POLS 5317

**Spring 2018**

**Ethnic Groups and the Nation State**

**Room: University Hall 01**

**Monday, 7:00-9:50pm**

Dr. Bai Linh Hoang

Email: bailinh.hoang@uta.edu

Office: 405 University Hall

Office Hours: Tuesday & Thursday, 2:00-3:20pm and by appointment

**Ethnic Group Politics in the United States**

In this graduate level seminar, students will explore the contemporary influence of race on political institutions, salient public policy debates, and the political behavior and public opinion of different groups in the U.S. We will begin the course by critically examining the meaning of race and why the study of race still matters even in the presence of a scholarly consensus that rejects essentialist notions of race and posits that “old-fashion” racism is largely obsolete. While scholars of race and ethnic politics argue that expressions of overt racism based on biological determinism no longer dominate the public sphere, they contend that more subtle forms of racial hostilities have emerged in the place of traditional racism. Therefore, in this course, students will learn about these newer forms of racial antipathies (e.g. racial resentment and colorism) and the conditions under which they may be primed or activated. In addition, we will look at the political behavior and attitudes of different racial and ethnic groups in the U.S. Other topics include, but are not limited to, how institutions shape the social, political, and economic outcomes for racial minorities and therefore contribute to the racial disparities that arise from public policies. Readings will cover a variety of methodological approaches to studying race, and students will be expected to critically evaluate how scholars of race and ethnic politics define concepts and how they operationalize such concepts.

**Prerequisites of the Course**

While this course is primarily intended for graduate students in political science, students in related disciplines are welcome. Some of the readings may be dense and technical, especially the empirical articles that refer to statistical, quantitative, and experimental methodologies. A background in statistical methods is NOT required. I will provide you with a basic background on these concepts, but it is your responsibility to understand the arguments and conclusions of the author(s). Thus, give yourself plenty of time to digest and comprehend the material.

**Student Learning Outcomes**: An important goal of this course is to offer you a broad understanding of the various ways that race affects crucial domains of political life. You should be able to apply the various perspectives and concepts you learn to current and past political events and understand the complex role of race and ethnicity on political behavior, institutions, and public policy. Therefore, it is my hope that by the end of the course, you will appreciate how looking at the dynamics of race and ethnicity enriches our understanding of the American political system.

Another important goal of this course is to develop and engage your critical thinking skills. Therefore, you will read the material with a critical eye, highlighting particular strengths or weaknesses of various theories, methodologies, and measurement techniques. In doing so, you will also understand political science as a discipline with theoretical traditions and various methodological approaches. To achieve these goals, active participation, in-class presentations, and written assignments, will help you develop your written and spoken communication skills.

**Blackboard**: We will make use of our course page in Blackboard, available at:

<http://www.uta.edu/blackboard/students/index.php>

**Required Books**

Students are required to obtain the following books:

1. Tate, K. (2003). ***Black faces in the mirror: African Americans and their representatives in the US Congress,*** Princeton University Press.

(ISBN: 9780691117867)

1. Claire Jean Kim*,* 2003) ***Bitter Fruit: The Politics of Black-Korean Conflict in New York City,***Yale University Press (ISBN: 9780300093308).

***All other assigned readings will be available electronically on Blackboard or through the library journal databases.***

**Description of Requirements**

***Attendance and Participation:*** Attending seminar every week is mandatory. During class, one or two students will each deliver a 10-12 minute presentation on one of the weekly articles as if he or she were the author, and another student (discussant) will pose to the class two questions about the presented article(s). The student “author” may choose any article from that week’s reading. For students who are not presenting that week, active participation in discussion is required. Thus, students should come to class prepared, having read and carefully thought about the material and ready to answer questions presented by the discussant and instructor.

***Papers:*** Students are required to write two papers. Each paper should be approximately 5 pages in length (double-spaced with one-inch margins). The paper topics and questions will be distributed several weeks before the paper is due. Students may also formulate their own question(s) and thesis as long as they consult with me.

