

**Political Science 317/LSJ 331**  
**Race, Ethnicity, and Politics**  
**Winter 2020**  
M/W 10:00-11:20am  
JHN 102

**Professor Sophia Jordán Wallace**

E-mail: [sophiajw@uw.edu](mailto:sophiajw@uw.edu)

Office Hours: M/W 11:20am- 12:20pm and by appointment in Gowen 148

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

**Teaching Assistants (TAs):**

Carolyn Dapper

Quizzes (AD, AF)

Email: [cdapper@uw.edu](mailto:cdapper@uw.edu)

Office Hours: Friday 9:30-10:30am and 11:30am-12:30pm and by appointment in Gowen 34

Julia Wejchert

Quizzes (AC, AE)

Email: [jwejch@uw.edu](mailto:jwejch@uw.edu)

Office Hours: Monday and Thursday 12:00-1:00pm and by appointment in Gowen 26.

Dennis Young

Quizzes (AA, AB)

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Office Hours: Wednesday 11:30-1:30pm and by appointment in Smith 35

**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 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>
<b>Paper #1</b>	<b>1/29/20</b>
<b>Midterm Exam</b>	<b>2/12/20</b>
<b>Paper # 2</b>	<b>3/4/20</b>
<b>Cumulative Final Exam</b>	<b>3/16/20</b>

Assignments are considered late if not turned in by the time class begins at 10:00am 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. Assignments will be heavily weighted towards in-class activities in addition to the readings.

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:	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 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 exam or 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 a paper on time or take an exam on the scheduled day, you must notify me ahead of time and provide written documentation. Extensions and make-up exams will only be granted under the gravest of circumstances. 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 Monday's class should be completed before the Monday lecture and likewise for Wednesday'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. Please note participation points are earned through participation and are not earned by simply attending 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 delivered at the start of lecture and major announcements will be posted on the course website. The instructor will also 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 note that TAs and instructors will aim to respond to emails within 24 hours, Monday through Friday. The instructor and the TA will not consistently respond to emails over the weekend.

## **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/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](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://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.

For the university's policy on religious accommodations, please see <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>.

### **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.

To promote discussion and active participation by all students in section, 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, (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 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. 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 the electronic copy is submitted to VeriCite on the Canvas website. VeriCite is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program.

\*\*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 (January 6<sup>th</sup> and 8<sup>th</sup>)**

#### **January 6<sup>th</sup> -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](http://cage/wp/2016/11/22/peoples-views-about-race-mattered-more-in-electing-trump-than-in-electing-obama)

## **January 8<sup>th</sup> - Conceptualizing Race, Ethnicity, & Identity**

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”.

## **Week 2 (January 13<sup>th</sup> and 15<sup>th</sup>) Conceptualizing Race, Ethnicity, & Identity Cont.**

### **January 13<sup>th</sup>**

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.

### **January 15<sup>th</sup>**

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”

## **Week 3 (January 20<sup>th</sup> and 22<sup>nd</sup>) Whiteness**

**\*\*No class January 20<sup>th</sup> –University Holiday\***

### **January 22<sup>nd</sup>**

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 21<sup>st</sup>.  
<http://www.newyorker.com/magazine/2016/11/21/making-america-white-again>

## Week 4 (January 27<sup>th</sup> and 29<sup>th</sup>) Racial Violence & Reparations

### January 27<sup>th</sup>

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>

### January 29<sup>th</sup>

**\*\* Paper #1 Due January 29<sup>th</sup> at 10:00am \*\***

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.

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

## Week 5 (February 3<sup>rd</sup> and 5<sup>th</sup>) Racial Resentment, Racism, & Stereotypes

### February 3<sup>rd</sup>

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.

### February 5<sup>th</sup>

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 (February 10<sup>th</sup> and 12<sup>th</sup>)**

### **February 10<sup>th</sup> 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/>

### **February 12<sup>th</sup> \*\*Midterm Exam in Class\*\***

## **Week 7 (February 17<sup>th</sup> and 19<sup>th</sup>) Representation & Voting Rights**

### **\*\* No Class February 17<sup>th</sup> - University Holiday**

### **February 19<sup>th</sup>**

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

## **Week 8 (February 24<sup>th</sup> and 26<sup>th</sup>) Social Movements & Activism**

### **February 24<sup>th</sup>**

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”

### **February 26<sup>th</sup>**

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 9 (March 2<sup>nd</sup> and 4<sup>th</sup>) Criminal Justice & Policing**

### **March 2<sup>nd</sup>**

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”.

### **March 4<sup>th</sup>**

**\*\* Paper #2 Due March 4<sup>th</sup> at 10:00am\*\***

“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 (March 9<sup>th</sup> and 11<sup>th</sup>) Immigration Policy & Politics**

### **March 9<sup>th</sup>**

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”.

### **March 11<sup>th</sup>**

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  
Monday March 16, 2020 8:30-10:20am\*\***