



Course Subject, Number, and Title:

Political Science 846: Racial and Ethnic Diversity: Causes and Effects

Meeting Time and Location: Spring 2023, Wednesdays 1:20pm–3:15pm, in Ingraham 223

Canvas Course URL: <https://canvas.wisc.edu/courses/346344>

Credits: 3

Course Designations and Attributes: Seminar

Grad 50% - Counts toward 50% graduate coursework requirement

Requisites: Graduate/professional standing

Instructional Mode: In-Person

How Credit Hours are met by the Course:

Traditional Carnegie Definition – This class meets for one 115-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 8 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Regular and Substantive Student-Instructor Interaction: 1) Participation in regularly scheduled learning sessions (in-person class meetings); 2) Personalized comments on individual student assignments (memos, presentation slides, and final paper)

Instructor Title and Name: Yoshiko M. Herrera, Professor, Department of Political Science

<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>

Instructor Availability:

Drop-in office hours: W 3:30-4:30 or by appointment via Calendly:

<https://calendly.com/ymherrera/office-hours>. Meet in in 316 North Hall, unless you prefer Zoom, in which case sign up on Calendly to reserve time slot and then email me to get a Zoom link. No need to ask permission to schedule, but do email me if you need to meet at times other than drop-in times or those available on Calendly.

Instructor Email/Preferred Contact:

yherrera@wisc.edu

Course Description from the Guide http://guide.wisc.edu/courses/poli_sci/

Focuses on the causes and effects of racial and ethnic diversity in a range of contexts across different countries. Includes the following topics: 1) definitions of diversity and how ethnic and racial diversity is measured; 2) the causes of diversity including migrations and state actions such as ethnic cleansing and colonialism, and later processes of immigration and segregation; 3) the effects of diversity or segregation, including on social relations, conflict, public good provision, and political behavior; and the effects of ethnic and racial diversity in organizations; and 4) considers ways of increasing diversity including affirmative action and quotas, and the effectiveness of diversity training. Readings will include cases studies from different countries and different time periods and will include a range of different racial and ethnic groups around the world.

Other Course Goals:

This course will be based on student-centered discussion. Reading is essential for full participation in discussions and students will be asked to explain concepts from the readings in class. Students will work in teams on weekly presentations and will present their own research at the end of the semester. In addition, through short writing assignments (bi-weekly memos) students will gain competence in categorizing and responding to readings. Finally, students will write an original research paper through three structured assignments.

Course Learning Outcomes:

1. Gain an understanding of the definition and measurement of racial and ethnic diversity and segregation
2. Become familiar with the social science literature on the causes and effects of ethnic and racial diversity and segregation
3. Identify and learn about research methods used in the study of racial and ethnic diversity and segregation
4. Develop critical reading, writing, collaboration, and presentation skills.

REQUIRED TEXTBOOK & OTHER COURSE MATERIALS

Readings are available online via Box or will be on the course website

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Political Science department is located in North Hall. This building is not accessible to individuals with mobility disabilities and does not have an elevator or accessible restroom. The department is committed to equal opportunity for all students to attend office hours, advising, and other department-related events. Please contact me if North Hall presents a disability-related barrier to you, and I will work with you to ensure access. If you require a disability-related accommodation for the academic requirements of this course unrelated to North Hall, please see this site: <https://guide.wisc.edu/courses/#SyllabusAccommodations>.

GRADING

Summary of course requirements and grading (see details below)

1. Discussion and Class Participation	20%
Discussion questions (22 x .23% = 5%)	
Class Participation (4 x 3.75% = 15%)	
2. Memos on readings (5 x 6%)	30%
3. Presentations	20%
Group Presentations (3 x 5% = 15%)	
Final Paper presentation (5%)	
4. Final Paper	30%
Paper proposal 1 (1%)	
Paper proposal 2 (5%)	
Final Paper (24%)	
	100%

Grade scale:

A 100% to 95% B <89% to 83% C <77% to 70% F <60% to 0%
AB <95% to 89% BC <83% to 77% D <70% to 60%

Grades are not curved.

ABSENCE, MAKE-UP, AND LATE-WORK POLICY

Absences will be excused due to religious conflicts, medical issues, or university-related business.

1. Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment and I will confirm in writing that the absence is excused.
2. With an excused absence, missed class participation will be excluded from final grade total.
3. Memos and other assignments must be submitted online by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g. medical reason). In this case, an alternative assignment will be accepted up to one week beyond the excused absence period. Any work not turned in by one week beyond the excused period will not be accepted.
4. Late assignments will be marked down one full grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions (<https://conduct.students.wisc.edu/academic-misconduct/>) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

DIVERSITY & INCLUSION STATEMENT

Diversity (<https://diversity.wisc.edu/>) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC POLICIES AND STATEMENTS:

See this link <https://guide.wisc.edu/courses/#syllabustext> for information on the following:

- Teaching and Learning Data Transparency Statement
- Privacy of Student Records and the Use of Audio Recorded Lectures Statement,
- Campus Resources for Academic Success
- Course Evaluations and Digital Course Evaluations
- Students' Rules, Rights and Responsibilities
- Academic Calendar and Religious Observances

Class Schedule

Week	Dates		
Part 1			
1	Jan-25	1.1	Introduction: What is diversity? What are its sources and its effects?
2	Feb-1	1.2	Definitions of race and ethnicity, and measurement of diversity and segregation
Part 2			
3	Feb-8	2.1	Sources of diversity and segregation: Migration, states, institutions
4	Feb-15	2.2	Sources of diversity and segregation: Group and individual choices
	Feb-17		Paper Proposal #1, due at noon via Canvas
Part 3			
5	Feb-22	3.1	Effects of diversity or segregation on social relations
6	Mar-1	3.2	Effects of inter-group contact on social relations
7	Mar-8	3.3	Effects of ethnic and racial diversity on conflict
Mar-15 spring break			
8	Mar-22	3.4	Effects of ethnic and racial diversity on public goods provision
	Mar-25		Paper Proposal #2, due at noon via Canvas
9	Mar-29	3.5	Effects of ethnic and racial diversity on political behavior
10	Apr-5	3.6	Effects of ethnic and racial diversity in organizations
Part 4			
11	Apr-12	4.1	Addressing lack of ethnic and racial diversity: affirmative action and quotas
12	Apr-19	4.2	Addressing lack of ethnic and racial diversity: diversity training
Part 5			
13	Apr-26	5.1	Student paper presentations
14	May-3	5.2	Student paper presentations
	May-5		Final papers, due at noon via Canvas

Class Schedule

Part 1

Week 1, January 25

1.1 Introduction to course: What is diversity? What are its sources, and what are its effects?

- No assigned reading

Week 2, February 1

1.2 Definitions of race and ethnicity, and measurement of diversity and segregation

- Chandra, Kanchan. "What is ethnic identity and does it matter?" *Annual Review of Political Science* 9 (2006): 397-424.
- Davenport, Lauren. "The fluidity of racial classifications." *Annual Review of Political Science* 23 (2020): 221-240.
- Collins, Patricia Hill. "Intersectionality's definitional dilemmas." *Annual review of Sociology* 41 (2015): 1-20.
- Steele, Liza G., Amie Bostic, Scott M. Lynch, and Lamis Abdelaaty. "Measuring Ethnic Diversity." *Annual Review of Sociology* 48:1 (2022): 43-63.
- Massey, Douglas S., Michael J. White, and Voon-Chin Phua. "The dimensions of segregation revisited." *Sociological methods & research* 25.2 (1996): 172-206.

Recommended further reading:

- Birnir, J. K., Laitin, D. D., Wilkenfeld, J., Waguespack, D. M., Hultquist, A. S., & Gurr, T. R. (2018). Introducing the AMAR (All Minorities at Risk) Data. *Journal of Conflict Resolution*, 62(1), 203–226.
- Marquardt, Kyle L., and Yoshiko M. Herrera. "Ethnicity as a variable: An assessment of measures and data sets of ethnicity and related identities." *Social Science Quarterly* 96.3 (2015): 689-716.
- Thompson, Debra. "Race, the Canadian Census, and Interactive Political Development." *Studies in American Political Development* 34.1 (2020): 44-70.
- On measurement of segregation: <https://www.urban.org/research/data-methods/data-analysis/quantitative-data-analysis/segregation-measures>
- Lichter, Daniel T., Domenico Parisi, and Michael C. Taquino. "Toward a new macro-segregation? Decomposing segregation within and between metropolitan cities and suburbs." *American Sociological Review* 80.4 (2015): 843-873.
- Grigoryeva, Angelina, and Martin Ruef. "The historical demography of racial segregation." *American Sociological Review* 80.4 (2015): 814-842.

