

# P SC 5400: Racial, Ethnic, and Class Inequality and Political Behavior

John Kuk  
Spring 2022

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**Office Hours:** F 1:00 PM –2:00 PM

**Office:** Dale Hall Tower 225

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**Class Hours:** M 6:30–9:30 PM

**Class Room:** Copeland Hall 0246

## Course Description

This graduate seminar surveys research problems in the study of inequality and American political behavior through the lenses of race, ethnicity, and class. In this course, students will critically evaluate a combination of seminal research in the field and cutting-edge work conducted recently that responds to empirical and theoretical gaps left behind by the classics. Students will use the literature, as well as their own novel research ideas, to answer questions that fundamentally shape how we think about American inequality. These questions include, but are not limited to: How do social identities including race, ethnicity, and class structure our political preferences? What role do self-interest and group interest play in voting? Why hasn't American democracy slowed rising inequality? How does racial and economic inequality affect political participation, preferences, attitudes, and vote choice? The seminar is intended for political science Ph.D. students and advanced undergraduate students but may be relevant for students in other disciplines as well.

## Course Requirements

### 1. Participation (40%)

- General Participation in Class Discussions: 20%

Students are expected to participate in class discussions thoughtfully and respectfully. I expect students to speak at least once per class session. The best participation will not only accurately describe contributions and empirical approaches from the readings, but will introduce thoughtful questions and critiques, draw connections between the readings, and contribute ideas for new research in the field. Importantly, students must be respectful of each other and their fellow researchers. Students should not dominate the discussion or make inappropriate comments about other students' contributions, nor the contributions of the research articles we read. In addition, each student will be assigned the task of introducing and briefly critiquing one of the readings each class. In their overview, students should highlight the question, research design, evidence, results, and implications of their reading as well as note any major flaws. This short presentation should not last more than 5 minutes.

- Panel Discussant: 5%

Students will serve as a “discussant” for two class sessions during the semester. On the first day of class, students will sign up for a week to serve as a discussant. The idea here is to learn how to give

constructive feedback on a series of papers while serving as a discussant, as if at a professional conference. Discussant comments should last between 10 and 15 minutes.

- Guided Reading Notes: 15% Submitted to Canvas by 6:00pm CST Each Class Session

Students will complete a guided reading worksheet for all assigned readings for the first five weeks of class. Students may continue completing the worksheets throughout the semester, but they are required for the first five weeks. The idea here is to give you practice taking notes on articles that emphasize the main contributions, the puzzles they address, the key gaps that still remain, and your ideas to fill those gaps. After the first five weeks, students are required to submit abbreviated notes.

## 2. Article Replications (20%)

Understanding the empirical component of political behavior research is crucial not only as a consumer, but also as a producer of knowledge. You will pick one article published in recent 5 years and conduct replication of that article. Detailed instruction will follow.

## 3. Final Project Options (40%) Due May 11, 2022 at 11:59pm

- a. Pre-analysis plan (e.g. <http://www.hotpolitics.eu/wp-content/uploads/2020/04/preanalysis-guidelines.docx>)
- b. Original research article
- c. Pre-registered report for pre-acceptance at the Journal of Experimental Political Science (JEPS): <https://www.cambridge.org/core/blog/2018/10/01/the-value-of-preregistration-for-open-and-credible-science-an-initiative-from-the-journal-of-experimental-political-science/>
- d. TESS application: <http://www.tessexperiments.org/introduction.html>

The final project can be an original research article, a pre-analysis plan, a pre-registered report for pre-acceptance at JEPS, or a TESS application. The idea here is to apply what you have learned in this class in original research. However, I am aware of the limitations in starting a project from scratch in 15 weeks. I will provide more detailed information about the final project as the course progresses, but here are some answers to commonly asked questions:

- You may continue working on a paper you have started for another class for this assignment as long as you discuss it with me first.
- You may propose a different final project that better suits your professional goals as long as you clear it with me – in person and in writing – by February 25, 2021
- You may work with up to two other students on the final project (groups no larger than three total students). All students in a group will receive the same grade.
- You must inform me of your final project selection and group members (if applicable) by February 21, 2021.
- Length will vary depending on the assignment chosen. Quality is more important than quantity, but note that the work put into the assignment must reflect sufficient effort to account for 40% of your final grade. For example, if you choose to create a pre-analysis plan, this should include the full survey instrument you plan to eventually use.

