

PLS 4231 (01): Race and Ethnic Politics in the US

California State Polytechnic University, Pomona

Instructor: Lewis Luartz

Fall Term, 2022

E-mail: LLuartz@cpp.edu

Office Hours: M/W, 9:30 - 10:30 AM

Location: Building 94, Room 318

Web: <https://canvas.cpp.edu/>

Class Hours: M/W, 11:30 AM - 12:45 PM

Class Room: Building 15, Room 1808

Course Safety Protocols

In response to the current COVID-19 pandemic, the course format may be subject to change with little to no notice, depending upon state, local, and University guidelines. California State Polytechnic University, Pomona's mandatory safety measures may be stricter than local, state or federal guidelines and may be subject to change at any time. The COVID-19 pandemic requires all of us to accept the possibility that changes in how this course is taught may be required and that some changes may occur with little or no notice. If any changes occur, you will be given clear instructions as to how to proceed. The uncertainty of the pandemic situation is not ideal for any of us, but we must all try to approach this situation with good-will, flexibility, and mutual understanding.

University Pandemic Policies

Faculty, Staff, and Students are required to adhere to all University mandated policies. For your convenience, the following is an updated summary of policies as they relate to the class. These are subject to change as the pandemic situation changes. The most updated policies can be found at <https://www.cpp.edu/safer-return/index.shtml>.

Catalog Description

Prerequisites: None. Contemporary political experience of racial and ethnic groups; investigation of strategies used in navigating American politics; interpretation of class struggle and its relationship to ethnicity and politics; and importance of political organizations and mobilization. 3 units.

Course Description

This course is meant to provide students with an in-depth examination of the literature on race and ethnic politics in the United States from a mass political behavior perspective in an effort to provide them with the expertise to conduct research in this field. As mass political behavior is focused on why people behave in certain ways, public opinion and ways to capture it, and policy issues and issue salience, we will synthesize the literature in a manner that combines theories on race and ethnicity with questions about how people behave, what effects different factors have on racial politics, with the ultimate goal of understanding the state of race and ethnic politics in the United States. It is important to note that we are not addressing normative questions in this course (i.e., questions about social justice, morality, etc.), although we will often encounter work and touch on these topics as they are intimately tied to racial politics—perhaps more-so in the United States than any other country, and perhaps more-so now than at any other time in history. Instead, we will delve into academic research articles that focus on scientific inquiry into issues minorities face, public opinion, and institutions in the United States. Throughout our journey, we will answer several questions that will help guide students on the path to working on their research on race and ethnic politics.

As one of the purposes of this course is to make you all into expert researchers on the subject, we will predominantly focus on reading theoretical, qualitative, and quantitative academic research articles as opposed to books. In this way, an understanding of the basic methodological tools for analyzing questions and/or a basic understanding of statistics in some cases may be useful. We will nevertheless review statistical findings in class to ensure findings are clearly and consistently understood. As such, you need *not* have prior experience in these methodological tools to do well in the course, but rather an open mind and a willingness to learn.

Course Objectives

Substantively we will cover issues such as:

1. The meaning of race and ethnicity
2. How group identity functions within the United States
3. Public Opinion and mass behavior within race and ethnic politics
4. Issue salience and how this may vary across different groups and different issues
5. The role of race in campaigns, ads, and gerrymandering
6. Controversial issues within Presidential politics
7. Representation and its forms
8. Immigration and Citizenship
9. Education issues among minority groups
10. Health issues among minority groups

11. Protests and the role they play in racial politics traditionally and in the modern day

While this course assumes some familiarity with (*very*) basic algebra and statistical analyses, the emphasis in class sessions will be on developing an understanding of the research, and sharpening writing skills to successfully complete a review of the scholarly literature in this subject.

Student Learning Outcomes for Political Science

- Differentiate among different theories within the American race and ethnic politics literature.
- Demonstrate an understanding of the critical issues facing minority groups in the United States traditionally and in the modern era.
- Demonstrate the habit of accessing sources of political knowledge and the skill to critically interpret, assess and apply evidence found in academic research articles.
- Demonstrates competence in reading and understanding carefully articulated empirical research papers on the study of race and ethnic politics.
- Generate a scholarly review of the literature on a topic of interest within the subject of American race and ethnic politics.