Part 2

Week 3, February 8

2.1 Sources of diversity and segregation: Migration, states, institutions

- Reich, David. *Who we are and how we got here: Ancient DNA and the new science of the human past*. Oxford University Press, 2018. Introduction & Chp. 11, xiii-xxvii & 247-273.
 - Reich, David and Orlando Patterson, "Ancient DNA Is Changing How We Think About the Caribbean," *New York Times*, 12/23/20.
- Saunt, Claudio. "Indian Removal," *AEON*, April 23, 2020. <https://aeon.co/essays/the-worlds-first-mass-deportation-took-place-on-american-soil>

- McNamee, Lachlan. "Colonial Legacies and Comparative Racial Identification in the Americas." *American Journal of Sociology* 126.2 (2020): 318-353.
- Massey, Douglas S., and Nancy A. Denton. "American Apartheid Segregation and the Making of the Underclass." *Inequality Classic Readings in Race, Class, and Gender*. Routledge, 2018. 103-118.
- Hinton, Elizabeth, and DeAnza Cook. "The mass criminalization of Black Americans: A historical overview." *Annual Review of Criminology* 4.1 (2021): 261-286.
- Trounstein, Jessica. "The geography of inequality: How land use regulation produces segregation." *American Political Science Review* 114.2 (2020): 443-455.

Recommended further reading:

- Michalopoulos, Stelios. "The origins of ethnolinguistic diversity." *American Economic Review* 102.4 (2012): 1508-39.
- Bulutgil, H. Zeynep. "The state of the field and debates on ethnic cleansing." *Nationalities Papers* 46.6 (2018): 1136-1145.
- Kertzer, David I. and Dominique Arel. 2002. "Censuses, identity formation, and the struggle for political power," in D. Kertzer and D. Arel, eds. *Census and Identity: The Politics of Race, Ethnicity, and Language in National Census*. Cambridge Univ Press: 1-42.
- Lieberman, Evan S., and Prerna Singh. "Census enumeration and group conflict a global analysis of the consequences of counting." *World Politics* 69.1 (2017): 1-53.
- Faber, Jacob W. "We Built This: Consequences of New Deal Era Intervention in America's Racial Geography." *American Sociological Review* 85.5 (2020): 739-775.

Week 4, February 15

2.2 Sources of diversity and segregation: Group and individual choices

- Adida, Claire L. "Too close for comfort? Immigrant exclusion in Africa." *Comparative Political Studies* 44.10 (2011): 1370-1396.
- Fouka, Vasiliki, Soumyajit Mazumder, and Marco Tabellini. "From immigrants to Americans: Race and assimilation during the Great Migration." *The Review of Economic Studies* 89.2 (2022): 811-842.
- Jardina, Ashley. *White Identity Politics*. Cambridge University Press, 2019. Chp 2, "Making the Invisible Visible," 21-49.
- Egan, Patrick J. "Identity as dependent variable: How Americans shift their identities to align with their politics." *American Journal of Political Science* 64.3 (2020): 699-716.
- Pérez, Efrén O. "Xenophobic rhetoric and its political effects on immigrants and their co-ethnics." *American Journal of Political Science* 59.3 (2015): 549-564.
- Telles, Edward, and Tianna Paschel. "Who is black, white, or mixed race? How skin color, status, and nation shape racial classification in Latin America." *American Journal of Sociology* 120.3 (2014): 864-907.

Recommended:

- Abdelal, Rawi, et al., eds. *Measuring identity: A guide for social scientists*. Cambridge University Press, 2009.
- Abramitzky, Ran, and Leah Boustan. "Immigration in American economic history." *Journal of Economic Literature* 55.4 (2017): 1311-45.
- Waters, Mary C., Philip Kasinitz, and Asad L. Asad. "Immigrants and African Americans." *Annual Review of Sociology* 40 (2014): 369-390.
- Maxwell, Rahsaan. "Occupations, national identity, and immigrant integration." *Comparative Political Studies* 50.2 (2017): 232-263.

Initial Paper Proposal due Friday, February 17 th , 12:00 pm, via Canvas

Part 3

Week 5, February 22

3.1 Effects of diversity or segregation on social relations

- van der Meer, Tom, and Jochem Tolsma. "Ethnic diversity and its effects on social cohesion." *Annual Review of Sociology* 40 (2014): 459-478.
- Kasara, Kimuli. "Separate and suspicious: Local social and political context and ethnic tolerance in Kenya." *The Journal of Politics* 75.4 (2013): 921-936.
- Robinson, Amanda Lea. "Ethnic diversity, segregation and ethnocentric trust in Africa." *British Journal of Political Science* 50.1 (2020): 217-239.
- Enos, Ryan D., and Christopher Celaya. "The effect of segregation on intergroup relations." *Journal of Experimental Political Science* 5.1 (2018): 26-38.
- Spater, Jeremy. "Exposure and preferences: Evidence from Indian slums." *American Journal of Political Science* (2020): 1-16.
- Weiss, Chagai M. "Sharing spaces: segregation, integration, and intergroup relations." *APSA-CP Newsletter* XXX.1 (2020).