## Late Submissions

For the class to work, all students must keep up with the course load throughout the semester. To encourage students to keep up with the material and to allow the instructors to provide timely feedback, assignments must be turned in on time. All assignments turned in after the deadline

will be docked 10% (one letter grade), and an additional 10% for every 24 hours the assignment is delayed. I am a reasonable person. I am happy to grant extensions as long as if you have legitimate reason and you notify me five days before the due date.

## Course Schedule

All readings are to be completed by the start of class on the date listed. I reserve the right to make changes to this schedule and I will provide you with at least one week notice of any changes to the readings.

### January 24, 2022: Welcome, Introductions, and Course Overview; Foundations

- Lee, Taeku. 2008. "Race, Immigration, and the Identity-to-Politics Link." *Annual Review of Political Science*. 11: 457-478.
- Hutchings, Vincent and Nicholas Valentino. 2004. "The Centrality of Race in American Politics". *Annual Review of Political Science* 7:383-408.

Recommended:

- Smith, Rogers M. 1993. "Beyond Tocqueville, Myrdal, and Hartz: the multiple traditions in America." *American political science review* 87, no. 3: 549-566.
- Sen, Maya, and Omar Wasow. 2016. "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics." *Annual Review of Political Science* 19: 499-522
- Tajfel, H. 1982. "Social Psychology of Intergroup Relations." *Annual Review of Psychology* 33.1: 1-39.
- Bonica, Adam, Nolan McCarty, Keith T. Poole, and Howard Rosenthal. 2013. "Why Hasn't Democracy Slowed Rising Inequality?" *The Journal of Economic Perspectives* 27: 103- 123

### January 31, 2022: Conceptualizing race: How do we conceptualize race and racial orders

- Omi, Michael and Howard Winant. 2015. 3rd Ed. *Racial Formation in the United States*. Routledge, NY p. 1-159 \*Read first
- King, Desmond S., & Smith, Rogers M. (2005). Racial Orders in American Political Development. *American Political Science Review*, 99(1), 75-92.
- Kim, Claire Jean. "The racial triangulation of Asian Americans." *Politics & Society* 27, no. 1 (1999): 105-138
- Vicky Fouka, Mina Cikara and Marco Tabellini, Hate Crime Increases with Minoritized Group Rank. Revise and resubmit, *Nature Human Behaviour*.

Recommended:

- 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.
- Prewitt, Kenneth. 2006. "Immigrants and the Changing Categories of Race." In Taeku Lee, S. Karthick Ramakrishnan, and Ricardo Ramirez, eds. *Transforming Politics, Transforming America* (pp. 19-31)

### February 7, 2022: Identity politics: How do social identities shape our political preferences

- Chudy, Jennifer, Spencer Piston, and Joshua Shipper. "Guilt by Association: White Collective Guilt in American Politics." *The Journal of Politics* 81, no. 3 (2019): 968-981
- Jardina, Ashley. 2019. *White Identity Politics* Ch 5. Cambridge University Press.
- Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press. Chs. 3 &4
- Lien, Pei-te, M. Margaret Conway, and Janelle Wong. 2004. *The Politics of Asian Americans*. New York: Routledge. Chapter 2

- Masuoka, N. "Political Attitudes and Ideologies of Multiracial Americans: The Implications of Mixed Race in the United States." *Political Research Quarterly* 61.2 (2008): 253-267.
- (Skim) Gabriel Sanchez. 2006. "The Role of Group Consciousness in Latino Public Opinion." *Political Research Quarterly*. Vol. 59, No. 3, pp. 435-446

Recommended:

