthetical references. Guidelines for APSA style formatting are available on Learning Suite, but you may also use Turabian, Chicago, APA, or another established author-date format you are comfortable with (not MLA).

Each student will be required to meet with me one-on-one early in the quarter to discuss the potential topic and direction for the paper. I encourage you to read ahead in the syllabus and start thinking early about your potential interests. The paper will be due electronically through Learning Suite by 5pm on Friday, August 3.

Midterm Exam:
The midterm exam will be held in the testing center from July 12 - 14. You will be given two hours to complete the exam, and you will need to take a blue book. There will be two kinds of questions: 1) Short answer questions that will ask you to define and explain the importance of particular theories or terms in a few paragraphs. 2) Long essay questions that will ask you to use the course reading and discussion to explain and respond to broader themes or ideas.

You will be given a choice of which questions to answer for each question type. I will provide a bibliography of the reading covered in the course prior to the midterm for your use on the test; you will be expected to refer to specific authors in responding to the questions.
**Final Exam:**
The final exam will be held in class on **Thursday, August 9 from 9:00 - 10:50 am.** It will follow the same format as the midterm. The short answer questions will cover only material from after the midterm, but the long essays will be comprehensive.

### Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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| **T - Jun 19** | Introduction; Defining race, ethnicity, and gender | DDS – Chapter 1  
BS – Chapter 1  
Campbell, Green, and Monson. 4/1/2012. Deseret News: Survey clarifies Mormon’s beliefs about race |
| **Th - Jun 21** | Racial, ethnic, and gender identity; intersectionality | BS – Chapter 2  
Hancock, Ange-Marie. 2007. Intersectionality as a normative and empirical paradigm. *Politics & Gender* 3 (2): 248 – 254  
Jordan-Zachery, Julia S. 2007. Am I a black woman or a woman who is black? A few thoughts on the meaning of intersectionality. *Politics & Gender* 3 (2): 254 – 263  
| **T - Jun 26** | Race, ethnicity, and gender in American political development | DDS – Chapter 2, pages 10-30  
| **Th - Jun 28** | Immigrant incorporation | BS – Chapter 11  
Schmidt, Ronald Sr., Yvette, M. Alex-Assensoh, Andrew L. Aoki, and Rodney E. Hero. 2010. *Newcomers, Outsiders, and Insiders: Immigrants and American* |
**Racial Politics in the Early Twenty-First Century.** Ann Arbor: University of Michigan Press. Chapter 2 (Full text available online through BYU Library)


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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tr>
<td>T - Jul 3</td>
<td>Political Attitudes</td>
<td>DDS – Chapter 3, pages 55 – 68 BS – Chapters 5, 10</td>
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<td>Th - Jul 5</td>
<td>Political participation</td>
<td>BS – Chapter 6, 7</td>
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<td>T - Jul 10</td>
<td>Race, ethnicity, and gender in the media</td>
<td>DDS – Chapter 4</td>
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<td><strong>Midterm Exam, July 12 - 14 in the Testing Center</strong></td>
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<td>T - Jul 17</td>
<td>Campaigns and elections</td>
<td>DDS – Chapter 3, pages 68 -80, Chapter 5 BS – Chapter 3</td>
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| Th - Jul 19| Political parties and interest groups| DDS – Chapter 2, pages 30-51
BS – Chapter 4
| T - Jul 24 | Pioneer Day Holiday                  | No class                                                                         |
| Th - Jul 26| Legislative representation           | DDS – Chapter 7
| T - Jul 31 | Presidency and the executive branch  | DDS – Chapter 8
BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
Respectful Environment Policy

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another."

President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets."

Vice President John S. Tanner, Annual University Conference, August 24, 2010