Textbooks

There are no required textbooks for this course. Instead, all academic research articles referenced in the **Weekly Schedule** section of the syllabus are available online via Canvas. Students are required to complete the Required section of the readings prior to course sessions each week, with the exception of the first week.

Supplementary readings are provided in the **Weekly Schedule** section of the syllabus and will be made available online via Canvas. These are meant to supplement the subject each week and provide alternative perspectives to the material. While students are not required to read the Supplementary material, doing so may help provide ideas and sources for the literature review.

Course Structure

Assignment Overview

Grading is facilitated through attendance and participation, homework assignments, two written exams, a literature review due at the end of the term, and a final exam that includes a research presentation.

Assignment Weights

The weights associated with each of the course assignments are as follows:

- Attendance (Throughout term: 2.5%)
- Participation (Throughout term: 2.5%)
- Homework Assignments and Discussion Questions (Throughout the Term: 10%)
- Exam 1 (Week 6: 15%)
- Exam 2 (Week 10: 20%)
- Literature Review (Assigned Week 4, Due Last Day of Instruction: 30%)
- Final Exam (Finals Week: 20%)

In-person and Digital Meetings, Attendance, Materials

As this is an in-person course, all meetings will be held physically on campus. Any digital meetings due to the ongoing COVID-19 pandemic or otherwise will be announced in class or on Canvas. Digital Meetings require the Zoom platform. The schedule for all meetings can be found at the end of the syllabus in the Weekly Schedule section. The course will only be taught in-person unless the University states otherwise.

Attendance requires physically being present when roll-call is taken in the case of in-person meetings, while it requires being on Zoom during roll-call in the case of digital meetings. In both instances, leaving mid-way through a class will result in a penalty towards attendance.

All Course Material will be posted on Canvas, while any supplementary material or recordings will be posted to an online media repository, such as YouTube, for streaming. In the latter case, this means only those with access to the links associated with each video will have the capacity to access that material, as they will be unlisted and private otherwise. At the end of the term, all material will be removed from the online media repository.

Emergency Class Pass

Given the nature of pandemic era learning, there may be at least one instance during which a student may be unable to attend class. To alleviate the pressures associated with providing evidence and/or documentation during the semester, students are given one (1) "Emergency Class Pass." This pass allows students to miss one (1) class session without the need to provide any evidence and/or documentation relating to the absence. This pass provides the student with full credit for both the attendance and the discussion component (if applicable) for that session. *Once the pass has been used, students must provide evidence and/or documentation to make up any credit associated with any additional missed days as described in the "Emergencies and Exceptional Circumstances" section of this syllabus, found under "Course Policies."*

Grading Policy

A standard grading scale will be used. I reserve the right to curve the scale dependent on overall course grades at the end of the semester (not before it). Any curve will only ever make it easier to obtain a certain letter grade.

The grade grading scale is as follows:

A	=	94 - 100+%	B	=	84 - 86.99%	C	=	74 - 76.99%	D	=	64 - 66.99%
A-	=	90 - 93.99%	B-	=	80 - 83.99%	C-	=	70 - 73.99%	D-	=	60 - 63.99%
B+	=	87 - 89.99%	C+	=	77 - 79.99%	D+	=	67 - 69.99%	F	=	59.99% - 0%

Course Policies

The Syllabus

The syllabus is a contract between the instructor and the students enrolled in this course. If you decide to remain in the class, you accept the course requirements and thereby agree to abide by them. It is important that you know what this class entails, that you acknowledge its requirements and evaluation criteria, and that you make a commitment to finishing the work in a timely and responsible fashion. If necessary, the syllabus and its contents are subject to revision; students are responsible for any changes or modifications posted on California State Polytechnic University, Pomona's (CPP's) course management system, Canvas.

Audio and Video Capabilities

You must have access to a computer with audio and video capabilities in case of remote instruction, as well as to review any recorded (if applicable) or supplementary material. While you are not required to turn on your video camera during any potential digital meetings, you should at the least be able to ask questions verbally should the need arise. If you have a disability that prevents you from expressing yourself verbally, you are welcome to participate using text via the Chat feature on Zoom instead. In all cases, please mute your microphone on Zoom unless you have a question or wish to comment on the material. In fact, you are welcome to interject at any point during a remote class meeting should you have a question or wish to comment on the material. Otherwise, please mute your microphone until you are ready to speak so as to not unnecessarily disturb others. Be courteous of others.

