

**Political Science 570**  
**Race, Ethnicity, and Politics (American Racial State)**  
**University of Washington, Seattle**  
**Smith 111**  
**(Winter 2019)**

Prof. Sophia Jordán Wallace  
Class Meeting: Mondays 1:30-4:20pm  
Office Hours: By appointment

**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 minorities in the U.S. and examine the interaction of minority politics with broader American Politics. Students will read both canonical and contemporary works in the field of REP. The course begins with theoretical conceptions of race and ethnicity and how they inform notions of citizenship and group membership. Subsequent topics include electoral politics, social movements, immigration, campaigns and media, representation, and cooperation and competition within and among groups. Finally, selected contemporary policy issues will be discussed and evaluated. The goal is to familiarize students with both the theoretical underpinnings of REP as well as how theories in REP can be applied to other topics in American Politics.

**Course Requirements**

1. Write a critical response memo
2. Write a peer review of an article
3. Regular participation in seminar
4. Attend class every week
5. Author Presenter role once in the quarter
6. Assume Authors' Defendant role once in the quarter
7. Research Design or Review Essay

*Critical Response Memo*

The memo should be 7-9 double-spaced pages and should focus on 2-3 readings from the week. **Memos are due by 6 pm on Sunday night and should be circulated to the class by email.** All students in the class and the professor will be able to view the response papers. Memos should be analytical in nature rather than summarize the readings. Your goal is to develop an original argument (theoretical, empirical or methodological), which improves our understanding of the underlying issues of the week's topic. Memos cannot overlap with the week you present or assume the role of author's defendant. A sign-up will be circulated at the first class meeting.

*Peer Review*

This memo (2-3 pages single-spaced) will be written as if you are a reviewer of the manuscript during the publication process. In the memo, students should assess the research question, theory, research design, findings, implications, structure, and conclusions of the article. You may write the review of any article on the syllabus.

*Participation*

This is a graduate seminar and your avid participation is vital to its success. Attendance and participation in the weekly seminar meeting is required. Students are expected to complete all

assigned readings before class and come prepared to discuss the material. All students will be expected to contribute to the discussion at every class meeting. Quality of comments is valued over quantity. If students come to seminar unprepared the quality of discussion will be radically diminished. Students will be required to facilitate discussion and be the authors' defendant at least once in the quarter. There will be a sign-up at the start of the quarter.

#### *Author Presenter*

Students will be asked to lead discussion by presenting core aspects of one assigned reading in a 10-15-minute presentation using PowerPoint or similar slideware. Over the duration of the quarter students will be required to present once. It will simulate a conference-style presentation and the presenter will present as if they are one of the authors of the work. Students in the class will then be able to ask questions about the work in a 10-minute discussion following the presentation. The presentation should include the following:

- a. What is the research question?
- b. What literature/work is this work contributing to?
- c. What are the theory and hypotheses?
- d. What is the methodological approach and research design?
- e. What are the findings?
- f. What are the central contributions of the work and implications?

#### *Authors' Defendant*

As the authors' defendant you must seek to defend the theory, method, and value of the readings for a given week. This role does not require any written work, but rather is a type of participation. As is the case in many graduate seminars, critiques of work are plentiful, however there is little praise or defense of work. Your job is to defend the value and merit of the readings from unjust attacks in order to keep the discussion balanced.

#### *Research Design/Review Essay*

The final assessment can be an original research design on a project in REP or a review essay in an area of REP. Review essays will assess the state of the discipline in a subfield of REP. Research designs will identify a research question, the relevant theoretical background, and describe the methodology to conduct the research. A 2-page double spaced proposal elaborating your research design or review essay topic is due on **February 4<sup>th</sup>**. More details regarding the assignment is posted on the course website. Final research designs/review essays are due on **Monday March 18<sup>th</sup> at 6pm**. Students will be required to submit their paper on the course website, as well as directly email it to the professor.

#### **Grade Breakdown**

Critical Response Memo:	15%
Peer Review Memo:	10%
Author Presentation:	15%
Authors' defendant:	5%
Participation:	25%
Research Design/Review Essay:	30%

#### **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. Late assignments will not be accepted for credit.

*Grade scale:*

100-90= A range

89-80= B range

79-70= C range

69-60= D range

below 59 = range

**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 consult with the professor. 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.