Recommended:

- Goldman, Seth K., and Daniel J. Hopkins. "Past place, present prejudice: The impact of adolescent racial context on white racial attitudes." *The Journal of Politics* 82.2 (2020): 529-542.
- Oliver, J. Eric, and Janelle Wong. "Intergroup prejudice in multiethnic settings." *American Journal of Political Science* 47.4 (2003): 567-582.
- Putnam, Robert D. "*E pluribus unum*: Diversity and community in the twenty-first century; the 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies* 30.2 (2007): 137-174.

Week 6, March 1

3.2 Effects of inter-group contact on social relations

- Enos, Ryan D. "Causal effect of intergroup contact on exclusionary attitudes." *Proceedings of the National Academy of Sciences* 111.10 (2014): 3699-3704.
- Bazzi, Samuel, et al. "Unity in diversity? how intergroup contact can foster nation building." *American Economic Review* 109.11 (2019): 3978-4025.
- Herrera, Yoshiko M., and Andrew H. Kydd. "Take a chance: Trust-building across identity groups." *Journal of Peace Research* 59.5 (2022): 727-741.
- Scacco, Alexandra, and Shana S. Warren. "Can social contact reduce prejudice and discrimination? Evidence from a field experiment in Nigeria." *American Political Science Review* 112.3 (2018): 654-677.
- Mousa, Salma. "Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq." *Science* 369.6505 (2020): 866-870.
- Choi, Donghyun Danny, Mathias Poertner, and Nicholas Sambanis. "Parochialism, social norms, and discrimination against immigrants." *Proceedings of the National Academy of Sciences* 116.33 (2019): 16274-16279.

Recommended:

- Paler, Laura, Leslie Marshall, and Sami Atallah. "How Cross-Cutting Discussion Shapes Support for Ethnic Politics: Evidence from an Experiment in Lebanon." *Quarterly Journal of Political Science* 15.1 (2020): 33-71.
- Algan, Yann, Camille Hémet, and David D. Laitin. "The social effects of ethnic diversity at the local level: A natural experiment with exogenous residential allocation." *Journal of Political Economy* 124.3 (2016): 696-733.
- Adida, Claire L., Adeline Lo, and Melina R. Platas. "Perspective taking can promote short-term inclusionary behavior toward Syrian refugees." *Proceedings of the National Academy of Sciences* 115.38 (2018): 9521-9526.
- Lowe, Matt. "Types of contact: A field experiment on collaborative and adversarial caste integration." *American Economic Review* 111.6 (2021): 1807-44.

Week 7, March 8

3.3 Effects of ethnic and racial diversity on conflict

- Esteban, Joan, Laura Mayoral, and Debraj Ray. "Ethnicity and conflict: An empirical study." *American Economic Review* 102.4 (2012): 1310-42.
- Gubler, Joshua R., and Joel Sawat Selway. "Horizontal inequality, crosscutting cleavages, and civil war." *Journal of Conflict Resolution* 56.2 (2012): 206-232.
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. "Why do ethnic groups rebel? New data and analysis." *World Politics* 62.1 (2010): 87-119.
- Kimuli Kasara. "Does Local Ethnic Segregation Lead to Violence? Evidence from Kenya." *Quarterly Journal of Political Science* 11.4 (2017): 441-470.
- Lyall, Jason. *Divided Armies: Inequality and Battlefield Performance in Modern War*. Princeton University Press, 2020. Chapters 1-2, 1-89.

- King, Elisabeth, and Cyrus Samii. *Diversity, Violence, and Recognition: How recognizing ethnic identity promotes peace*. Oxford University Press, 2020. Chp 1, 3-17

Recommended:

- Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American Political Science Review* 97.1 (2003): 75-90.
- Montalvo, José G., and Marta Reynal-Querol. "Ethnic polarization, potential conflict, and civil wars." *American Economic Review* 95.3 (2005): 796-816.

