

POLI 100I: Inequalities in Participation and Representation

Summer Session II 2019

Tuesday and Thursday 2pm - 5pm

Sequoia Hall 148

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Office hours: Tuesday and Thursday 12:00pm - 1:30pm

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Course Overview

In this course, students will explore inequalities in political participation and representation in the United States. Special attention will be paid to race, ethnicity, class, and gender inequalities. As you engage the course materials each week, consider the implications of your own contributions to the equal and adequate participation and representation of groups in American politics. In particular, consider what ought to be the role of participation in a republic. How might your identity influence your ability to participate? How do you influence the participation of others? More broadly, how can the information you learn in this course be applied to other settings, including social, religious, and other political institutions?

This course is not intended to force students to reach specific conclusions but rather to expose you to a set of facts that enable you to ask new questions and consider old ones through a different lens. With that in mind, participation during class time is vital to the educational value of the course. Not only will you learn from the course materials and instruction, but also from the diverse perspectives and experiences with which each student enters the classroom. By the end of the course, you should know facts about inequalities in participation and representation in American Politics. You should be able to use the information acquired in the course to make sense of political phenomena. And you should be able to apply the knowledge and skills learned in the course to your own behavior and communities.

Learning Outcomes

- Students are able to synthesize the contemporary and historical theories that are integral to political participation and representation
- Students are able to understand the effect that political institutions have on political participation, and vice versa
- Students are able to recognize and explain inequalities in political participation and representation in the United States, including race, ethnicity, socioeconomic, religion, sexual orientation, and gender inequalities.
- Students are able to evaluate evidence from political science research and current events to justify their arguments. Students should be able to communicate about sensitive topics in a way that is respectful.

My Expectations

I have high expectations for my students! This class will be challenging, but I am confident that you can succeed if you take the assignments seriously, actively engage with the material—and each other—in class, and seek help when needed. My goal is to make this course, including lectures and assignments, worth your time. I expect that you read the assigned material and complete short assignments before the beginning of class. I acknowledge that everyone learns differently, which is why I assess learning in a variety of ways. However, if at any point you feel that you are falling behind in the course, I encourage—and expect—you to talk with me so that we can work out a solution together. The sooner you come to me, the better I will be able to help you.

Attendance

This is a critical thinking course, so your frequent attendance and active participation is essential. Active participation will increase your engagement, reinforce learning, and allow you to learn from each other. Throughout the course, I will give you in-class assignments that will contribute to your participation grade. I may also randomly call on students throughout the course to ensure that everyone has the opportunity to participate during class. Because class attendance is an important prerequisite for participating in discussions and in-class activities, attendance will be taken each class session. Missing class frequently will hurt your participation grade. In addition, exams will draw primarily on material covered in class, most of which is not covered in the course readings.

Participation

This class covers a variety of sensitive topics. I expect my students to be respectful of one another in class discussions and written material. I encourage students to express disagreement—in fact, we will learn tremendously from hearing diverse perspectives. But, I expect that students will communicate their disagreement respectfully and in line with the [UCSD Principles of Community](#).

Pop Quizzes

Pop Quizzes will be administered if it becomes apparent that students are not doing course readings. These pop quizzes will count towards your daily participation grade. There are no make-ups for pop quizzes.

Technology

Please turn off your cell phones before coming to class. If you are expecting an important call, please tell me before class, keep your phone on vibrate, and leave quietly when you receive the call. I prefer that you do not use your laptop or tablet in class. If you feel that you must use your laptop, please be courteous to your peers and avoid looking at distracting content that is unrelated to the course.

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation letter issued by the [Office for Students with Disabilities](#). Students are required to present their AFA letters to Faculty and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Assessment

Over the course of the term, you will be asked to complete several assignments that are designed to develop the knowledge and skills necessary to success in this course, and beyond. More details, including specific instructions, resources, and grading guidelines will be provided for each assignment.

