African-American Politics
GOV 370K/AFR 374D
Unique Number 38823/30427
Spring 2012
TuTh 9:30am to 11:00am
WAG 208

Professor Tasha S. Philpot
tphilpot@austin.utexas.edu
4.140 Batts Hall
512-232-3681
Office Hours: Tuesdays 1:30 pm to 4:30 pm

Description

This course focuses upon the evolution, nature, and role of African-American politics within the American Political System. The concern is with African Americans as actors, creators and initiators in the political process. Specifically, this course will examine various political controversies that surround the role of race in American society and how these controversies affect public opinion, political institutions, political behavior, and salient public policy debates. This course will assess and evaluate the contemporary influence of race in each of these domains while also exploring their historical antecedents.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Prerequisites

Six semester hours of lower-division coursework in government.

Required Text Books

There are two required text books for this course, which are available at the University Co-op:


Supplementary Readings
Readings not found in the required texts can be accessed through Blackboard (courses.utexas.edu).

**Grading**

Your grade will be based on two exams, one 10-page paper, and several pop quizzes/in-class assignments. The format for the two exams will be a combination of short answer and essays and will cover the lectures, films, and readings. Exams will **NOT** be cumulative. Quizzes will be given at random and at any time during lecture. Frequently, I give quizzes at the beginning of class so be on time. If you miss a quiz because of tardiness, you **CANNOT** make it up. Each quiz/in-class assignment will be worth 5 points each. You will receive one point for just handing in a quiz/in-class assignment. Credit for the remaining 4 points is determined by the quality of your work. Your quiz/in-class assignment grade will be calculated by taking the total number of points that you have earned divided by the total number of points available minus one quiz. In other words, each student can miss one quiz without it counting against his/her grade. Your quiz grade is a weighted average (see below), with a maximum of 25 points. In the case of a conflict, please notify me ahead of time so that we can make alternative arrangements. Without prior notification and proper documentation, missed quizzes, assignments and exams cannot be made up. **NO EXCEPTIONS.** The weight of each assignment in determining your final grade is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1 (March 8)</td>
<td>25%</td>
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<tr>
<td>Term Paper (April 12)</td>
<td>25%</td>
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<tr>
<td>Exam 2 (May 3)</td>
<td>25%</td>
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<tr>
<td>Quizzes and in-class assignments</td>
<td>25%</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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**Term Paper**

The topic of your term paper will be based on one of the pre-selected topics outlined below. Each topic is based on an issue that is relevant to contemporary Black politics. Your paper should demonstrate that you have some familiarity with your issue and that you can critically analyze the various sides of the issue. Your papers are not designed merely to summarize someone else’s ideas. What I expect you to do is to explore and critique the relevant arguments and reach a conclusion as to which one is most persuasive. In order to craft a persuasive argument you must not only present evidence supportive of your position, but you must also
address the strongest evidence presented by the other side(s). If you simply ignore the arguments of the other side I assume you are not able to refute their case. Consequently, your argument appears that much weaker. All assignments must be typed in a 12-point font and have margins no bigger than 1.25 inches. While the use of course readings in permissible, ‘A’ quality papers rely on scholarly sources not covered over the course of the semester. All assignments are due in class. No assignment is to be e-mailed to me. Papers not handed in by the end of class on the due date will be considered late and will NOT be accepted.

Term Paper Topics

1. Racial Attitudes: At least since the 1960s, scholars in public opinion have noted the dramatic decline in levels of support for overt racism among White Americans. Paradoxically, however, there has not been a corresponding increase in levels of support for measures designed to alleviate racial inequality (e.g. affirmative action, busing, etc.). A number of theories (e.g. symbolic racism or racial resentment, group conflict, principled conservatism, social dominance orientation, etc.) have been developed to explain this apparent puzzle. Examine and critically assess (some of) these theories. What relevance do these theories hold for Black America? Which theory strikes you as the most persuasive and why?

2. Race and Representation: Although Blacks have made tremendous gains since the 1960s in terms of the number of elected office holders (at the local, state, and national level), they continue to fall short of proportional representation. Some argue that the best way to address this problem is to draw political jurisdictions such that African Americans make up a numerical majority thereby ensuring the election of more Black politicians. Clearly, this is a controversial strategy and the courts have been hesitant to approve it. Is this the best strategy to pursue? What are the relevant arguments on this question? Does maximizing the number of Black office holder necessarily benefit Black Americans? Why or why not?