### **Collaborative Work**

Please note that unless specifically granted by the professor or directly indicated on the assignment sheet otherwise, students should only complete assignments individually. Memos and papers are NOT to be completed in a collaborative effort with other students. Additional warnings and directions concerning these points will be further elaborated on specific course assignment handouts.

### **Course Materials**

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. The reading schedule and reading selections are subject to change if the professor deems it necessary.

\*Please note that by virtue of being a quarter length course with university holidays, not all major subfields within REP can be covered in depth on this syllabus. The instructor also reserves the right to make modifications to the assigned readings.

## **Readings and Seminar Schedule**

### **Week 1 (January 7<sup>th</sup>): Overview & Intro to REP**

- Fraga, Luis R., John A. Garcia, Rodney Hero, Michael Jones-Correa, Valerie Martinez-Ebers, Gary M. Segura. 2006. "Su Casa es Nuestra Casa: Latino Politics Research and the Development of American Political Science" *American Political Science Review* 100(4):515-519.
- Hutchings, Vincent and Nicholas Valentino. 2004. "The Centrality of Race in American Politics". *Annual Review of Political Science* 7:383-408.
- Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States*. Routledge, NY, Ch.4 "Theory of Racial Formation."

### **Week 2 (January 14<sup>th</sup>): Group Membership, Identity, and Ethnicity**

- Carens, Joseph. 2013. *The Ethics of Immigration*. Oxford: Oxford University Press Ch.8 "Theory of Social Membership."
- Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press. Chs.3 & 4.
- Hancock, Ange-Marie. 2007. "When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm." *Perspectives on Politics*. 5(1): 63-79.
- Masuoka, Natalie, and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. Chicago, IL: University of Chicago Press. Ch. 4 "Perceptions of Belonging: Race and Group Membership."
- Sanchez, Gabriel. 2006. "The Role of Group Consciousness in Latino Public Opinion". *Political Research Quarterly* 59(3): 453-446.

**\*\*No class January 21<sup>st</sup> University Holiday\*\***

### **Week 3 (January 28<sup>th</sup>): Whiteness & White Racial Attitudes**

- Frymer, Paul, 2017. *Building an American State: The Era of Territorial and Political Expansion*. Princeton, NJ: Princeton University Press. Ch.4 “Manufacturing Whiteness.”
- Kramer, Kathrine, J. *The Politics of Resentment and Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago, IL: University of Chicago Press. Ch.3 “The Contours of Racial Consciousness.”
- Parker, Christopher S. and Matt A. Barreto. 2013. *Change They Can't Believe In: The Tea Party and Reactionary Politics in America*. Princeton, NJ: Princeton University Press. Ch.1 “Toward a Theory of the Tea Party.”
- Pérez, Efrén O. 2013. “Implicit Attitudes: Meaning, Measurement, and Synergy with Political Science.” *Politics, Groups, and Identities* 1(2): 275-297.
- Tesler, Michael. 2016. *Post-Racial or Most-Racial?: Race and Politics in the Obama Era*. Chicago, IL: University of Chicago Press. Ch.1 “Racial Attitudes and American Politics in the Age of Obama.”

### **Week 4 (February 4<sup>th</sup>): Representation**

#### **\*\*Research Paper/Review Essay Proposal Due\*\***

- Brown, Nadia. 2014. *Sisters in the Statehouse: Black Women and Legislative Decision Making*. New York: Oxford University Press. Ch. 3 “Black Women’s Representation”
- Butler, Daniel and David E. Broockman. 2011. “Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators.” *American Journal of Political Science* 55(3): 463-477.
- Casellas, Jason. 2009. “The Institutional and Demographic Determinants of Latino Representation.” *Legislative Studies Quarterly*. 34(3): 399-426.
- Gay, Claudine. 2002. “Spirals of Trust? The Effect of Descriptive Representation on the Relationship Between Citizens and Their Governments”. *American Journal of Political Science*. 46(4): 717-733.
- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes.” *Journal of Politics* 61: 628-57.
- Tate, Katherine. 2001. “The political representation of Blacks in Congress: Does Race Matter?” *Legislative Studies Quarterly* 26: 623-638.