***Final Exam:*** Final exam questions will be distributed during the last day of class. Students will be required to complete two essay-length questions on the final exam. *The completed final exam will be due via Blackboard by Monday, May 7 at 11:59pm.*

***Research Paper:*** Students must also complete a research paper that centers on any of the topics or themes covered in this course. The components of the research paper will include:

1. An original question and why it is important
2. A hypothesis or set of hypotheses that provide possible answer(s) to the question
3. A synthesis of the literature relevant to your question
4. A description of the data or data collection effort if you are collecting original data
5. A description of the methodology and how you will analyze the data
6. Analyses and Results

Additionally, students will be required to submit a single-spaced, one-page prospectus that describes the question to be investigated, preliminary hypotheses, the relevant readings to be incorporated, and strategies for executing the research design (the data the student will be analyzing, data collection effort if any, etc.). Additional guidelines for the prospectus will be available during the early weeks of the semester. ***The prospectus is due via Blackboard on March 9th (Friday) by 11:59pm***. *The late submission of a prospectus will result in a 7-point deduction from your final research paper grade*. ***The research paper will be due on the last day of class, April 30th.***

**Late Essays:** The 5-page essays are due on the date specified. *For each day the paper is late, I will impose a 4-point deduction.* If you have a special circumstance that prevents you from submitting your assignment on time, please consult with me in advance (meaning a reasonable time before the deadline) to avoid a penalty.

**Incompletes:** Incompletes will be given only in extraordinary circumstances and at the discretion of the instructor.

**Grading Breakdown:**

**Student grades will be calculated as follows:**

Essay 1: 15% (30 points)

Essay 2: 15% (30 points)

Research Paper & Prospectus: 30% (60 points)

Final Exam: 20% (40 points)

Class Participation: 20% (40 points)

Letter grades will be assigned as follows:

180-200 points: A (90-100%)

160-179 points: B (80-89%)

140-159 points: C (70-79%)

120-139 points: D (60-69%)

Below 120 points: F (below 60%)

**Grading Questions:** All questions regarding grades or exam questions must be submitted in writing and include a reasonable explanation for consideration.

**Office Hours:** I highly encourage students to come see me during my office hours with questions related to the course material and/or assessments. If you cannot meet with me during my scheduled office hours, please contact me over email so that we can set up a time that works for the both of us during university business hours.

**Electronic Devices:** Laptops and tablets are permitted in class. However, I expect you to use these devices solely for the purposes of taking notes or participating in class activities. Therefore, please refrain from using your devices to engage in activities that are unrelated to class (emailing, checking Facebook, purchasing items online, playing games, etc.). Additionally, please keep all cell phones on silent for the duration of the class.

**Recording**: Audio or video recording of the instructor’s lectures or during any portion of the class is not permitted except under special circumstances.

**Bad Weather:** Any class cancellations issued by the University as a result of bad weather will result in the scheduled topic or exam being held on the next class day.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through selfservice in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ calling 817-272-3671, is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](jmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

***Communicating with the Instructor:***

*I can only read emails from students using their MavMail accounts. Therefore, do not send me emails using non-university accounts, such as Gmail, Yahoo, or Hotmail.* I will try to respond to emails as quickly as possible during normal business hours (Monday-Friday 9am – 5pm), usually within 24 hours. However, please note that emails sent after hours, on weekends, and over University holidays may have a longer response time. Every email you send should have “Ethnic Groups and Nation State” and the specific question/concern within the subject line. If I think your question or concern cannot be adequately addressed over email, I will ask you to come to my office hours.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week**: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located immediately to the right of the classroom door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**Schedule of Topics**

**Syllabus Changes**: As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**Week 1: January 22**

***Introduction and course expectations***

**Week 2: January 29**

***What is Race and Why It Still Matters***

1. Andreasen, R. O. (2000). Race: Biological reality or social construct? *Philosophy of Science*, *67*, S653-S666.
2. Hirschman, Charles, Richard Alba, and Reynolds Farley. 2000. “The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future.” *Demography* 37:3:381-93.
3. Tuvel, R. (2017). In Defense of Transracialism. *Hypatia*, *32*(2), 263-278.
4. Hutchings, Vincent and Nicholas Valentino. 2004. “The Centrality of Race in American Politics”. *Annual Review of Political Science* 7:383-408.
5. de la Garza, Rodolfo O. 2004. “Latino Politics”. *Annual Review of Political Science* 7:91-123.

**Week 3: February 5**

***Political Attitudes and Identity***

1. Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press. Chs. 3 & 4
2. Masuoka, N. (2006). Together they become one: Examining the predictors of panethnic group consciousness among Asian Americans and Latinos. *Social Science Quarterly*, *87*(5), 993-1011.
3. Sanchez, G. R., & Masuoka, N. (2010). Brown-utility heuristic? The presence and contributing factors of Latino linked fate. *Hispanic Journal of Behavioral Sciences*, *32*(4), 519-531.
4. McClain, Paula D., et al. "Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics?" *Annual Review of Political Science* 12 (2009): 471-485.
5. Gay, C., Hochschild, J., & White, A. (2016). Americans' Belief in Linked Fate: Does the Measure Capture the Concept? *Journal of Race, Ethnicity and Politics*, *1*(1), 117-144.

