

**Political Science 317/LSJ 331 Race, Ethnicity, and Politics
Spring 2021**

Tu/Th 11:30-12:50pm
Remote Course via Zoom

Professor Sophia Jordán Wallace

E-mail: sophiajw@uw.edu

Office Hours: Wednesdays 2:00-3:30pm and by appointment on Zoom

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

Teaching Assistants (TAs):

Rutger Ceballos

Quizzes (AD, AF)

Email: rutgerc@uw.edu

Office Hours: Mondays and Wednesdays 1:30-2:30pm and by appointment via Zoom

Sebastian Mayer

Quizzes (AG, AH)

Email: sebmayer@uw.edu

Office Hours: Wednesdays 12-2pm and by appointment via Zoom

Jessica Sciarone

Quizzes (AC, AE)

Email: jsciar@uw.edu

Office Hours: Fridays 8:30-10:30am and by appointment via Zoom

Julia Weichert

Quizzes (AA, AB)

Email: jweich@uw.edu

Office Hours: Tuesdays 10:30am-12:30pm and by appointment via Zoom

Course Delivery & Course Website:

During remote learning it is vital for students to regularly check our class website on Canvas. The latest information about assignments, announcements, lecture recordings etc. will always be posted on Canvas.

Lecture will primarily be delivered asynchronously. All lecture recordings will be posted by 11:30am on Tuesdays and Thursdays. Occasionally lecture will be synchronous during our designated lecture period. An announcement will be posted on Canvas notifying students in advance if there will be a live lecture. It will also be noted under the relevant day in a module on Canvas. Regardless of the mode of delivery, all lectures will be recorded and posted on Canvas.

Weekly quiz sections on Friday are led by TAs. Sections will be synchronous and will not be recorded. Participation in section is an important component of learning the course material and is how participation points are earned.

All Zoom links for lecture, quiz sections, and office hours are posted on Canvas, as is the sign-up link for Prof. Wallace's office hours. Half of Prof. Wallace's office hours are drop-in and the other

half are appointments that require signing up in advance. See Canvas for more information on office hours and sign-up information.

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, and inequality. 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 4-5 pg. papers and one longer paper (5-7pgs.). The due dates/exam dates are as follows:

	<u>Due Date</u>
Paper #1	4/22/21 at 11:30am
Paper #2	5/18/21 at 11:30am
Paper #3	6/9/21 at 4:30pm

Assignments are considered late if not turned in by the time indicated on the assigned due date. Students should turn in an electronic copy and upload it to Canvas under assignments.

Participation in section is required to have productive discussions. For this class to be successful, students need to regularly attend class and be ready to discuss the material.

Grade Breakdown:

Paper 1:	25%
Paper 2:	25%
Paper 3:	30%
Section Participation:	20%

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, 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 the 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 assignment once an appeal is made, which may result in an increase, no change, or decrease in the score a student receives.

Extensions

If you become ill or have some other emergency and cannot turn in an assignment on the scheduled day, you must notify me ahead of time. Extensions will only be granted under the gravest of circumstances. No alternate final paper options will be offered due to travel or vacation plans. Only after written confirmation from the instructor that you can turn in a paper late 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.

Electronic Assignment Submissions & SimCheck

Students are required to turn in written assignments in electronic copy. 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. Please be aware that all submissions on Canvas are submitted to SimCheck upon uploading it. SimCheck is a software program that checks for plagiarism and other forms of academic dishonesty.

Readings & Audio/Visual Material

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's 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.

Occasionally podcasts or film clips are assigned as readings or as a component of lecture. Please see Canvas under Modules for more information.

Additional Procedures & Policies:

Attendance/Absences

A substantial portion of the overall course grade is from participation in section. It is necessary to attend and participate in section to receive these points. Moreover, the paper prompts 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 section from a classmate. Section notes will not be provided by the TA.

Section Participation

Section participation comprises 20% 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. Please note participation points are earned through participation and are not earned by simply attending section.

Weekly discussion questions will be posted on Canvas in advance of the Friday section.

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 section.

Course Communications

Announcements about the course will be clearly noted on the course website. The instructor will also at times communicate with students using the email tool within Canvas. It is each student's responsibility to regularly check the email address connected to your account in Canvas and to check the Canvas site.

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 in the syllabus. If you cannot find the answer you are looking for, then email your TA or the instructor. If you do not receive a response to your email, then you should assume the answer is in the syllabus or on the course website.

For more substantive and detailed questions, please see your TA or the instructor during office hours. This includes questions clarifying the course material, grading questions, and feedback on your exams or papers. These types of questions will not be answered via email and are best suited for a conversation. Please see the Canvas Home page for detailed information on office hours including Zoom links, times, and sign-up information.