Attendance Policy

The material for the course can at times seem complex if students do not attend lecture regularly. It is therefore suggested you attend as many (if not all) of the class meetings as you can. Attendance will be taken in each course session and will count towards your final grade. If there is an issue preventing you from attending, do reach out and/or come see the Instructor sooner rather than later.

Please be aware that university policy prohibits a passing grade for students missing 20 percent of course sessions, or in our case more than 5 class meetings. I will require verification for all excused absences.

Late Assignment and Make-up Work Policy

Except when otherwise indicated, late assignments will be deducted one and one-half (1 1/2) letter grade for every twenty-four (24) hours it is late, up to a maximum of forty-eight (48) hours. After forty-eight (48) hours, the student will receive a grade of zero (0) for the assignment. There are no opportunities to make-up or revise an assignment for a higher grade, although an alternative assignment may be provided in the case of an emergency as outlined under the "Emergencies and Exceptional Circumstances" section of this syllabus.

Emergencies and Exceptional Circumstances

Should an emergency arise, the student must contact the Instructor as soon as possible, and preferably before a class session. Any emergencies must be accompanied by evidence (i.e., note from a Doctor as evidence of having been in a hospital). Routine checkups are not considered medical emergencies and should thus be discussed with the Instructor as soon as possible *before* they occur. Any accidents must be accompanied by photographic evidence by email. Failure to contact the Instructor in a timely manner will result in a judgment call on the Instructor's part and is completely dependent on the gravity of the situation. In all cases, the Instructor's decision on the matter is final.

Exams

All exam information will be distributed at least one week before each exam.

Challenging a Grade

Students who wish to challenge a grade are required to submit a written grievance, which includes: the reasons for their dissatisfaction, the grade received, and what grade they believe is merited. Reasons why the requested grade is merited should be supported by evidence from the assignment or exam in question to justify this appeal. The written grievance should be submitted at least two business days before meeting with the Instructor to discuss the assignment. If you choose to appeal your grade, the Instructor reserves the right to issue a grade that is lower than the existing grade. This second, post-appeal decision is final. *The deadline to challenge and possibly change a grade is within forty-eight (48) hours after the posting of the grade on Canvas.*

CPP's Academic Integrity Policy

California State Polytechnic University, Pomona (CPP) is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to The Office of Student Conduct Integrity, which may impose additional sanctions including expulsion. Please see <https://www.cpp.edu/studentconduct/academic-integrity/index.shtml> for full description of CPP's policy on Academic Integrity as well as resources.

CPP's Students with Disabilities Policy

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Resource Center. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Resource Center at (909) 869-6985 or visit <https://www.cpp.edu/drc/index.shtml> if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

CPP's Equity and Diversity Policy

California State Polytechnic University, Pomona (CPP) is committed to ensuring equality and valuing diversity. Students and professors are reminded to always show respect as outlined in CPP's Harassment and Discrimination Policy. Please see the full description of this policy at <https://www.cpp.edu/officeofequity/discrimination-harassment-retaliation/index.shtml>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

Religious Accommodation at CPP

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, California State Polytechnic University, Pomona (CPP) believes that every reasonable effort should be made to allow members of the university community to fulfill their obligations to the university without jeopardizing the fulfillment of their sincerely held religious obligations. Please review the syllabus early in the semester and consult with your faculty member promptly regarding any possible conflicts with major religious holidays, being as specific as possible regarding when those holidays are scheduled in advance and where those holidays constitute the fulfillment of your sincerely held religious beliefs. More information on CPP's policy can be found at <https://www.cpp.edu/officeofequity/religious-accommodations/index.shtml>.

Respect for Others

Discriminatory/hateful/pejorative and/or demeaning language will not be tolerated. All participants must feel comfortable asking questions and speaking, as voicing one's ideas is essential to the learning experience. Please be respectful of all questions, ideas and views. You will be asked to leave the classroom or (if applicable) the Zoom meeting if you disrespect anyone and/or exhibit any form of the above, and you will automatically receive a zero (0) for any attendance or graded assignments due that day. This zero (0) grade cannot be made up under any circumstances.