**Week 4: February 12**

***Political Participation/Voting***

1. Bobo, Lawrence and Franklin Gilliam, Jr. 1990. “Race, Sociopolitical Participation and Black Empowerment.” *American Political Science Review*. (June, 1990). Pp. 377-394.
2. Barreto, Matt, Gary Segura, and Nathan Woods. 2004. “The Mobilizing Effect of Majority-Minority Districts on Latino Turnout.” *American Political Science Review*. 98: 65-75.
3. Wong, J. S. (2005). Mobilizing Asian American voters: A field experiment. *The Annals of the American Academy of Political and Social Science*, *601*(1), 102-114.
4. Hajnal, Z., Lajevardi, N., & Nielson, L. (2017). Voter Identification laws and the suppression of minority votes. *The Journal of Politics*, *79*(2), 363-379.
5. Grimmer, Justin, Hersh, Eitan, Eitan, Meredith, Eitan, Mummolo, Jonathan and Clayton Nall. “Obstacles to Estimating Voter ID Laws’ Effect on Turnout” Forthcoming, *Journal of Politics*

**Week 5: February 19**

***Intergroup Competition and Coalition***

1. Bobo, L., & Hutchings, V. L. (1996). Perceptions of racial group competition: Extending Blumer's theory of group position to a multiracial social context. *American Sociological Review*, 951-972.
2. Kim, Claire Jean. 2000. *Bitter Fruit: The Politics of Black-Korean Conflict in New York City*. New Haven, CT: Yale University Press. Pg. 1-52; 109-187
3. Eric Oliver, J., & Wong, J. (2003). Intergroup prejudice in multiethnic settings. *American journal of political science*, *47*(4), 567-582.
4. Benjamin, A. (2016). Coethnic Endorsements, Out-Group Candidate Preferences, and Perceptions in Local Elections. *Urban Affairs Review*, 1078087416644840.

**Week 6: February 26**

***A New Kind of Racism?***

1. Kinder, D. R., & Sears, D. O. (1981). Prejudice and politics: Symbolic racism versus racial threats to the good life. *Journal of personality and social psychology*, *40*(3), 414.
2. Sniderman, Paul M., and Philip E. Tetlock. "Symbolic Racism: Problems of Motive Attribution in Political Analysis." *Journal of Social Issues* 42.2 (1986): 173-187.
3. Kinder, Donald R., and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals.* University of Chicago Press. Ch. 5 (pgs. 93-127)
4. Sniderman, Paul & Edward G. Carmines. 1997. *Reaching Beyond Race.* Harvard: Harvard University Press. Chapters 3 & 4.

**Week 7: March 5**

***Race, Campaigns, and the Media***

1. ***Paper #1 Due in Class***
2. Mendelberg, Tali. 2001. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality.* Princeton, NJ: Princeton University Press. Ch. 1, 6 & 8.
3. Huber, G. A., & Lapinski, J. S. (2006). The “race card” revisited: Assessing racial priming in policy contests. *American Journal of Political Science*, *50*(2), 421-440.
4. Stephens-Dougan, L. (2016). Priming Racial Resentment without Stereotypic Cues. *The Journal of Politics*, *78*(3), 687-704.
5. ***Research Prospectus Due on Friday, March 9 by 11:59pm via Blackboard***

**Week 8: March 12**

Spring Break – No Class!

**Week 9: March 19**

***Race, Legislative Institutions, and Political Representation***

1. Swain, Carol Miller. *Black Faces, Black Interests: The Representation of African Americans in Congress*. Harvard University Press, 1995. Chapter 3 (pgs. 47-73), Chapter 6 (pgs. 193-206), Chapter 9 (pgs. 193-206)
2. Tate, Katherine. *Black Faces in the Mirror,* Chapters 1, 4, 6-8
3. Butler, Daniel and David E. Broockman. 2011. “Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators”. *American Journal of Political Science.* 55(3):463-477.

**Week 10: March 26**

***Immigration***

1. Huntington, Samuel P. "The Hispanic Challenge." *Foreign Policy* 141.2 (2004): 30-45.
2. Citrin, Jack, et al. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5.01 (2007): 31-48.
3. Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. 2008. “What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat.” *American Journal of Political Science* 52(4): 959-978.
4. Pérez, E. O. (2015). Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co‐Ethnics. *American Journal of Political Science*, *59*(3), 549-564.
5. Aarøe, L., Petersen, M. B., & Arceneaux, K. (2017). The Behavioral Immune System Shapes Political Intuitions: Why and How Individual Differences in Disgust Sensitivity Underlie Opposition to Immigration. *American Political Science Review*, *111*(2), 277-294.