March 15 – NO CLASS – SPRING BREAK

Week 8, March 22

3.4 Effects of ethnic and racial diversity on public goods provision

- Wimmer, Andreas. "Is diversity detrimental? Ethnic fractionalization, public goods provision, and the historical legacies of stateness." *Comparative Political Studies* 49.11 (2016): 1407-1445.
- Singh, Purna, and Matthias Vom Hau. "Ethnicity in time: Politics, history, and the relationship between ethnic diversity and public goods provision." *Comparative Political Studies* 49.10 (2016): 1303-1340.
- Lee, Alexander. "Ethnic diversity and ethnic discrimination: Explaining local public goods provision." *Comparative Political Studies* 51.10 (2018): 1351-1383.
- Kustov, Alexander, and Giuliana Pardelli. "Ethnoracial homogeneity and public outcomes: the (non) effects of diversity." *American Political Science Review* 112.4 (2018): 1096-1103.
- Charnysh, Volha. "Diversity, institutions, and economic outcomes: Post-WWII displacement in Poland." *American Political Science Review* 113.2 (2019): 423-441.
- Suryanarayan, Pavithra, and Steven White. "Slavery, reconstruction, and bureaucratic capacity in the American south." *American Political Science Review* 115.2 (2021): 568-584.

Recommended

- Tajima, Yuhki, Krislert Samphantharak, and Kai Ostwald. "Ethnic segregation and public goods: evidence from Indonesia." *American Political Science Review* 112.3 (2018): 637-653.
- Soifer, Hillel David. "Regionalism, ethnic diversity, and variation in public good provision by national states." *Comparative Political Studies* 49.10 (2016): 1341-1371.
- Desmet, Klaus, Joseph Flavian Gomes, and Ignacio Ortuño-Ortín. "The geography of linguistic diversity and the provision of public goods." *Journal of Development Economics* 143 (2020): 102384.
- Gao, Eleanor. "Tribal mobilization, fragmented groups, and public goods provision in Jordan." *Comparative Political Studies* 49.10 (2016): 1372-1403.
- McDonnell, Erin Metz. "Conciliatory states: Elite ethno-demographics and the puzzle of public goods within diverse African states." *Comparative Political Studies* 49.11 (2016): 1513-1549.

Week 9, March 29

3.5 Effects of ethnic and racial diversity on political behavior

- Cho, Wendy K. Tam, James G. Gimpel, and Joshua J. Dyck. "Residential concentration, political socialization, and voter turnout." *The Journal of Politics* 68.1 (2006): 156-167.
- Ichino, Nahomi, and Noah L. Nathan. "Crossing the line: Local ethnic geography and voting in Ghana." *American Political Science Review* 107.2 (2013): 344-361.
- Fraga, Bernard L. "Redistricting and the causal impact of race on voter turnout." *The Journal of Politics* 78.1 (2016): 19-34.
- Huber, John D. *Exclusion by elections: inequality, ethnic identity, and democracy*. Cambridge University Press, 2017. Chapters 1-2, 1-32.
- Neggers, Yusuf. "Enfranchising your own? experimental evidence on bureaucrat diversity and election bias in India." *American Economic Review* 108.6 (2018): 1288-1321.
- Jefferson, Hakeem, Fabian G. Neuner, and Josh Pasek. "Seeing Blue in Black and White: Race and Perceptions of Officer-Involved Shootings." *Perspectives on Politics* (2020): 1-19.

Recommended

- Calderon, Alvaro, Vasiliki Fouka, and Marco Tabellini. "Racial diversity and racial policy preferences: the great migration and civil rights." *The Review of Economic Studies* 90.1 (2023): 165-200.
- Grumbach, Jacob M., Alexander Sahn, and Sarah Staszak. "Gender, race, and intersectionality in campaign finance." *Political Behavior* (2019): 1-22.
- Ananat, Elizabeth Oltmans, and Ebonya Washington. "Segregation and Black political efficacy." *Journal of Public Economics* 93.5-6 (2009): 807-822.

Week 10, April 5

3.6 Effects of ethnic and racial diversity in organizations

- Rasul, Imran, and Daniel Rogger. "The impact of ethnic diversity in bureaucracies: evidence from the Nigerian civil service." *American Economic Review* 105.5 (2015): 457-61.
- Alsan, Marcella, Owen Garrick, and Grant Graziani. "Does diversity matter for health? Experimental evidence from Oakland." *American Economic Review* 109.12 (2019): 4071-4111.
- Ba, Bocar A., et al. "The role of officer race and gender in police-civilian interactions in Chicago." *Science* 371.6530 (2021): 696-702.
- Hunt, Vivian, et al. "Delivering through diversity." McKinsey & Company Report (2018).
- Guillaume, Yves RF, et al. "Harnessing demographic differences in organizations: What moderates the effects of workplace diversity?" *Journal of Organizational Behavior* 38.2 (2017): 276-303.
- Van Knippenberg, Daan, and Julija N. Mell. "Past, present, and potential future of team diversity research: From compositional diversity to emergent diversity." *Organizational Behavior and Human Decision Processes* 136 (2016): 135-145.