DISCLAIMER: This Course Contains Mature Content

Like most university-level courses, this course deals with material that may be controversial and sensitive for some people. Often, these topics may invoke strong responses based on political affiliation, religious beliefs, personal identity, and experiences. While we will need to engage with such details at times, they will not be the focus of our inquiry. You should nevertheless be prepared to encounter these references. If you have any concerns about any of the material we will be covering in this course at any time, please see do not hesitate to come see me.

Weekly Schedule

The schedule for the course is below. This schedule is tentative and subject to change at the instructor's discretion or based on the needs of the university. *Be aware that all deadlines posted are in Pacific Standard Time (PST).*

Part I:

Week 01, 08/29 - 09/02: Introduction | Reading Political Science | Race and Ethnicity: Is Race connected to American institutions?

MONDAY, AUGUST 29:

- Required Readings:
 - No Readings Assigned This meeting.

WEDNESDAY, AUGUST 31:

- Required Readings:
 - Green, Amelia Hoover. (2013). "How to Read Political Science: A Guide in Four Steps." *Drexel University*.
 - Hutchings, Vincent L., and Nicholas A. Valentino. (2004). The centrality of race in American politics. *Annual Review of Political Science* 7, 383-408.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Murray, Pauli. (1953). "The Historical Development of Race Laws in the United States." *Journal of Negro Education* 22(1), 4-15.
 - Snipp, C. Matthew. (2003). "Racial Measurement in the American Census." *Annual Review of Sociology* 29, 563-588
 - Obama, Barack. (2008, March 18). "A More Perfect Union" Speech on Race in the Philadelphia Constitutional Center. *New York Times*.
 - Steele, Shelby. (2009, June 8). "Sotomayor and the Politics of Race." *Wall Street Journal*, A17.

Week 02, 09/05 - 09/09: Discussion 1 - Group Identity: What role does identity play in American politics?

MONDAY, SEPTEMBER 5:

- *No class today due to Labor Day Holiday. Campus is closed.*

WEDNESDAY, SEPTEMBER 7:

- Required Readings:
 - McClain, Paula D., Johnson Carew, Jessica D., Walton Jr., Eugene, and Watts, Candis S. (2009). "Group membership, group identity, and group consciousness: Measures of racial identity in American politics?" *Annual Review of Political Science* 12, 471-485.
 - Lee, Taeku. (2008). "Race, Immigration, and the Identity to Politics Link." *Annual Review of Political Science* 11, 457-478.
 - Wilcox-Archuleta, Bryan. (2018). "Local origins: Context, group identity, and politics of place." *Political Research Quarterly* 71(4), 960-974.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Conover, Pamela Johnston. (1984). "The Influence of Group Identification on Political Perception and Evaluation" *Journal of Politics*, 46(3), 760-785.
 - Hirschman, Charles.(2004). "The origins and demise of the concept of race." *Population and development review* 30(3), 385-415.
 - Lawrence Wright, "One Drop of Blood" *The New Yorker*, July 25, 1994 v. 70 n.. 22
 - Song, Miri. (2001). "Comparing Minorities' Ethnic Options" *Ethnicities* 1:1 pp. 57-82.

IMPORTANT:

- **Homework 1** Assigned This Week (Wednesday, September 7, 2022).

Week 03, 09/12 - 09/16: Discussion 2 - Introduction to Public Opinion and Issue Saliency: What issues are salient in American public opinion work on race?

MONDAY, SEPTEMBER 12:

- Required Readings:
 - Bélanger, Éric, and Meguid, Bonnie M. (2008). "Issue saliency, issue ownership, and issue-based vote choice." *Electoral Studies* 27(3), 477-491.

WEDNESDAY, SEPTEMBER 14:

- No class today due to American Political Science Association (APSA) Annual Meeting.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - N/A

Week 04, 09/19 - 09/23: Discussion 2 (Continued)

MONDAY, SEPTEMBER 19:

- Required Readings:
 - Lien, Pei-te, Collet, Christian, Wong, Janelle, and Ramakrishnan, S. Karthick. (2001). "Asian Pacific-American public opinion and political participation." *PS: Political Science and Politics* 34(3), 625-630.
 - Merolla, Jennifer, Ramakrishnan, S. Karthick, and Haynes, Chris. (2013). ""Illegal," "Undocumented," or "Unauthorized": Equivalency Frames, Issue Frames, and Public Opinion on Immigration." *Perspectives on Politics* 11(3), 789-807.