- Masuoka, Natalie. "Together they become one: Examining the predictors of panethnic group consciousness among Asian Americans and Latinos." *Social Science Quarterly* 87, no. 5 (2006): 993-1011.
- Pérez, Efrén O. *Diversity's Child: People of Color and the Politics of Identity*. University of Chicago Press, 2021.
- Stout, Christopher, T. Kelsey Kretschmer, and Leah Ruppanner. 2017. "Gender Linked Fate, Race/Ethnicity, and the Marriage Gap in American Politics." *Political Research Quarterly* 70(3): 509-522.
- Masuoka, Natalie, and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. University of Chicago Press. Ch 4.
- Masuoka, Natalie and Gabriel Sanchez. 2010. "Black-Brown Utility Heuristic: The Presence and Contributing Factors of Latino Linked Fate." *Hispanic Journal of Behavioral Sciences*. 32:4. pp. 519-531.

**February 14, 2022: Group interest and self interest: What role do self-interest and group interest play in voting**

- Sears, David O., Richard R. Lau, Tom R. Tyler, and Harris M. Allen. "Self-Interest vs. Symbolic Politics in Policy Attitudes and Presidential Voting." *American Political Science Review* 74, no. 03 (1980): 670-684.
- Luttmer, Erzo F.P. 2001. "Group Loyalty and the Taste for Redistribution." *Journal of Political Economy*. 109(3): 500-528.
- Hochschild, Jennifer, Spencer Piston, and Vesla Mae Weaver. "My Group or Myself? How Black, Latino, and White Americans Choose a Neighborhood, Job, and Candidate when Personal and Group Interest Diverge." *Perspectives on Politics* (2021): 1-21
- White, Ismail, Chryl Laird, Troy Allen. 2014. "Selling out? The politics of navigating conflicts between racial group interest and self-interest" *American Political Science Review*. 108(4): 783-800
- White, Ismail K., and Chryl N. Laird. *Steadfast democrats*. Princeton University Press, 2020. Chs 1-3.

**February 21, 2022: Racial prejudice**

- Perez, Efrén. 2016. *Unspoken Politics: Implicit Attitudes and Political Thinking*, Cambridge University Press. Selected chapters
- Huddy, Leonie and Stanley Feldman. 2009. "On Assessing the Political Effects of Racial Prejudice". *Annual Review of Political Science*. 12: 423-447.
- Jardina, Ashley. 2019. *White Identity Politics* Ch 3. Cambridge University Press.
- Riley K. Carney, Ryan D. Enos, *Conservatism and Fairness in Contemporary Politics: Unpacking the Psychological Underpinnings of Modern Racism*
- Alrababah, Ala, William Marble, Salma Mousa, and Alexandra Siegel. "Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes." *American Political Science Review* (2021): 1-18.

- Mo, Cecilia Hyunjung, and Katharine M. Conn. "When do the advantaged see the disadvantages of others? A quasi-experimental study of national service." *American Political Science Review* 112, no. 4 (2018): 721-741.

Recommended:

- Ramirez, Mark D., and David AM Peterson. *Ignored racism: White animus toward Latinos*. Cambridge University Press, 2020.
- Banks, Antoine and Nicholas Valentino. 2012. "Emotional Substrates of White Racial Attitudes." *American Journal of Political Science* 56: 286-297
- Kinder, Donald Kinder and David Sears. 1981. "Prejudice and Politics: Symbolic Racism Versus Racial Threats to the Good Life." *Journal of Personality and Social Psychology*. 40(3): 414-431
- Tarman, Christopher, and David Sears. 2005. "The Conceptualization and Measurement of Symbolic Racism" *The Journal of Politics* 67(3): 731-761.
- [Evaluating Validity Properties of 25 Race-Related Scales](#)
- Dinas, Elias, Vasiliki Fouka, and Alain Schläpfer. "Family History and Attitudes toward Out-Groups: Evidence from the European Refugee Crisis." *The Journal of Politics* 83, no. 2 (2021): 647-661.
- Williamson, Scott, Claire L. Adida, Adeline Lo, Melina R. Platas, Lauren Prather, and Seth H. Werfel. "Family matters: How immigrant histories can promote inclusion." *American Political Science Review* 115, no. 2 (2021): 686-693.