**Week 11: April 2**

***Race, Welfare, and Economic Policy***

1. Gilens, Martin. 1999. *Why Americans Hate Welfare.* Chicago: University of Chicago Press. Chapters 3-5.
2. van Doorn, Bas W. "Pre‐and Post‐Welfare Reform Media Portrayals of Poverty in the United States: The Continuing Importance of Race and Ethnicity." *Politics & Policy* 43.1 (2015): 142-162.
3. Shapiro, Thomas M. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality.* Oxford: Oxford University Press. Ch. 2 (p. 42-59), Ch. 4 (p. 87-104).

**Week 12: April 9**

***Race and the Criminal Justice System***

1. ***Paper #2 Due in Class***
2. Gilliam Jr. Franklin D., Iyengar Shanto. 2000. “Prime suspects: the influence of local television news on the viewing public.” *American Journal of Political Science* 44: 560-73.
3. Peffley, Mark and Jon Hurwitz. 2007. “Persuasion and Resistance: Race and the Death Penalty in America.” *American Journal of Political Science* 51(4): 996-1012.
4. Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2012. Chapter 3 (pgs. 97-139)
5. Forman Jr, James. "Racial critiques of mass incarceration: Beyond the new Jim Crow." *NYUL Rev.* 87 (2012): 21. (pgs. 102-146)
6. Burch, T. R. (2014). Effects of imprisonment and community supervision on neighborhood political participation in North Carolina. *The ANNALS of the American Academy of Political and Social Science*, *651*(1), 184-201.

**Week 13: April 16**

***The Intersection of Race and Other Social Identities***

1. Cohen, Cathy J. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics.* University of Chicago Press. Ch. 1, 2 & 7 (pg. 1-77; 220-249).
2. Crenshaw, K. (1993). Beyond racism and misogyny: Black feminism and 2 Live Crew. *Feminist social thought: A reader*, 245-263.
3. Strolovitch, D. Z. (2006). Do interest groups represent the disadvantaged? Advocacy at the intersections of race, class, and gender. *Journal of Politics*, *68*(4), 894-910.

**Week 14: April 23**

***Colorism***

* 1. Hochschild, Jennifer L., and Vesla Weaver. 2007. “The Skin-Color Paradox and the American Racial Order.” *Social Forces* 86(2): 643-670.
	2. Golash-Boza, Tanya and Darity, William. 2008. “Latino racial choices: the effects of skin colour and discrimination on Latinos’ and Latinas’ racial self-identifications.” *Ethnic and Racial Studies* 31(5): 899-934.
	3. Faught, J., & Hunter, M. (2012). Latinos and the skin color paradox. *The Sociological Quarterly*, *53*(4), 676-701.
	4. Jones, Trina. "The Significance of Skin Color in Asian and Asian-American Communities: Initial Reflections" *UC Irvine L. Rev.* 3 (2013): 1105-1123
	5. Burch, T. (2015). Skin Color and the Criminal Justice System: Beyond Black‐White Disparities in Sentencing. *Journal of Empirical Legal Studies*, *12*(3), 395-420.

**Week 15: April 30**

***Race in the Era of Obama and Trump***

1. ***Research Paper Due in Class***
2. Frasure, Lorrie. 2010. “The Burden of Jekyll and Hyde: Barack Obama, Racial Identity, and Black Political Behavior.” In *Whose Black Politics? Cases in Post-Racial Black Leadership*. Andra Gillespie (ed.). New York: Routledge. Pp. 133-154.
3. Hutchings, Vincent L. 2009. “Change or More of the Same? Evaluating Racial Attitudes in the Obama Era.” *Public Opinion Quarterly* 73(5): 917-942.
4. Danbold, Felix, and Yuen J. Huo. "No longer “All-American”? Whites’ defensive reactions to their numerical decline." *Social Psychological and Personality Science* 6.2 (2015): 210-218.
5. Luttig, M. D., Federico, C. M., & Lavine, H. (2017). Supporters and opponents of Donald Trump respond differently to racial cues: An experimental analysis. *Research & Politics*, *4*(4), 2053168017737411.

**Week 16: May 7**

***Final Exam due via Blackboard by 11:59pm***

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381