WEDNESDAY, SEPTEMBER 21:

- Required Readings:
 - Chudy, Jennifer. (2021). "Racial sympathy and its political consequences." *The Journal of Politics* 83(1), 000-000.
 - Lapinski, John S., Peltola, Pia, Shaw, Greg and Yang, Alan. (1997). "The Polls-Trends: Immigrants and Immigration." *Public Opinion Quarterly* 61(2), 356–383.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Kuo, Alexander, Neil Malhotra, and Cecilia Hyunjung Mo. (2017). "Social exclusion and political identity: The case of Asian American partisanship." *The Journal of Politics* 79.1, 17-32.
 - Phoenix, Davin L., and Maneesh Arora. (2018). "From emotion to action among Asian Americans: Assessing the roles of threat and identity in the age of Trump." *Politics, Groups, and Identities* 6(3), 357-372.

IMPORTANT:

- **Homework 1 Due This Week** (Monday, September 19, 2022).
- **Homework 2 Assigned This Week** (Monday, September 19, 2022).
- **Literature Review Assignment Available on Canvas** (Monday, September 19, 2022).

Week 05, 09/26 - 09/30: Discussion 3 - Voting Rights Acts and Behavior: What is the importance of the Voting Rights Act in racial politics?

MONDAY, SEPTEMBER 26:

- Required Readings:
 - Lublin, David, Brunell, Thomas L., Grofman, Bernard, and Handley, Lisa. (2009) "Has the Voting Rights Act Outlived Its Usefulness? In a Word, "No"" *Legislative Studies Quarterly* 34(4), 525-553.
 - Marschall, Melissa J., and Rutherford, Amanda. (2016). "Voting rights for whom? Examining the effects of the voting rights act on Latino political incorporation." *American Journal of Political Science*, 60(3), 590-606.

WEDNESDAY SEPTEMBER 28:

- Required Readings:
 - Jones-Correa, Michael. (2005). "Language provisions under the Voting Rights Act: How effective are they?" *Social Science Quarterly* 86(3), 549-564.
 - Schuit, Sophie, and Rogowski, Jon C. (2017). "Race, representation, and the voting rights act." *American Journal of Political Science* 61(3), 513-526.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Canon, David T. (2008). "Renewing the Voting Rights Act: Retrogression, Influence, and the 'Georgia v. Ashcroft Fix'." *Election Law Journal* 7(1), 3–24.
 - Grofman, Bernard, and Handley, Lisa. (1991). "The Impact of the Voting Rights Act on Black Representation in Southern State Legislatures." *Legislative Studies Quarterly* 16(1), 111–28.
 - Gerken, Heather K. (2006). "A Third Way for the Voting Rights Act: Section 5 and the Opt-In Approach." *Columbia Law Review* 106(3), 708-52.
 - Filer, John E., Kenny, Lawrence W., and Morton, Rebecca B. (1991). "Voting Laws, Educational Policies, and Minority Turnout." *Journal of Law and Economics* 34(2), 371-393.

IMPORTANT:

- **Homework 2 Due on Canvas** (Monday, September 26, 2022).

Week 06, 10/03 - 10/07: Review for Exam 1 | Exam 1

MONDAY, OCTOBER 3:

- Review for Exam 1 Today (No New Required Readings)

WEDNESDAY, OCTOBER 5:

- Exam 1 In-Class Today! Bring Your Laptop Today!

IMPORTANT:

- *Exam 1 on Wednesday, October 5, 2022.*

Week 07, 10/10 - 10/14: Discussion 4 - Campaigns, Manipulation, and Redistricting: How do campaigns influence voters using racial cues? How do redistricting and gerrymandering influence voting?

MONDAY, OCTOBER 10:

- Required Readings:
 - Shotts, Kenneth W. (2001). "The Effect of Majority-Minority Mandates on Partisan Gerrymandering." *American Journal of Political Science* 45(1), 120–135.
 - Lublin, David, Handley, Lisa, Brunell, Thomas L., and Grofman, Bernard. (2020). "Minority Success in Non-Majority Minority Districts: Finding the "Sweet Spot"." *Journal of Race, Ethnicity and Politics* 5(2), 275-298.