Recommended:

- Al Shebli, Bedoor K., Talal Rahwan, and Wei Lee Woon. "The preeminence of ethnic diversity in scientific collaboration." *Nature communications* 9.1 (2018): 1-10.
- Nielsen, Mathias Wullum, Carter Walter Bloch, and Londa Schiebinger. "Making gender diversity work for scientific discovery and innovation." *Nature Human Behaviour* 2.10 (2018): 726-734.

Part 4

Week 11, April 12

4.1 Addressing lack of ethnic and racial diversity: affirmative action and quotas

- Posselt, Julie Renee, et al. "Access without equity: Longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004." *American Educational Research Journal* 49.6 (2012): 1074-1111.
- Bird, Karen. "Ethnic quotas and ethnic representation worldwide." *International Political Science Review* 35.1 (2014): 12-26.
- Chauchard, Simon. "Can descriptive representation change beliefs about a stigmatized group? Evidence from rural India." *American Political Science Review* 108.2 (2014): 403-422.
- Bhavnani, Rikhil R. "Do the effects of temporary ethnic group quotas persist? Evidence from India." *American Economic Journal: Applied Economics* 9.3 (2017): 105-23.
- Kurtulus, Fidan Ana. "The impact of affirmative action on the employment of minorities and women: a longitudinal analysis using three decades of EEO-1 filings." *Journal of Policy Analysis and Management* 35.1 (2016): 34-66.
- Gulzar, Saad, Nicholas Haas, and Benjamin Pasquale. "Does Political Affirmative Action Work, and for Whom? Theory and Evidence on India's Scheduled Areas." *American Political Science Review* 114.4 (2020): 1230-1246.

Recommended

- Bhavnani, Rikhil R., and Alexander Lee. "Does affirmative action worsen bureaucratic performance? Evidence from the Indian administrative service." *American Journal of Political Science* 65.1 (2021): 5-20.
- Dunning, Thad, and Janhavi Nilekani. "Ethnic quotas and political mobilization: caste, parties, and distribution in Indian village councils." *American Political Science Review* 107.1 (2013): 35-56.
- Arcidiacono, Peter, and Michael Lovenheim. "Affirmative action and the quality-fit trade-off." *Journal of Economic Literature* 54.1 (2016): 3-51.
- Htun, Mala. "Is gender like ethnicity? The political representation of identity groups." *Perspectives on Politics* 2.3 (2004): 439-458.
- Tripp, Aili Mari, and Alice Kang. "The global impact of quotas: On the fast track to increased female legislative representation." *Comparative Political Studies* 41.3 (2008): 338-361.

Week 12, April 19

4.2 Addressing lack of ethnic and racial diversity: diversity training

- Paluck, Elizabeth Levy, Roni Porat, Chelsey S. Clark, and Donald P. Green. "Prejudice reduction: Progress and challenges." *Annual Review of Psychology* 72 (2020): 533–60.
- Murrar, Sohad, Mitchell R. Campbell, and Markus Brauer. "Exposure to peers' pro-diversity attitudes increases inclusion and reduces the achievement gap." *Nature Human Behaviour* 4.9 (2020): 889–897.
- Flory, Jeffrey A., et al. "Increasing Workplace Diversity Evidence from a Recruiting Experiment at a Fortune 500 Company." *Journal of Human Resources* 56.1 (2021): 73-92.
- Carter, Evelyn R., Ivuoma N. Onyeador, and Neil A. Lewis Jr. "Developing & delivering effective anti-bias training: Challenges & recommendations." *Behavioral Science & Policy* 6.1 (2020): 57-70.
- Dobbin, Frank, and Alexandra Kalev. *Getting to diversity: What works and what doesn't*. Harvard University Press, 2022. Chapters TBA

Recommended:

- DiAngelo, Robin. *White Fragility: Why it's so hard for white people to talk about racism*. Beacon Press, 2018.
- Dupree, Cydney H., and Michael W. Kraus. "Psychological science is not race neutral." *Perspectives on Psychological Science* 17.1 (2022): 270-275.

Part 5

Week 13, April 26

5.1 Student paper presentations

Week 14, May 3

5.2 Student paper presentations

Final Paper due Friday, May 5 th , 12:00 pm via Canvas

MAJOR GRADED WORK

1) Reading, Discussion Questions, and Participation:

- This is a discussion-based online class and active participation is essential. Attending class is the first step and is important, but is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material. Students should have the readings nearby and available in order to aid in the online discussion.
- I may call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings.