**February 28, 2022: Immigration and political attitudes: What explains attitudes toward immigration and how does immigration change identities and attitudes**

- Abrajano, Marisa A., and Zoltan L. Hajnal. (2015). *White Backlash: Immigration, Race, and American Politics*, Chapter 2
- Fouka, Vasiliki, Soumyajit Mazumder, and Marco Tabellini. "From immigrants to Americans: Race and assimilation during the Great Migration." (2020).
- Fouka, Vasiliki, and Marco Tabellini. "Changing In-Group Boundaries: The Effect of Immigration on Race Relations in the United States." *American Political Science Review* (2021): 1-17.
- Abdelgadir, Aala, and Vasiliki Fouka. "Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban." *American Political Science Review* 114, no. 3 (2020): 707-723.
- 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

Recommended:

- Hainmueller, Jens and Michael J. Hiscox. 2010. "Attitudes Towards Highly Skilled and Low Skilled Immigration: Evidence from a Survey Experiment" *American Political Science Review*, 101(4): 61-84.

**March 7, 2022: Race, Class, and Partisanship: How do race and class explain partisanship**

- Hajnal, Z., & Lee, T. (2011). *Why Americans Don't Join the Party*. Princeton: Princeton University Press. Chapters 1,5,6
- Frymer, P. (1999). *Uneasy Alliances: Race and Party Competition in America*. Princeton, NJ: Princeton University Press. Chapters 1,2, and 4

- Tesler, Michael. 2012. "The Spillover of Racialization into Healthcare: How President Obama Polarized Public Opinion by Racial Attitudes and Race." *American Political Science Review* 56(3): 690-704.
- Bartels, Larry. 2016. *Unequal Democracy: The Political Economy of the New Gilded Age*. Russel Sage Foundation. 2nd Edition. Chs. 3, 4, 5, 8 (pp. 74-169, 233-268)
- Barber, Michael, and Jeremy Pope (2021) *Race and Realignment In Recent American Elections*.
- Gelman, Shor, Bafumi, and Park (2007) *Rich State, Poor State, Red State, Blue State: What's the Matter with Connecticut?* *Quarterly Journal of Political Science*.

### **March 14, 2022: Spring break**

### **March 21, 2022: Campaigns, Elections, and Media: What role do race, ethnicity, and class play for campaigns and elections**

- Chapters 1, 6, 7 in Mendelberg, Tali. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton University Press, 2001.\*
- Gonzalez Juenke, Eric. 2014 "Ignorance is Bias: The Effects of Latino Losers on Models of Latino Representation" *American Journal of Political Science* 58(3): 593-603
- Grumbach, Jacob., & Sahn, Alexander. 2020. Race and Representation in Campaign Finance. *American Political Science Review*, 114(1), 206-221.
- Kinder, Donald and Lynn Sanders. 1996. *Divided by Color* Chicago, IL: University of Chicago Press Chapters 7 & 8
- Stephens-Dougan, LaFleur. *Race to the Bottom: How Racial Appeals Work in American Politics*. University of Chicago Press, 2020
- Pérez, Efrén O. 2015. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their CoEthnics". *American Journal of Political Science*. 59(3):549-64.
- Whose News? Class-Biased Economic Reporting in the United States

### **March 28, 2022: Participation**

*Could be split into two weeks*

- Hajnal, Z., & Trounstine, J. (2005). Where Turnout Matters: The Consequences of Uneven Turnout in City Politics. *Journal of Politics*, 67(2 (May)), 515-535.
- Anoll, Allison P. 2018. "What Makes a Good Neighbor? Race, Place, and Norms of Political Participation." *American Political Science Review* 112(3): 494-508.
- Wong, J., Ramakrishnan, S. K., Lee, T., & Junn, J. (2011). *Asian American Political Participation: Emerging Constituents and Their Political Identities*. New York Russell Sage. Chapter 5
- Leighley, J. E., & Vedlitz, A. (1999). Race, Ethnicity, and Political Participation: Competing Models and Contrasting Explanations. *Journal of Politics*, 61(4 (November)), 1092-1114.
- Barreto, M. (2007). Si Se Puede! Latino Candidates and the Mobilization of Latino Voters. *American Political Science Review*, 101(3 (August)), 425-441.
- Carlos, Roberto F. "The Politics of the Mundane." *American Political Science Review*. 115 (April):
- Fraga, Bernard. 2015. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout" *American Journal of Political Science*. 60(1): 97-122
- Valenzuela, A., & Michelson, M. 2016. Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals. *American Political Science Review*, 110(4), 615-630.