WEDNESDAY, OCTOBER 12:

- Required Readings:
 - Gilens, Martin. (1996). "Race and Poverty in America: Public Misperceptions and the American News Media." *Public Opinion Quarterly* 60(4), 515-541.
 - Valentino, Nicholas A., Hutchings, Vincent L., and White, Ismail K. (2002). "Cues that matter: How political ads prime racial attitudes during campaigns." *American Political Science Review*, 75-90.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Bartels, Larry M. (2002). "Beyond the Running Tally: Partisan Bias in Political Perceptions." *Political Behavior* 24(2), 117–150
 - Druckman, James N. (2004). "Political preference formation: Competition, deliberation, and the (ir)relevance of framing effects." *American Political Science Review* 98(4), 671-686.
 - Lublin, David, and Voss, D. Stephen. (2000). "Racial Redistricting and Realignment in Southern State Legislatures." *American Journal of Political Science* 44(4), 792–810.
 - Hicks, William D., Klarner, Carl E., McKee, Seth C., and Smith, Daniel A. (2018). "Revisiting majority-minority districts and black representation." *Political Research Quarterly* 71(2), 408-423.
 - Fraga, Bernard L. (2016). "Redistricting and the causal impact of race on voter turnout." *The Journal of Politics* 78(1), 19-34.
 - Valentino, Nicholas A., Neuner, Fabian G., and Vandenbroek, L. Matthew. (2018). "The changing norms of racial political rhetoric and the end of racial priming." *The Journal of Politics* 80(3), 757-771.
 - Lenz, Gabriel S. (2009). "Learning and opinion change, not priming: Reconsidering the priming hypothesis." *American Journal of Political Science* 53(4), 821-837.

IMPORTANT:

- *Homework 3 Assigned This Week (Monday, October 10, 2022).*

Week 08, 10/17 - 10/21: Discussion 5 - Presidential Politics: What role does race play in Presidential elections?

MONDAY, OCTOBER 17:

- Required Readings:
 - Enders, Adam M., and Jamil S. Scott. (2019). "The increasing racialization of American electoral politics, 1988-2016." *American Politics Research* 47(2), 275-303.
 - Buyuker, Beyza, Jadidi D'Urso, Amanda, Filindra, Alexandra, and Kaplan, Noah J. (2020). "Race politics research and the American presidency: thinking about white attitudes, identities and vote choice in the Trump era and beyond." *Journal of Race, Ethnicity, and Politics*, 1-42.

WEDNESDAY, OCTOBER 19:

- Required Readings:
 - Reny, Tyler T., Valenzuela, Ali A., and Collingwood, Loren. (2020). "'No, you're playing the race card': Testing the effects of anti-black, anti-Latino, and anti-immigrant appeals in the post-Obama era." *Political Psychology* 41(2), 283-302.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Katel, Peter. (2008). "Race and Politics: Will Skin Color Influence the Presidential Election?" *CQ Researcher* 18(25): 577-600.
 - Reny, Tyler T., Collingwood, Loren, and Valenzuela, Ali A. (2019). "Vote switching in the 2016 election: How racial and immigration attitudes, not economics, explain shifts in white voting." *Public Opinion Quarterly* 83(1), 91-113.

IMPORTANT:

- **Homework 3** Due on Canvas (Monday, October 17, 2022).
- **Homework 4** Available on Canvas (Monday, October 17, 2022).

Week 09, 10/24 - 10/28: Discussion 6 - Representation: How does representation and its forms work within the literature on race?

MONDAY, OCTOBER 24:

- Required Readings:
 - Hayes, Matthew, and Hibbing, Matthew V. (2017). "The symbolic benefits of descriptive and substantive representation." *Political Behavior* 39(1): 31-50.
 - Minta, Michael D. (2009). "Legislative oversight and the substantive representation of Black and Latino interests in Congress." *Legislative Studies Quarterly* 34(2), 193-218.

WEDNESDAY, OCTOBER 26:

- Required Readings:
 - Wallace, Sophia J. (2014). "Representing Latinos: Examining descriptive and substantive representation in Congress." *Political Research Quarterly* 67(4), 917-929.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Tate, Katherine. (2001). "The political representation of blacks in Congress: Does race matter?." *Legislative Studies Quarterly* 26(4), 623-638.