- Students are expected to attend for the full class period; arriving late or leaving the session early will result in a lowered participation grade. If you have a medical reason for needing to leave class, please let me know.

Discussion questions (22 x .23% = 5% of final grade):

Each week students should post 2 questions, of no more than 50 words each, to the course website, by 12:00 pm on Wednesday. We will discuss a selection of these in class.

- One question should be a topic for discussion, i.e. a theme or important issue from the week's readings that the class should discuss.
- A second question should be a specific question about one of the readings; something you didn't understand or would like clarification on.
- Discussion questions are credit/no credit. If they meet the above criteria and are posted on time students will receive credit.

Participation in class discussions (4 x 3.75% = 15% of final grade)

Grades will be given 4 times during the semester, taking into account the previous few weeks of participation.

Grading rubric for each participation grade:

Attended each class during evaluation period	65%
Arrived on time, did not leave room during class	10%
Actively participated by asking questions and participating in group discussions or chats	20%
Seemed in command of readings and material; able to explain concepts	5%
	100%

2) Memos (5 x 6% = 30% of final grade)

For about half of the weeks, students will prepare a short memo based on the readings. The goals are to categorize the readings and understand how they fit together, to identify a key contribution from each reading is, and to identify some limitations of the readings. **All memos should have 4 clearly marked sections:**

1. Categorize all the week's readings in a small table or figure. For example, you can make 1x3 or 2x3 table, dividing the readings by substantive explanations, by outcomes (e.g. positive or negative effect on conflict), or along some dimension (e.g. type of contact, time, etc. You might also use method, region, or unit of analysis in the table.
2. Make connections among the readings. In a few sentences compare each of the week's readings and explain how they are related to each other. Ideally this will follow from your categorization because you can discuss how some readings focus on something or how they differ on some dimension.
3. Briefly highlight a key contribution of each work; this should not be merely a restatement of the abstract. Consider why the work was published; what does it contribute to the week's topic? Examples: a substantive theoretical contribution; new data; a measurement or methodological innovation, etc.

4. Highlight a limitation or a criticism in at least 2 works, e.g. something left out, wrong, or that you disagree with.

Other memo requirements:

- Post on Canvas as a PDF by 11:00 am on Wednesday.
- Discuss all readings for the week as noted above; memos should be written in prose (not bullet points), except for the table/figure, and divided into 4 sections noted above.
- Use parenthetical citation (last name, year, and page # if a quotation), e.g. [APA citation style](#). Given that readings are from syllabus, no bibliography on memos is necessary. Cite both authors if there are two (not just the male or more senior one); first author plus "et al." is okay for more than 2 authors.
- Check and spell author names correctly. Look it up if you don't know for sure. Pay attention to gender in referring to authors; *do not assume all are male*. Google if you are not sure or just don't use pronouns if you don't know.
- Things to avoid: Do not discuss other non-required readings in these memos. Do not include sign-posting, intro, or conclusion, just the 4 sections noted above.
- Memos should be approximately 1 ½ to 2 single-spaced pages (12-point font, 1-inch margins), and should include your name, date, and a title. Longer than 2 pages not accepted.
- Unless you request otherwise, memos will be shared with other students on course website.

Memo grading rubric:

	Points
Turned in on time, meets page limit; contains a title and clearly marked sections; no typos or errors	60%
Categorization table/figure captures some important dimensions and is accurate	10%
Comparison of readings is reasonable and accurate	10%
Key contributions of each reading were reasonable, and do not merely repeat abstracts	10%
Criticism of at least 2 readings is reasonable and accurate	10%
Total points	100%

3) Group Presentations: (3 x 5% = 15% of final grade)

Through this activity, students will develop the ability to concisely analyze, categorize, and orally discuss work in comparative politics.

- Students should work together to develop an integrated presentation; do not just divide up the reading. The structure of the presentation should be based on substantive themes or theories, rather than just dividing works arbitrarily.
- Presentations should contain 4 sections:
 1. Identify key themes/topics for the week's readings, and show how the readings fit together (this is similar to the categorization exercise in the memos)

2. Highlight key contributions
 3. Discuss some criticisms or limitations
 4. Develop a list of discussion questions for the class; these can be based on the broad theme questions submitted by students or based on your own suggestions.
- Slides should be uploaded to Canvas by 1:00 pm on Wednesdays.
 - Presentations must include all assigned readings; should **not be longer than 10 minutes**; and should include slides (but no more than 5 maximum).
 - Presenters should engage with the class and not simply read notes.
 - Group presentation dates will be set at the first class meeting.

