

**Political Science 317/LSJ 331
Race, Ethnicity, and Politics
Fall 2018**

T/Th 11:30am-12:50pm
Savory Hall 260

Professor Sophia Jordán Wallace

E-mail: sophiajw@uw.edu

Office Hours: Tu/Th 12:50-1:50pm and by appointment in Gowen 148

Course Website: <https://canvas.uw.edu/>

Teaching Assistants (TAs):

Bridget Boyle

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Jennifer Driscoll

Quizzes (AC, AD)

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Course Overview:

This course will examine critical questions and debates in race, ethnicity, and politics (REP). It utilizes a multi-disciplinary approach to investigate the history of racial and ethnic minorities in the U.S. and examines the interaction of minority politics within broader American politics. The course begins with theoretical conceptions of race and ethnicity and how they inform notions of citizenship, group membership, structural racism, and racial hierarchies. Subsequent topics include reparations and racial violence, redistricting and the Voting Rights Act, racism, racial resentment, social movement activism, inequality, and cooperation and competition within and among minority groups. Finally, selected contemporary policy issues and practices will be discussed including criminal justice policy and mass incarceration, surveillance and policing, immigration politics, and repression in protest politics.

Course Requirements:

This course is an upper division course with both lecture and section. Students are required to write two papers over the term (4-5 pgs.) There are also two in-class and closed book exams, a midterm and a cumulative final exam. The due dates/exam dates are as follows:

	<u>Due Date</u>
Paper #1	10/25/18
Midterm Exam	11/8/18
Paper # 2	11/29/18
Cumulative Final Exam	12/12/18

Assignments are considered late if not turned in by the time class begins at 11:30am on the assigned due date. Students should turn in a paper copy and upload it to Canvas under assignments. No electronic-only submissions will be accepted unless stated otherwise on the assignment sheet.

Participation in section is required to have productive discussions. Assignments will be heavily weighted towards in-class activities in addition to the readings. For this class to be successful, students need to regularly attend class and be ready to discuss the material.

Grade Breakdown:

Paper 1:	20%
Paper 2:	20%
Midterm Exam:	20%
Final Exam:	25%
Section Participation:	15%

Grading Policies & Procedures

The 4.0 scale used for this course is posted on Canvas. Written assignments and exams will report the raw score out of 100, the letter grade, and the corresponding 4.0 grade.

Grade scale:

100-90= A range
89-80= B range
79-70= C range
69-60= D range
below 59 = range

Evaluations of written essays

Please note the following rough guidelines will be used in the evaluation of the papers. Written work in the **A** range is characterized by a strikingly creative, perceptive, and persuasive argument/thesis statement; comprehensive synthesis and analysis of the course material; fully addresses all components of the prompt; considers counter arguments; straightforward yet sophisticated organization of thoughts and error-free prose. Written work in the **B** range is characterized by sound, original, and reasonably thoughtful argument/thesis statement; addresses nearly all components of the prompt; considers counter arguments; competent analysis of various course material, logical organization; and clear and error-free prose. Written work in the **C** range is characterized by a relatively underdeveloped, simplistic, or derivative argument/thesis statement; partial, inconsistent, or faulty analysis of course material; partially addresses prompt; convoluted organization; and awkward, or otherwise distracting prose. Written work in the **D** range is characterized by incoherent or extremely confusing argument; prose minimally engages prompt; superficial or fleeting engagement with the course material; chaotic or irrational organization; and error-riddled prose. Written work that lacks any argument or analysis and is sloppy, earns an **F**. Please take this grading metric into consideration as you allocate time on your writing as there is no curving of grades in this course.

Appeals & Re-Grades

If you would like to appeal a grade on an assignment or exam, you must submit your appeal to your TA within one week of the graded assignment being given back to you. Your appeal can be no longer than 1-page single space and must detail where you earned points that were not allocated to you. If you are unhappy with the outcome of the first-level appeal, you may appeal directly to

instructor. Please turn in your appeal, the assignment, and your TA's response to your appeal within 3 days of receiving an appeal decision from your TA. Please be aware that the TA and/or the instructor reserve the right to re-grade the entire exam or assignment once an appeal is made, which may result in an increase or decrease in the score a student receives.

Extensions

If you become ill or have some other emergency and cannot turn in a paper on time or take an exam on the scheduled day, you must notify me ahead of time and provide documentation. Extensions and make-up exams will only be granted under the gravest of circumstances and written documentation of an emergency will be required. No alternate final exam options will be offered due to travel or vacation plans. Only after written confirmation from the instructor that you can either turn in a paper late or take an exam at an alternate time without penalty, should you consider the extension granted.