### **Week 5 (February 11<sup>th</sup>): Political Participation & Social Movements**

- Barreto, Matt, Gary Segura, and Nathan Woods. 2004. “The Mobilizing Effect of Majority-Minority Districts on Latino Voter Turnout.” *American Political Science Review*. 98(1): 65-75.
- Bobo, Lawrence, and Franklin D. Gilliam, Jr. 1990. “Race, Sociopolitical Participation, and Black Empowerment.” *American Political Science Review* 84: 377-393.
- Gillion, Daniel. 2013. *The Power of Protest: Minority Activism and Shifts in Public Policy*. New York, NY: Cambridge University Press. Ch.3 “Viewing Minority Protest from the Hill: The Individual and Collective Response from Congress.”
- Jones-Correa, Michael. 1998, *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca, NY: Cornell University Press. Ch.7 “The Politics of In-Between: Avoiding Irreconcilable Demands, Keeping Loyalties.”
- 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.
- Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York, NY: Cambridge University Press. Ch.2 “Weapons of the Not So Weak.”

**\*\*No Class February 18<sup>th</sup> University Holiday\*\***

**Week 6 (February 25<sup>th</sup>): Campaigns & Elections**

- Abrajano, Marisa. 2010. *Campaigning to the New American Electorate: Advertising to Latinos*. Palo Alto, CA: Stanford University Press. Ch.3 “Campaigning to Racial and Ethnic Minorities in the U.S.”
- García Bedolla, Lisa and Melissa Michelson. 2012. *Mobilizing Inclusion: Transforming the Electorate through Get-Out-the-Vote Campaigns*. New Haven: Yale University Press. Ch.4 “Knock, Knock, Who’s There? Door-to-Door Canvassing and Get Out the Vote.”
- 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.
- Kinder, Donald R., and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Chicago, IL: University of Chicago Press. Ch.8 “The Electoral Temptation of Race.”
- Mendelberg, Tali. 2001. *The Race Card: Campaign Strategy, Implicit Messages and the Norm of Equality*. Princeton, NJ: Princeton University Press, Ch. 5 “Crafting, Conveying, and Challenging Implicit Racial Appeals: Campaign Strategy and News Coverage.”

**Week 7(March 4<sup>th</sup>): Criminal Justice**

**\*\* Peer Review Assignment Due\*\***

- Alexander, Michelle. 2012. *The New Jim Crow*. New York: New Press. Ch. 5 “The New Jim Crow”
- Francis, Megan. 2014. *Civil Rights and the Making of the Modern State*. New York: Cambridge University Press. Ch.5 “Defending the Right to Live.”
- Middlemass, Keesha. 2017. *Convicted and Condemned*. New York, NY: NYU Press. Ch.1 “Felony Conviction as a Social Disability.”
- 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”.
- Weaver, Vesla and Amy Lerman. 2010. “Political Consequences of the Carceral State” *American Political Science Review*. 104(4): 817-833.

**Week 8 (March 11<sup>th</sup>): Immigration**

- Abrajano, Marisa, and Zoltan Hajnal. 2015. *White Backlash: Immigration, Race, and American Politics*. Princeton, NJ: Princeton University Press. Ch.1 “A Theory of Immigration Backlash Politics.”
- Chavez, Leo. 2008. *The Latino Threat*. Stanford University Press. Ch.1 “The Latino Threat Narrative”
- Hopkins, Daniel J. 2010. “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition.” *American Political Science Review* 104(1): 40-60.
- Gulasekaram, Pratheepan, and S. Karthick Ramkrishnan. 2015. *The New Immigration Federalism*. New York: NY: Cambridge University Press. Ch.3 “Rise of Restrictive Legislation and Demographic Arguments of ‘Vital Necessity’” and Ch.5 “A Shifting Tide in 2012: Pro-Integration Activists gain the Upper Hand.”
- Ngai, Mae M. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press. Princeton; NJ Ch. 2 “Deportation”.

**\*\*FINAL RESEARCH DESIGN or REVIEW ESSAY due Monday March 18<sup>th</sup> by 6pm. \*\***