3. Race and Political Coalitions: Blacks only represent about 13% of the US population, and as we have discussed, are underrepresented in elective office. It seems likely, therefore, that if Blacks are to achieve their political objectives they must form effective political coalitions. What strategy seems likely to bring the greatest results? Should they reassess their traditional allegiance to the Democratic Party? Should they consider third party movements? Additionally, Latinos and not Blacks now represent the largest racial/ethnic minority group in America. How likely is it that Blacks and Latinos will form an effective and stable political coalition in the future?

Citation

All papers require proper citation. When citing course material, please cite the original source, not the lectures. All sources must be cited; not citing sources will result in a grade penalty. The complete lack of citation and/or not having a bibliography will result in a zero grade for the assignment. This course will use the American Political Science Association citation style. The use of other citations styles will result in a grade penalty. Examples of the American Political Science Association citation style are available on Blackboard.
Note about Electronic Devices

Electronic devices (phones, laptops, tablets, mp3 players, etc.) may be used during class for academic purposes only. Students disrupting the class because of their use of electronic devices for non-academic purposes will be asked to leave class. Under NO circumstances may electronic devices be used during an exam. Students using electronic devices during an exam will be given a zero grade for that exam.

Website

For class information and assignments please see the Blackboard site at courses.utexas.edu. Class notes WILL NOT be on Blackboard.

E-mail

No assignment is to be e-mailed to me. Also, I regularly check my e-mail, but sometimes I am unable to respond quickly. Please allow one to two days for an e-mail response. In addition, please limit your e-mails to questions about class topics. Any grievances involving the class must be handled during my office hours. Please exercise proper e-mail etiquette (for etiquette tips see http://www.101emailetiquettetips.com/101-email-etiquette-tips.pdf). Finally, make sure to check the syllabus or Blackboard first before sending an e-mail. In many cases they will answer your question.

Excused Absences

An absence from class will only be excused if proper documentation is presented. In the case of an illness you will need to produce a note from the doctor stating that you could not attend class that day. Generic UHS slips will not be accepted. In all other cases you will need to provide documentation from the university. In the case of planned activities, the documentation must be presented to me at least a week before your scheduled absence. I will not accept a planned activity as a valid excuse for an absence after the fact. In the case of unexpected circumstances, the documentation must be turned in within a week of your return.

Q-Drop Policy

If a student wishes to Q-drop this class before 40% of the class has been completed, the student may do so. After 40% of the class has been completed whether or not the student receives a Q or an F will be based upon the student’s grade at that point. This grade will include attendance.

Expectations

Meeting the goals of the class requires three things—attendance, preparation and professionalism.

   Attendance—Although attendance is not mandatory, it is expected. Therefore, I find it unnecessary to formally take attendance. Nevertheless, missing class will
greatly affect your grade. First, I frequently give pop quizzes and in-class assignments. Students that miss a quiz will receive a zero. Second, exams are based on a combination of the course readings, class lectures, and supplementary media presentations. Thus, missing class will greatly affect your grade.

Preparation—Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to the first day we are scheduled to cover that topic. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect it.

Professionalism—Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls and the consumption of tobacco products. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. In order to reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.
3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.
6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as newspaper reading, personal grooming, etc.

Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will only be considered if the following procedure is followed:
All grade complaints must be **TYPED** and must clearly express the student’s specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, in order to ensure accuracy.

Written statements will not be considered until one week **AFTER** the assignment is returned to students. This allows the student time to reread his/her answers and think carefully about what improvements could have been made.

Grievances will not be considered once two weeks have passed. For example, if I return a graded assignment on Monday, the student must submit a complaint **BEFORE** the Friday of the following week. Once class is over on that Friday, no complaints will be considered for that assignment.

Since class time is limited, I will only deal with questions or concerns during scheduled office hours.

Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

**Academic Dishonesty**

According to the Institutional Rules, scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records. In the event that a student violates the University policy on scholastic dishonesty, he or she will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at www.utexas.edu/depts/dos/sjs/.