Presentation grading rubric

Content: Reasonable thematic organization of readings, good analysis, including highlighting key contributions and criticisms	50%
Discussion questions identified key themes in the readings	10%
Visual content: Slides looked professional: not too much text, consistent and correct fonts, sizes, etc. and no errors. Good use of images.	20%
Delivery: Stayed within 10 minutes; presentation was engaging; made eye contact, did not read too much from notes or written text, clear and loud enough voice, etc. and all students spoke	20%
	100%

4) Final Paper: (30% of final grade)

The final paper for this course should focus on some aspect of racial or ethnic diversity and should contain a research question that is theoretically motivated. Ideally the paper will include original data collection or original re-analysis of existing data. The paper is open in terms of substantive topics, but **must reference some of the course readings and should fit within one of the parts of the course:**

- 1) definition and measurement of racial and ethnic diversity segregation;
- 2) causes of racial and ethnic diversity or segregation;
- 3) the effects of racial and ethnic diversity or segregation;
- 4) ways to increase diversity.

The goal of this paper is to be able to complete a writing assignment for which you have read and processed existing work, and in which you contribute new analysis of data in answer to a theoretically motivated question. It is through writing in a structured way that essential learning outcomes of the course will be achieved, and writing is a process that unfolds in drafts; therefore, completion of a final paper, rather than an incomplete idealized paper, should be your focus.

Initial Paper Proposal, due Feb.17th, noon, (1% of final grade):

- Include your name, the date, and a descriptive title
- Length: up to 1 double-spaced page

- Your proposal should make clear which aspect of diversity you will focus on (measurement, causes, effects, remediation); the substantive topic (including country/region and time period); short description of methods and data sources you plan to use. If you have one, you should also include a specific research question.

Revised Paper Proposal, due Mar. 25th, noon, (5% of final grade):

- Include your name, the date, and a descriptive title
- Length: 2-3 double-spaced pages
- Include the following four numbered sections:
 1. A clear research question related to diversity and course themes.
 2. Theoretical motivation for your research from existing work, and implications (make clear what your work will add, or why it is useful to do this research) including at least two or three hypotheses.
 3. Describe what methods (experiment, content analysis, survey, or interviews, quantitative statistical analysis, etc.) you plan to use, and why such methods are appropriate for your research question.
 4. Describe the main type of data sources that you plan to use.

Grading rubric for the Revised Paper Proposal:

The plan contains all 4 sections, and content is as instructed above	30%
Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources	20%
The research question is clear and related to diversity	10%
The theoretical motivation and hypotheses are reasonable and clear	20%
The methodology is appropriate to the research question	10%
The data sources are appropriate, and data collection seems feasible	10%
	100%

Other final paper requirements:

- 12-point font, 1-inch margins, include page numbers.
- Maximum 25 double-spaced pages of text (excluding figures/tables, and bibliography)
- Place all figures and tables in the text (or on adjacent pages) where they are discussed. Do not place them all at the end.

Final Paper due May 5th, noon, (24% of final grade).

Grading rubric for the final paper:

The paper content is as instructed above (based on proposal structure), and is within page limit	50%
Each element demonstrates thoughtful effort; no typos or errors; appropriate citation of sources, good word choice and tone	10%
The research question is clear and related to the diversity; course readings are cited where appropriate	10%
Discussion of relevant existing literature is organized, analytical, and sufficiently comprehensive	10%
Methods and data appropriate to research question, carried out appropriately, and paper includes sufficient written description and explanation of methods and data	15%
Sufficient attention to causal inference in research design and discussion	5%
	100%

Final Paper Presentations (5% of final grade):

This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.

- Presentations will be in class during last two class meetings; slides are due by 1:00 pm on day of presentation. Presentation dates will be set later in semester.
- Presentations should consist of 5-8 slides:
 1. Title slide (includes paper title plus full name(s), date, course name & number)
 2. Research question
 3. Theory and hypotheses
 4. Methods and Data (could be 1-3 slides)
 5. Results and Conclusions (could be 1-2 slides)
- Slides should use consistent style.
- You may add images or other relevant visual design elements.

Grading rubric final paper presentation & slides:

Content: Discussion of research question, theory, analysis and conclusions	40%
Presentation Length and Errors: Contains 5-7 slides as noted above and no major typos or errors; stays within presentation time limit	20%
Visual display of information: slide format, graphics, picture placement, text size, etc.	20%
Engagement with audience & speaking style: audible, clear, eye contact with audience (not reading too much)	20%
	100%