- Acute Financial Hardship and Voter Turnout: Theory and Evidence from the Sequence of Bank Working Days
- Gillion, D. (2012). Protest and Congressional Behavior: Assessing Racial and Ethnic Minority Protests in the District. *Journal of Politics*, 74(4), 950-962.
- Gause, LaGina. "Revealing issue salience via costly protest: How legislative behavior following protest advantages low-resource groups." *British Journal of Political Science* 52, no. 1 (2022): 259-279.
- Han, Hahrie. "The Organizational Roots of Political Activism: Field Experiments on Creating a Relational Context". Forthcoming, *American Political Science Review*, May 2016
- Wasow, Omar. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review*. Forthcoming
- Wallace, Sophia J., Chris Zepeda-Millán and Michael Jones-Correa. 2014. Spatial and Temporal Proximity: Examining the Effects of Protests on Political Attitudes. *American Journal of Political Science*. 58(2): 449-465.

#### **April 4, 2022: Economic Inequality and Redistribution**

- Gilens, Marten. 1996. "'Race Coding' and White Opposition to Welfare". *American Political Science Review*. 90(3): 593-604.
- Leslie McCall and Lane Kenworthy, "Americans' Social Policy Preferences in the Era of Rising Inequality," *Perspectives on Politics* 7 (2009), 459-474.
- Condon, Meghan, and Amber Wichowsky. *The Economic Other: Inequality in the American Political Imagination*. University of Chicago Press, 2020.
- Ciani, Emanuele, Louis Fréget, and Thomas Manfredi. "Learning about inequality and demand for redistribution: A meta-analysis of in-survey informational experiments." (2021).
- Cruces, G., Perez-Truglia, R. and Tetaz, M., 2013. "Biased perceptions of income distribution and preferences for redistribution: Evidence from a survey experiment." *Journal of Public Economics*, 98, pp.100-112.
- Bartels, L.M., 2005. "Homer gets a tax cut: Inequality and public policy in the American mind." *Perspectives on Politics*, 3(1), pp.15-31.
- Sands, Melissa L. "Exposure to inequality affects support for redistribution." *Proceedings of the National Academy of Sciences* 114, no. 4 (2017): 663-668.

#### **April 11, 2022: The Role of Class and Race in Rising Inequality**

- Chetty, Raj, Nathaniel Hendren, Maggie R. Jones, and Sonya R. Porter. "Race and economic opportunity in the United States: An intergenerational perspective." *The Quarterly Journal of Economics* 135, no. 2 (2020): 711-783.
- McVeigh, R. (1999). Structural Incentives for Conservative Mobilization: Power Devaluation and the Rise of the Ku Klux Klan, 1915-1925. *Social Forces*, 77(4), 1461- 1496.
- Robert W. Mickey. (2008) "The Beginning of the End for Authoritarian Rule in America: Smith v. Allwright and the Abolition of the White Primary in the Deep South, 1944-48," *22 Studies in American Political Development*: 143-182.
- Hajnal, Zoltan L. *Dangerously divided: how race and class shape winning and losing in American politics*. Cambridge University Press, 2020.
- Kraus, Michael W., Julian M. Rucker, and Jennifer A. Richeson. "Americans misperceive racial economic equality." *Proceedings of the National Academy of Sciences* 114, no. 39 (2017): 10324-10331.
- Frymer, Paul (2008). *Black and Blue: African Americans, the Labor Movement, and the Decline of the Democratic Party*. Princeton, NJ: Princeton University Press. chs 1, 2, and 6. (pp 1-43,



128-139).