**Students with Disabilities**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

**Religious Holy Day Observance**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy**

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once
evacuated, no one may re-enter the building without instruction to do so from the Austin Fire
Department, University of Texas at Austin Police Department, or Fire Prevention Services
office. Students should familiarize themselves with all the exit doors of each room and building
they occupy at the university, and should remember that the nearest exit routes may not be the
same as the way they typically enter buildings. Students requiring assistance in evacuation shall
inform their instructors in writing during the first week of class. Faculty members must then
provide this information to the Fire Prevention Services office by fax (512-232-2759), with
"Attn. Mr. Roosevelt Easley" written in the subject line. Information regarding emergency
evacuation routes and emergency procedures can be found at http://www.utexas.edu/emergency.

Outline of Course Topics and Readings

I. America's Dilemma: Introduction to Race in the United States


King, Martin Luther, Jr. 1963. “Letter from Birmingham Jail.”

Myrdal, Gunnar. 1944. An American Dilemma: The Negro Problem and Modern

Video: The Matrix (excerpt)

II. An Experiment in Democracy: The American Political System

Reading: Walton and Smith, Chapters 1, 2; Appendices I, II

Madison, James. 1787. “The Same Subject Continued: The Union as a Safeguard
against Domestic Faction and Insurrection.”


Madison, James. 1788. “The Particular Structure of the New Government and
the Distribution of Power among Its Different Parts.”

III. One Nation, Two Realities: Black Political Socialization

Reading: Walton and Smith, Chapters 4, 6

Philpot and White, Chapters 8, 9

Harris-Lacewell, Melissa V. 2004. Barbershops, Bibles, and BET: Everyday
Chapter One.

Video: Barbershop (excerpt)
IV. Say It Loud…: The Origins and Maintenance of Black Identity

Reading: Walton and Smith, Chapter 3


V. We Shall Overcome: Social Movements and Coalition Politics

Reading: Walton and Smith, Chapters 7, 8


VI. Linking the People to the Politics: Race and Political Parties

Reading: Walton and Smith, Chapter 9


VII. The Black/White Divide: Race and Public Opinion

Reading: Walton and Smith, Chapter 5

Philpot and White, Chapters 4, 5, 10


VIII. Who Will Lead?: Elections and Participation
Reading: Walton and Smith, Chapter 10

Philpot and White, Chapters 6, 11


Video: *Eyes on the Prize* #9

**IX. Having Our Say: Race and Representation**

Readings: Walton and Smith, Chapter 11


Video: *Fahrenheit 9/11* (excerpt)

**X. A Matter of Justice: Race, Crime and the Criminal Justice System**

Reading: Walton and Smith, Chapter 13


Video: *Ku Klux Klan: A Secret History*

**XI. Hail to the Chief: Race and the Executive**

Reading: Walton and Smith, Chapters 12, 14


Video: *Head of State* (excerpt)

**XII. The Dream Actualized: Race and Public Policy**

Reading: Walton and Smith, Chapters 15, 16


**XIII. Where Do We Go From Here?: Race and the 21st Century**


Conclusion.


Chapter 8.
## Course Schedule at a Glance

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<tr>
<th>Date Range</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>January 17</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>January 19</td>
<td>America’s Dilemma</td>
</tr>
<tr>
<td>January 24 – January 26</td>
<td>An Experiment in Democracy</td>
</tr>
<tr>
<td>January 31 – February 2</td>
<td>One Nation, Two Realities</td>
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<tr>
<td>February 7 – February 9</td>
<td>Say It Loud…</td>
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<tr>
<td>February 14 – February 16</td>
<td>We Shall Overcome</td>
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<tr>
<td>February 21 – February 23</td>
<td>Linking the People to the Politics</td>
</tr>
<tr>
<td>February 28 – March 6</td>
<td>The Black/White Divide</td>
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<tr>
<td>March 8</td>
<td>Exam 1</td>
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<tr>
<td>March 12 – March 17</td>
<td>Spring Break—No Class</td>
</tr>
<tr>
<td>March 20 – March 27</td>
<td>Who Will Lead?</td>
</tr>
<tr>
<td>March 29 – April 3</td>
<td>Having Our Say</td>
</tr>
<tr>
<td>April 5 – April 12</td>
<td>A Matter of Justice</td>
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<tr>
<td>April 12</td>
<td>Term Paper Due</td>
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<tr>
<td>April 17 – April 19</td>
<td>Hail to the Chief</td>
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<tr>
<td>April 24 – April 26</td>
<td>The Dream Actualized</td>
</tr>
<tr>
<td>May 1</td>
<td>Where Do We Go From Here?</td>
</tr>
<tr>
<td>May 3</td>
<td>Exam 2</td>
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