Class Participation 20%
Policy Proposal 20%
Presentation 10%
Midterm Exam 25%
Final Exam 25%

Grading Scale

Final course grades will be assigned using the following grading scale. Note that grades will not be rounded up. For instance, if your final percentage is 89.9, your course grade will be a B+.

A Excellent	B Above average	C Average	D Below average	F Adjective
100 - 98 A+	89 - 87 B+	79 - 77 C+	69 - 67 D+	< 60 F
97 - 93 A	86 - 83 B	76 - 73 C	66 - 63 D	
92 - 90 A-	82 - 80 B-	72 - 70 C-	62 - 60 D-	

Late Policies

Late assignments will receive a five-percentage point deduction to the grade on that assignment for each day late. Computer malfunctions are not a legitimate excuse for submitting late assignments. I recommend regularly backing up your work on Dropbox, Google Drive, an external hard drive or flash drive, or some other system to save your work. For longer assignments, you might consider saving multiple drafts and emailing them to yourself as you work. In addition, I recommend that you take screenshots or otherwise document submissions to TritonEd or Turnitin to provide evidence that you submitted your assignment on time.

Grade Appeals

I discourage requests for regrade, except in circumstances of clerical or procedural error. If you are unsatisfied with your grade on an assignment, you can appeal your grade within one week of the date the assignment was returned. To appeal your grade, you need to write a one-page, double-spaced explanation of why you think your work merits a higher grade. After reviewing the appeal, your assignment will be re-graded. Your grade can go up, stay the same, or go down on the re-grade.

Academic Integrity

All of your graded work must be done by you without assistance from others. Any violation of UCSD's academic integrity policy will result in failing this class. If you are unfamiliar with the University's policy on academic integrity, please familiarize yourself with the guidelines on the Office of Academic Integrity [website](#).

Course Calendar and Reading List

Instead of assigning an entire quarter’s worth of reading, this summer course focuses on fewer readings but you will be expected to read them especially closely in order to contribute to class discussions. In addition to the ‘driving questions’ listed below, class discussions may include questions about research questions, theory, research design and data. For tips on how to effectively read academic articles, check out this [video](#) or this [handout](#).

Readings will be made available on TritonEd. Readings are to be completed before class on their assigned day. I provide additional reading guides on what is worth noting about each of the course materials. Reading guides are neither required nor collected. Their job is to offer guidance on the key points of each piece as you prepare for class. Guides are posted on TritonEd.

Women and people of color are historically and currently underrepresented in political science and more broadly, higher education. To help close the [citation gap](#), 45% of the authors assigned below are female and 44% are people of color.

Date	Readings	Driving Questions
Unit 1: Representation in American Democracy		
What are different types of political representation?		
August 6	<ul style="list-style-type: none"> ☐ “Will Young People Turn Out to Vote?” <i>The Late Show with Stephen Colbert</i>, November 2, 2018. (4 min video) ☐ Devine, C. J. 2019. “Voter Mobilization 101: Presidential Campaign Visits to Colleges and Universities in the 2016 Election.” <i>PS: Political Science & Politics</i>, 52(2): 261-266. 	Is participation essential for healthy democracy? How should we characterize mass political participation in the US?
August 8	<ul style="list-style-type: none"> ☐ Dovi, S. "Representation" <i>Stanford Encyclopedia of Philosophy</i>. ☐ Michele L. Swers, M.L. and S. M. Rouse. “Descriptive Representation: Understanding the Impact of Identity on Substantive Representation of Group Interests.” <i>The Oxford Handbook of the American Congress</i>. 	What are the different types of political representation? How does who is in office influence whose interests are represented?
August 13	<ul style="list-style-type: none"> ☐ Miler, K.C. 2007. “The View from the Hill: Legislative Perceptions of the District.” <i>Legislative Studies Quarterly</i>, 32(4):597–628. ☐ Broockman, D.E., and C. Skovron. 2013. “Politicians Think American Voters Are More Conservative Than They Really Are.” <i>Scholars Strategy Network Blog</i>. 	How do legislators perceive their districts? How do legislators interact with constituents?