- Scherer, Nancy, and Curry, Brett. (2010). "Does descriptive race representation enhance institutional legitimacy? The case of the US courts." *The Journal of Politics* 72(1), 90-104.
- Theobald, Nick A., and Haider-Markel, Donald P. (2009). "Race, bureaucracy, and symbolic representation: Interactions between citizens and police." *Journal of Public Administration Research and Theory* 19(2), 409-426.

IMPORTANT:

- **Homework 4** Due on Canvas (Monday, October 24, 2022).

Week 10, 10/31 - 11/04: Exam 2 Review | Exam 2

MONDAY, OCTOBER 31:

- Review for Exam 2 Today (No New Required Readings)

WEDNESDAY, NOVEMBER 2:

- Exam 2 In-Class Today! Bring Your Laptop Today!

IMPORTANT:

- **Exam 2** on Wednesday, November 2, 2022.

Week 11, 11/07 - 11/11: Discussion 7 - Immigration, and Citizenship in America: Does immigration influence American racial politics, or does racial politics influence immigration?

MONDAY, NOVEMBER 7:

- Required Readings:
 - Sierra, Christine Marie, Carrillo, Teresa, DeSipio, Louis, and Jones-Correa, Michael. (2000). "Latino immigration and citizenship." *PS: Political Science and Politics* 33(3), 535-540.
 - Cornelius, Wayne A. (2005). "Controlling 'unwanted' immigration: Lessons from the United States, 1993-2004." *Journal of Ethnic and Migration Studies*, 31(4), 775-794.

WEDNESDAY, NOVEMBER 9:

- Required Readings:
 - Durand, Jorge, and Massey, Douglas S. (2019). "Evolution of the Mexico-US migration system: Insights from the Mexican migration project." *The ANNALS of the American Academy of Political and Social Science* 684(1), 21-42.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Colbern, Allan, and S. Karthick Ramakrishnan. (2018). "Citizens of California: How the golden state went from worst to first on immigrant rights." *New Political Science* 40(2), 353-367.
 - Ramakrishnan, Karthick, and Colbern, Allan. (2015) "The "California package" of immigrant integration and the evolving nature of state citizenship." *UCLA Institute for Research on Labor and Employment*.
 - **Sonya Tafoya, (2004). "Shades of Belonging," *Pew Hispanic Center Report*.**
 - Waters, Mary. (1994). "Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City" *International Migration Review* 28(4), 795-820.
 - Logan, John. (2003). "How Race Counts for Hispanic Americans" *Lewis Mumford Center, State University at Albany*.
 - Balz, Dan. (2006, January 3). "Political Splits on Immigration Reflect Voters' Ambivalence" *Washington Post*.

IMPORTANT:

- **Homework 5** Assigned This Week (Monday, November 7, 2022).

Week 12, 11/14 - 11/18: Discussion 8 - Education Issues: What role does education play in racial politics?

MONDAY, NOVEMBER 14:

- Required Readings:
 - Noguera, Pedro A. (2015). "Race, Education, and the Pursuit of Equality in the Twenty-First Century." *Race and Social Problems* 7, 1-4.
 - Hughes, Sherick, Thompson Dorsey, Dana N., and Carrillo, Juan F. (2016). "Causation fallacy 2.0: Revisiting the myth and math of affirmative action." *Educational Policy* 30(1), 63-93.

WEDNESDAY, NOVEMBER 16:

- Required Readings:
 - Moses, Michele S., Maeda, Daryl J., and Paguyo, Christina H. (2019). "Racial politics, resentment, and affirmative action: Asian Americans as "model" college applicants." *The Journal of Higher Education* 90(1), 1-26.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Winn, Lawrence T., and Winn, Maisha T. (2015). "Expectations and realities: Education, the discipline gap, and the experiences of Black families migrating to small cities." *Race and Social Problems* 7(1), 73-83.
 - Gaddis, S. Michael. (2012). "What's in a relationship? An examination of social capital, race and class in mentoring relationships." *Social Forces* 90(4), 1237-1269.
 - Poon, Oiyan A., Segoshi, Megan S., Tang, Lilianne, Surla, Kristen L., Nguyen, Caressa, and Squire, Dian D. (2019). "Asian Americans, affirmative action, and the political economy of racism: A multidimensional model of raceclass frames." *Harvard Educational Review* 89(2), 201-226.