Late Penalty

If you do not get permission from the instructor ahead of time to turn in a paper late, the penalty is 10% per day (24 -hour period) it is late. After three days (72 hours), no late papers will be accepted for a grade. No exceptions. Given the severity of the late penalty, it is rarely in a student's interest to work on a paper more and turn it in late.

Readings

This is an upper division course that is reading intensive. Average reading load per week is 100 pages. Some weeks will have as few as 60 pages of readings, but other weeks may have as much as 130 pages of reading. All course materials are available electronically from Canvas or online and can be printed out. The electronic PDFs will be available for download from the course website under Files and will be organized by week.

Ideally readings assigned for Tuesday class should be completed before the Tuesday lecture and likewise for Thursday's readings. At a minimum, readings for the week should be completed before the Friday section of each week unless otherwise noted by the instructor or TA.

Additional Procedures & Policies:

Attendance/Absences

A substantial portion of the overall course grade is from participation in section and it is necessary to attend and participate in section to receive these points. Moreover, the paper prompts and exams will draw heavily from class material, therefore absences will result in difficulty in achieving maximum points on these assignments. If students are absent, it is his/her responsibility to obtain notes from lecture. Lecture notes and power point slides will not be provided by the instructor.

Section Participation

Section participation comprises 15% of the overall course grade. Students are expected to come prepared to discuss the assigned material. Some of the readings are extremely challenging in terms of the concepts they introduce and the evidence they employ. Most of these articles cannot be quickly skimmed, meaning that students should budget appropriate time for reading and thinking through each article, as well as how they relate to each other. Participation will be evaluated on both the quality and quantity of comments from students. Moreover, participation/performance in activities in-class such as small group discussion, debates, pop-quizzes, and simulations may also be factored into the participation grade.

Discussion Expectations

The goals for discussion are:

1. Clarify any points of confusion from lectures.
2. Discuss the main themes from the week's readings.
3. Engage the literature by thinking critically about the theories and evidence confirming or disconfirming the arguments.
4. Make connections between the readings and lecture and current events.

If all of the above happen, then it has been a successful discussion.

Course Conduct

Every student brings a different perspective to the classroom. Dialogue in my class is expected to always be respectful. We all reserve the right to respectfully disagree with one another; we do not have the right to intimidate, insult, or harass anyone. Students are expected to behave in a professional manner and be respectful towards myself, the TAs, and their classmates. Part of respectful behavior is coming to class on time, paying attention, and being awake. Students are not permitted to talk on the phone, text, or engage in any other disruptive behavior. Eating is permitted as long as it does not disrupt others.

Accessibility

If you have established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Technology

Your undivided attention during each lecture will significantly improve your performance in this class. Students are encouraged to put laptops, phones, and other electronic devices away and take notes the old-fashioned way, on paper. Research demonstrates that taking notes on paper significantly improves retention and understanding. Please be aware that use of electronic devices other than for note-taking can be very distracting to other students. Disruptive behavior in this class is not permitted.

Recording of lectures or taking photos of lecture slides are not permitted unless the instructor specifically grants permission during a specific lecture.

In section to promote discussion and active participation by all students, the use of laptops, phones, and electronic devices is not permitted. If you have a compelling reason to use an electronic device during section, please communicate with the instructor or your TA for permission.

Citations/Footnotes

In your papers, you must cite authors from whom you draw ideas/quotations. The typical style in

political science is (Last Name, Year of Publication: Page) or (Last Name, Year of Publication). For example, (Jones-Correa, 1998: 118) or (Jones-Correa, 1998). Footnotes or endnotes are also acceptable ways of acknowledging work. In your exams, it is a good idea to cite authors that we have read in the course; page numbers are obviously not required. You can use any citation style you prefer as long as it is an official style i.e. MLA or Chicago.

Academic Misconduct

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the follow (WAC 478-120-024)

Academic misconduct includes:

- (a) **"Cheating,"** which includes, but is not limited to:
 - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
 - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **"Falsification,"** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **"Plagiarism,"** which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask me. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism: <http://depts.washington.edu/pswrite/forstudents.html>.

Canvas & VeriCite

Students are required to turn in written assignments in paper copy and electronic copy when noted

on the assignment sheet. Failure to turn in both formats by the deadline will result in a late penalty until both formats are submitted. Please be aware that the electronic copy is submitted to VeriCite on the Canvas website. It is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program. It is the student's responsibility to verify that the electronic upload to the Canvas site was successful and print a confirmation sheet with date and time for their records.