Unit 2: Political Participation in American Democracy What are different modes of political participation? What encourages political participation? What suppresses political participation? How does political behavior vary across subgroups?		
August 15	<input type="checkbox"/> Andolina, M.W., K. Jenkins, C. Zukin, and S. Keeter. 2003. "Habits from Home, Lessons from School: Influences on Youth Civic Engagement." <i>PS: Political Science & Politics</i> , 36(2): 275-280. <input type="checkbox"/> Brady, H.E., S. Verba, and K.L. Schlozman. 1995. "Beyond SES: A resource model of political participation." <i>American Political Science Review</i> . <input type="checkbox"/> Interview with Kay Lehman Schlozman . <i>Boston College Libraries</i> . (20 min video).	How and why do people participate in democracy? Are costs to political participation inherently undemocratic?
August 20	<input type="checkbox"/> Highton, B. 2017. "Voter Identification Laws and Turnout in the United States." <i>Annual Review of Political Science</i> , details. <input type="checkbox"/> Fraga, B. (2018). "The turnout gap between whites and racial minorities is larger than you think — and hard to change." <i>Washington Post</i> . <input type="checkbox"/> Michener, J. 2014. "How Medicaid Programs Run by the U.S. States Influence Citizen Participation." <i>Scholars Strategy Network</i> .	Who votes, and why? What are the consequences of selective voter turnout?
August 22	**** MIDTERM ****	
August 27	<input type="checkbox"/> Michelson, M. 2014. "How to Mobilize Reluctant Voters" <i>Washington Post</i> . <input type="checkbox"/> Stevens, D. and B.G. Bishin. 2010. "Getting out the Vote: Minority Mobilization in a Presidential Election." <i>Political Behavior</i> , 33(1):113– 138.	Can people be persuaded to participate in democracy? How is mobilization related to political equality for marginalized populations?
Unit 3: Group Inequalities in Representation How does quality of representation vary by race, ethnicity, gender, and other identities?		
August 29	<input type="checkbox"/> Griffin, J. D., and Newman, B. 2019. "High Income Earners and Whites Get More from Voting than Low Income Earners and African Americans." <i>London School of Economics Blog</i> . <input type="checkbox"/> Hansen, E. R., and Treul, S.A. 2015. "The Symbolic and Substantive Representation of LGB Americans in the US House." <i>Journal of Politics</i> , 77(4), 955-967. <input type="checkbox"/> Dittmar, K. 2017. "Making the Case for More Women in Office? Our Interviews with 83 Congresswomen Can Help." <i>Center for Women in Politics Blog</i> .	What types of representation do different minority groups receive in Congress?

September 3	<input type="checkbox"/> Rigby, E., and Wright, G. C. (2013). "Political Parties and the Representation of the Poor in the American States." <i>American Journal of Political Science</i> , 57(3): 552-565. <input type="checkbox"/> Treisman, D. 2018. "Why the poor don't vote to soak the rich." <i>Washington Post</i> . <input type="checkbox"/> Winters, J.A. and B.I. Page. 2009. "Oligarchy in the United States?" <i>Perspectives on Politics</i> , 7(4):731-751.	Do rich and poor people receive different types of representation? Can representation be bought?
September 5	<p>****POLICY PROPOSAL DUE****</p> <input type="checkbox"/> Sadhwani, S. and J. Junn 2018. "Structuring Good Representation: Institutional Design and Elections in California." <i>PS: Political Science & Politics</i> , 51(2):318–322. <input type="checkbox"/> Beekman, D. 2019. "These voters are using democracy vouchers to influence Seattle's City Council races." <i>The Seattle Times</i> .	How can the disadvantaged achieve equal representation to groups currently favored in American politics?
September 7	<p>****FINAL EXAM****</p> Location: TBD Time: 3:00pm - 6:00pm	