- Malhotra, Neil, Yotam Margalit, and Cecilia Hyunjung Mo. 2013. "Economic Explanations for Opposition to Immigration: Distinguishing Between Prevalence and Conditional Impact." *American Journal of Political Science* 57(2): 391-410
- The Continuing Dilemma of Race and Class in the Study of American Political Behavior, *Annual Review of Political Science*

#### **April 18, 2022: Geospatial Inequality: Space and Place in Subnational Politics**

- Hajnal, Zoltan and Trounstine, Jessica. 2014. "What Underlies Urban Politics? Race, Class, Ideology, Partisanship, and the Urban Vote", *Urban Affairs Review* 50(1):63-99
- Trounstine, Jessica. *Segregation by design: Local politics and inequality in American cities*. Cambridge University Press, 2018.
- Walsh, Katherine Cramer. (2012). Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective. *American Political Science Review*, 106(3), 517-532.
- Shepherd, Michael. "Dying for the Donald? The Politics of the Rural Hospital Crisis"
- Nemerever, Zoe. "Rural Representation in American Legislatures"

#### **April 25, 2022: Learning from History**

- Eubank, Nick, and Adriane Fresh. "Enfranchisement and Incarceration After the 1965 Voting Rights Act." (2021).
- Reny, Tyler T., and Benjamin J. Newman. "Protecting the right to discriminate: the second great migration and racial threat in the American West." *American Political Science Review* 112, no. 4 (2018): 1104-1110.
- Bazzi, Samuel, Andreas Ferrara, Martin Fiszbein, Thomas P. Pearson, and Patrick A. Testa. The Other Great Migration: Southern Whites and the New Right. No. w29506. *National Bureau of Economic Research*, 2021.
- Acharya, Avidit, Matthew Blackwell, and Maya Sen. *Deep roots*. Princeton University Press, 2018.
- Ang, Desmond. "The Birth of a Nation: Media and Racial Hate." (2020).

#### **Obama and Trump Realignment**

- Chapters 1, 2, 6 in Tesler, Michael, and David O. Sears. *Obama's Race: The 2008 Election and the Dream of a Post-Racial America*. University of Chicago Press, 2010.
- Baccini, Leonardo, and Stephen Weymouth. "Gone for good: Deindustrialization, white voter backlash, and US presidential voting." *American Political Science Review* 115, no. 2 (2021): 550-567.
- Sides, John, Michael Tesler, and Lynn Vavreck. *Identity crisis*. Princeton University Press, 2019.
- Mutz, Diana C. "Status threat, not economic hardship, explains the 2016 presidential vote." *Proceedings of the National Academy of Sciences* 115, no. 19 (2018): E4330-E4339.

#### **Representation**

- Kogan, Vladimir, Stéphane Lavertu, and Zachary Peskowitz. "How Does Minority Political Representation Affect School District Administration and Student Outcomes?." *American Journal of Political Science* 65, no. 3 (2021): 699-716.
- Grose, Christian. 2011. *Congress in Black and White: Race and Representation in Washington and at Home*. Cambridge University Press

- Rouse, Stella. 2013. *Latinos in the Legislative Process: Interests and Influence*. Cambridge University Press. (selected chapters to be made available)

**May 2, 2022: Final presentation**

## **Academic Policies and Procedures**

### **Academic Misconduct**

Academic misconduct includes plagiarism, cheating on exams, improper collaboration, and fraud (such as submitting the same assignment for different classes or fabricating sources). See <http://integrity.ou.edu/students.html> for more information on OU's Guide To Academic Integrity. Assignments involving academic misconduct will automatically be given a zero.

### **Adjustments for Pregnancy/Childbirth Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see [www.ou.edu/content/eoo/faqs/pregnancy-faqs.html](http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html) for commonly asked questions.

### **Final Exam Preparation Period**

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy.

### **Religious Holidays**

It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays. Please see the instructor immediately if you will need to miss class any time during this semester.

### **Students with Disabilities**

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405-325-3852 or TDD only 405-325-4173.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24.7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office 405-325-2215 (8-5, M-F) or OU Advocates 405-615-0013 (24.7) to learn more or to report an incident.

### **Acknowledgement**

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