Questions

If you have any straightforward administrative or logistical questions not of a personal nature (e.g. readings for the week; location of exam, etc.) please consult the website and syllabus first. The answers to most questions are on the website or the syllabus. If you cannot find the answer you are looking for, then email your TA. If you still cannot obtain an adequate answer, email the instructor. Email is the preferred form of contact. For more substantive and detailed questions, please see your TA or the instructor during office hours.

Please note the instructor reserves the right to change the syllabus

Good luck and I look forward to a great term together!

Course Outline and Reading Assignments

Week 0 (September 27th) Why study REP in American Politics? 2016 Election as a Case Study
Hutchings, Vincent and Nicholas Valentino. 2004. "The Centrality of Race in American Politics".
Annual Review of Political Science 7:383-408.

Junn, Jane. 2017. "The Trump majority: White Womanhood and the making of female voters in the U.S.". *Politics, Groups, and Identities*. 5(2):343-352.

Tesler, Michael. 2016. "Views about race mattered more in electing Trump than Obama". *Washington Post*. Monkey Cage. Nov. 22. <https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/22/peoples-views-about-race-mattered-more-in-electing-trump-than-in-electing-obama>

Week 1 (October 2nd and 4th) Conceptualizing Race, Ethnicity, & Identity

October 2nd

Nobles, Melissa. 2000. *Shades of Citizenship: Race and the Census in Modern Politics*. Palo Alto: Stanford University of Press. Chapter 2 "The Tables present plain matters of fact: Race Categories in the U.S. Census".

Omi Michael and Winant, Howard. 2014. *Racial Formation in the United States*. Routledge Press: New York, NY. Chapter 4, "A Theory of Racial Formation".

October 4th

DeGenova, Nicholas. 2006. "Introduction: Latino and Asian Racial Formations at the Frontiers of U.S. Nationalism" in *Racial Transformations: Latinos and Asians in the Remaking of the United States*. Durham, NC: Duke University Press.

Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity". *American Sociological Review*. 60(4): 947-965.

Week 2 (October 9th and 11th) Conceptualizing Race, Ethnicity, & Identity Cont.

October 9th

Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press. Ch. 3 "The Politicization of African-American Racial Group Interests".

Phillips, Steve. 2016. *Brown is the New White*. New York: The New Press. Ch. 2. "Meet the New American Majority"

October 11th Whiteness

DiAngelo, Robin. 2018. *White Fragility*. Boston, MA: Beacon Press. Ch. 4 "How Does Race Shape the Lives of White People"

Lipsitz, George. 1995. "The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies." *American Quarterly* 47:3:369-87

Morrison, Toni. 2016. "Making America White Again". *The New Yorker*. November 21st.
<http://www.newyorker.com/magazine/2016/11/21/making-america-white-again>

Week 3 (October 16th and 18th)

October 16th Conflict & Coalitions

Kim, Claire Jean. 2000. *Bitter Fruit: The Politics of Black-Korean Conflict in New York City*. New Haven, CT: Yale University Press. Chapter 4 "Red Apple Boycott".

Bobo, Lawrence and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context." *American Sociological Review* 61:951-72.

October 18th Racial Violence & Reparations

Guest Lecture Prof. Megan Francis

Anderson, Carole. *White Rage: The Unspoken Truth of the Racial Divide*. New York: Bloomsbury. Ch. 2. "Derailing the Great Migration".

Francis, Megan. 2014. *Civil Rights and the Making of the Modern State*. New York: Cambridge University Press. Chapter 5 "Defending the Right to Live".

Coates, Ta-Nehisi Coates. 2014. "The Case for Reparations". *The Atlantic*. June.
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Week 4 (October 23rd and 25th) Racial Violence & Reparations

October 23rd

Hatamiya, Leslie. 1993. *Righting a Wrong: Japanese Americans and the Passage of The Civil Liberties Act of 1988*. Palo Alto: Stanford University Press. Ch 10

Mufson, Steven. 2016. "[A Dakota pipeline's last stand](#)". *Washington Post*. November 25.

October 25th

**** Paper #1 Due October 25th at 11:30am ****

Film Presentations of portions of PBS Frontline “Documenting Hate: Charlottesville” and PBS Frontline “Separated: Children at the Border”

**Week 5 (October 30th and November 1st) Racial Resentment, Racism, & Stereotypes
October 30th**

Go to <https://implicit.harvard.edu/implicit/takeatest.html> and take a race related IAT Test (Race, Arab-Muslim, Native, Asian IATs)

Kinder, Donald R. and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Chicago, IL: University of Chicago Press. Chapter 5 “Subtle Prejudice for Modern Times”.