IMPORTANT:

- **Homework 5 Due on Canvas (Monday, November 14, 2022, by 11:59 PM).**
- **Homework 6 Assigned This Week (Monday, November 14, 2022).**

Week 13, 11/21 - 11/25: Discussion 9 - Health Issues: Does a relationship exist between health disparities and different groups? | Research Presentation Information

MONDAY, NOVEMBER 21:

- Required Readings:
 - Adida, Claire L, Dionne, Kim Yi, and Platas, Melina R. (2018). "Ebola, Elections, and Immigration:How Politicizing an Epidemic Can Shape Public Attitudes." *Politics, Groups, and Identities*, 1-27.
 - Anderson, Ashaunta T., Luartz, Lewis, Heard-Garris, Nia, Widaman, Keith, and Chung, Paul J. (2020). "The detrimental influence of racial discrimination on child health in the United States." *Journal of the National Medical Association* 112(4), 411-422.

WEDNESDAY, NOVEMBER 23:

- Required Readings:
 - Reny, Tyler T., and Barreto, Matt A. (2020). "Xenophobia in the time of pandemic: othering, anti-Asian attitudes, and COVID-19." *Politics, Groups, and Identities*, 1-24.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Eichelberger, Laura. (2007). "SARS and New York's Chinatown: the politics of risk and blame during an epidemic of fear." *Social Science Medicine*, 65(6), 1284-1295.
 - Herskovitz, Jon. (2014, October 4). "African Immigrants Worry about Backlash from U.S. Ebola Case." *Reuters*.
 - Saletan, William. (2014). "The Ebola Voter: Thirteen Ways Democrats and Republicans are Exploiting the Virus for Political Gain." *Slate*.

IMPORTANT:

- **Homework 6 Due on Canvas (Monday, November 21, 2022).**

Week 14, 11/28 - 12/02: Discussion 10 - Protests: What role does protest play within racial politics?

MONDAY, NOVEMBER 28:

- Required Readings:
 - Wasow, Omar. (2020). "Agenda seeding: How 1960s black protests moved elites, public opinion and voting." *American Political Science Review* 114(3), 638-659.
 - Bonilla, Tabitha, and Tillery, Alvin B. (2020). "Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test." *American Political Science Review* 114(4), 947-962.

WEDNESDAY, NOVEMBER 30:

- Required Readings:
 - Banks, Antoine J., White, Ismail K., and McKenzie, Brian D. (2019). "Black politics: How anger influences the political actions Blacks pursue to reduce racial inequality." *Political behavior* 41(4): 917-943.

SUPPLEMENTARY READINGS FOR THE WEEK

- Not required, but suggested:
 - Dahl, Robert A. (1961). "The behavioral approach in political science: Epitaph for a monument to a successful protest." *The American Political Science Review* 55(4), 763-772.
 - Barker, Chris. (2018). "Policing, Incarceration, Race, and Protest after Ferguson." *Public Affairs Quarterly* 32(4), 331-350.
 - Harris, Allison P., Walker, Hannah L., and Eckhouse, Laurel. (2020). "No Justice, No Peace: Political Science Perspectives on the American Carceral State." *Journal of Race, Ethnicity and Politics* 5(3), 427-449.
 - Towler, Christopher C., Crawford, Nyron N., and Bennett, Robert A. (2020). "Shut up and play: Black athletes, protest politics, and Black political action." *Perspectives on Politics* 18(1), 111-127.
 - Williamson, Vanessa, Trump, Kris-Stella, and Levine Einstein, Katherine. (2018). "Black lives matter: Evidence that police-caused deaths predict protest activity." *Perspectives on Politics* 16(2), 400-415.

IMPORTANT:

- **No Homework!** Focus on the literature review!

Week 15, 12/05 - 12/09: Wrap-up | Review for Final Exam

MONDAY, DECEMBER 5:

- Course Wrap-Up, Writing a Good Literature Review, Questions Regarding Literature Review

WEDNESDAY, DECEMBER 7:

- Review for Final Exam Today (No New Required Readings)

IMPORTANT:

- *Literature Review Due on Canvas (Wednesday, December 7, 2022 by 5:00 PM PST).*

Week 16, 12/12 - 12/16: Finals Week

IMPORTANT:

- *Final Exam (Monday, December 12, 2022 from 11:00 AM - 12:50 PM).*