Please note that TAs and the instructor will aim to respond to emails within 24 hours, Monday through Friday. The instructor and the TAs will not consistently respond to emails over the weekend or in the evening. If you send an email during this time period, please be aware that you may not receive a response until the next morning or after the weekend is over.

Accessibility/Accommodations

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.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Course Conduct & Technology

Given the delivery mode of the course during COVID, students will need access to a computer with internet access and a webcam to watch lecture materials, access the course website, and participate in section.

Every student brings a different perspective to the classroom. Dialogue in this 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. This includes responsibly using the chat and unmute functions on Zoom. Part of respectful behavior is coming to class on time and paying attention. Students are not

permitted to engage in any disruptive behavior during live lectures or section. Eating is permitted as long as it does not disrupt others (please mute yourself).

Always have yourself on mute when you are not actively participating in class.

Material on the Canvas website is intended for each student's personal educational use. Reproduction of that material, recording of lectures, taking photos of lecture slides, or any distribution of any course materials are not permitted unless the instructor specifically grants permission to do so.

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, (Hutchings 2003 : 118) or (Hutchings, 2003). 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 follows (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>.

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 1 (March 30th and April 1st)

March 30th -Course Intro & What is REP?

Hutchings, Vincent and Nicholas Valentino. 2004. "The Centrality of Race in American Politics". *Annual Review of Political Science* 7:383-408.

Hoover Green, Amelia. 2013 "How to Read Political Science: A Guide in Four Steps"

April 1st - Why study REP in American Politics? 2016 Election as a Case Study

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 2 (April 6th and 8th) Conceptualizing Race, Ethnicity, & Identity

April 6th

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".

April 8th

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 3 (April 13th and 15th)

April 13th Conceptualizing Race, Ethnicity, & Identity Cont.

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"

April 15th – 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 4 (April 20th and 22nd) Racial Violence & Reparations

April 20th

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/>

Listen to WNYC Podcast "Who Should Receive Reparations for Slavery and Discrimination?" May 24, 2019

<https://www.wnycstudios.org/podcasts/tnyradiohour/segments/who-should-receive-reparations-slavery-and-discrimination>

April 22nd

**** Paper #1 Due April 22nd at 11:30am ****

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

Nakano Glenn, Evelyn. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation". *Sociology of Race and Ethnicity*. 1(1): 52-72.

Chotiner, Issac. 2021. "History of Anti-Asian American Violence". *The New Yorker*. March 25.
<https://www.newyorker.com/news/q-and-a/the-history-of-anti-asian-american-violence>

Week 5 (April 27th and 29th) Racial Resentment, Racism, & Stereotypes

April 27th

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.

April 29th

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 (May 4th and 6th)

May 4th 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/>

May 6th Representation & Voting Rights

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 “The Future of Racial Redistricting: Black Decisive Districts”

Week 7 (May 11th and 13th)

May 11th Representation & Voting Rights

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

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

Hajnal, Zoltan, Nazita Lajevardi, and Lindsey Nielson. 2017. "Voter Identification Laws and the Suppression of Minority Votes". *The Journal of Politics*. 79(2): 363-379.

Gardner, Amy, Kate Rabinowitz, and Harry Stevens. 2021. "How GOP-backed voting measures could create hurdles for tens of millions of voters". *The Washington Post*. March 11.

<https://www.washingtonpost.com/politics/interactive/2021/voting-restrictions-republicans-states/>

May 13th – Work on Paper #2- No assigned readings or lecture

Week 8 (May 18th and May 20th) Social Movements & Activism

**** Paper #2 Due May 18th at 11:30am ****

May 18th

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"

May 20th

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.

Week 9 (May 25th and 27th) Criminal Justice & Policing

May 25th

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.

May 27th

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

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

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”.

Week 10 (June 1st and 3rd) Immigration Policy & Politics

June 1st

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”.

June 3rd

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

Wallace, Sophia Jordán and Chris Zepeda-Millán. 2021 “Americans support releasing migrant children from detention and oppose family separation, new data shows”. *The Monkey Cage*. *The Washington Post*. March 12. <https://www.washingtonpost.com/politics/2021/03/12/americans-support-releasing-migrant-children-detention-oppose-family-separation-new-data-shows/>

Listen to podcast “DACA Stands, But the Future is Anything but Certain” on *Latino USA* <https://www.latinousa.org/2020/06/24/dacastandsfutureuncertain/>

**** Paper #3 Due Wednesday June 9, 2021 at 4:30pm on Canvas****