Huddy, Leonie and Stanley Feldman. 2009. “On Assessing the Political Effects of Racial Prejudice”. *Annual Review of Political Science*. 12: 423-447.

November 1st

Gilens, Martin. 1999. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. Chicago: University of Chicago Press. Ch. 5 “The News Media and the Racialization of Poverty”.

López, Ian Haney. 2015. *Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class*. New York, NY: Oxford University Press. Ch. 8 “What’s the Matter with White Voters? Commonsense Racism”.

Week 6 (November 6th and 8th)

November 6th Inequality

Hosang, Daniel. 2010. *Racial Propositions: Ballot Initiatives and the Making of Post War California*. Berkeley, CA: University of California Press. Ch. 3 “Get Back Your Rights! Fair Housing and the Right to Discriminate 1960-1972.”

Ingham, Christopher and Heather Long. 2017. “The ‘War on Whites’ is a Myth- an Ugly One”. Washington Post. August 14.

<https://www.washingtonpost.com/news/wonk/wp/2017/08/14/the-war-on-whites-is-a-myth-and-an-ugly-one/>

November 8th **Midterm Exam in Class**

Week 7 (November 13th and 15th) Social Movements & Activism

November 13th

Taylor, Keeanga-Yamahtta. *From #Black Lives Matter to Black Liberation*. Chicago, IL: Ch. 6 “Black Lives Matter: A Movement, Not a Moment”.

Muñoz, Carlos Jr. 2007. *Youth, Identity, Power: The Chicano Movement*. London, U: Verso. Ch. 2 “The Militant Challenge: The Chicano Generation”

November 15th

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York, NY: Cambridge University Press. Ch. 1 “Forging an Immigrant Rights Movement 1965-2005”.

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.

Film Presentation in Class- Selections from *The Black Panthers: Vanguard of the Revolution* and *Chicano: History of the Mexican-American Civil Rights Movement*

Week 8 (November 20th) Representation & Voting Rights Act

November 20th

Berman, Ari. 2017. “The Trump Administration is Planning an unprecedented attack on Voting Rights” *The Nation*. June 30.

<https://www.thenation.com/article/the-trump-administration-is-planning-an-unprecedented-attack-on-voting-rights/>

Hopkins, Daniel. 2018. “What We Know about Voter-id-laws”.

<https://fivethirtyeight.com/features/what-we-know-about-voter-id-laws/>

Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes.” *Journal of Politics* 61: 628-57.

Grose, Christian. 2011. *Congress in Black and White*. New York: Cambridge University Press Ch. 7

November 22nd - No Class Thanksgiving Break

Week 9 (November 27th and 29th) Criminal Justice & Policing

November 27th

Alexander, Michelle. 2012. *The New Jim Crow*. New York: New Press. Ch 5. “The New Jim Crow”.

Weaver, Vesla and Amy Lerman. 2010. “Political Consequences of the Carceral State”. *American Political Science Review*. 104(4):817-833.

Provine, Doris Marie, Monica W. Varsanyi, Paul G. Lewis, and Scott H. Decker. 2016. *Policing Immigrants: Local Law Enforcement on the Front Lines*. University of Chicago Press. Chicago: IL. Ch 3 “The Problematic Framework of Immigration Federalism”.

November 29th

**** Paper #2 Due November 29th in class at 11:30am****

“Mapping Muslims: NYPD Spying its Impact on Muslim Americans.

<http://www.law.cuny.edu/academics/clinics/immigration/clear/Mapping-Muslims.pdf>

Film Presentation in class of selections from *13th* (2016)

Week 10 (December 4th and 6th) Immigration Policy & Politics

December 4th

Ngai, Mae M. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press. Princeton; NJ Ch. 2 “Deportation”.

Wong, Tom. 2016. *The Politics of Immigration*. Oxford, UK: Oxford University Press. Ch 2
“Immigration Policy in the U.S”.

December 6th

Chavez, Leo. 2008. *The Latino Threat*. Stanford University Press. Chapter 1 “The Latino Threat Narrative”

Listen to podcast “Dismantling DACA” on Latino USA <http://latinousa.org/episode/dismantling-daca/>

**** FINAL Exam on University Assigned Time
Wednesday, December 12th 2018, 4:30-6:20pm****