American Race Relations  
Spring 2013 
POLS/AAM 493/593 
Dr. Brown

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Course Hash Tag: #POLS493  
Course Google Site: https://sites.google.com/a/slu.edu/american-race-relations_spring-2013/  
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“You do not come to college to be taught what you already know.”

“A University cannot sell you learning” 
(Dr. Mary Gossy, Comparative Literature Professor, Rutgers University)

Class Time: 
Thursdays 
4:20 – 6:50pm  
McGannon Hall Room 122  
Jan 14, 2013 - May 14, 2013

Office Hours: 
12-2pm & by appointment  
Thursdays 
McGannon Hall Room 126

Course Overview: In this course we will explore several themes, although the overriding theme will be the transformed nature of racism in the United States and how it creates, reinforces, and perpetuates racial inequality. This seminar introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. After discussing the socially constructed and problematic nature of racial categorization, we will trace how racial/ethnic difference is created and eventually generates socially segregated patterns. We will then explore the degree in which racism and privilege as systemic, institutionalized features of U.S. society. In particular, we will examine how modern racism differs from older overt forms of racial discrimination. Modern racism has been coded and masked itself in seemingly race-neutral, color-blind language and practices. In doing so, we will translate the subtle racial meanings of this code. We will then look at the structural, institutional, ideological, and public policy-related factors that have created and sustained patterns of racial inequality. We will specifically examine how structural obstacles in areas such as housing, the education system, the economy and job market, and the criminal justice system, coupled with color-blind racism, help to maintain and perpetuate racial inequality. 

The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? How do other identities such as gender, class, and sexual orientation impact racial formation? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can we use these institutions to overcome the points of division in American society?

Course Objectives: Students will:  
• Master a broad body of theories that center on race and ethnicity in American politics
• Have a broad understanding of the contemporary and historical thoughts and theories of race and ethnicity politics as a subfield of political science
• Develop an acute understanding of the role that race played and continues to play in the American polity
• Use data to support an argument or position
• Interpret and apply data from original documents, including cartoons, graphs, letter, etc.
• Effectively use analytical skills of evaluation, cause and effect, compare and contrast.
• Work effectively with others to produce products and solve problems.
• Learn and apply various study strategies to promote academic success

Required Texts

Recommended Texts
• Pei-te Lien, M. Margaret Conway, and Janelle Wong. 2004 *The Politics of Asian Americans: Diversity and Community* Routledge

Articles and other assigned readings are available on the course Google site. All readings on the syllabus are required.

Readings
Students are expected to complete the assigned reading before the class period in which the material is assigned. The course schedule (below) provides a general schedule of readings and topics. Using critical thinking (a cognitive reasoning development) students must demonstrate the process of actively seeking to understand, evaluate and analyze information. For each reading(s) students should be able to answer the following questions:
1. What are the issues?
2. What are the conclusions?
3. Are there any fallacies in the reasoning?
4. How good is the evidence?
Format and Requirements

Because this course is about ideas, which are to be understood and applied critically rather than memorized, the format emphasizes opportunities to process theories of politics through discussion and writing. The class format is a structured discussion. Students will be expected to complete reading assignments on time and participate regularly in class discussions. At each class session, designated students will serve as "expert" discussants, responsible for raising questions about the reading assignment and commenting on questions raised by other students and by the instructor. In addition, each student will write two brief essays and take a mid-term exam and a final exam. An additional requirement is that students fill out a course evaluation at the end of the semester.

Course Assignments

Response Papers

To advance our discussion, you must write at least two paragraphs (no more than two pages double-spaced) on the class readings. The first paragraph should summarize each of the week’s readings in a couple sentences each using the criteria listed above. You should identify the overarching argument and note how it compares to at least one other author that we read that week.

The second paragraph should offer precisely targeted analysis of the readings. You should bring your voice this paragraph as a critique of the readings. Here is where you can provide a critical analysis of what you read. This second paragraph should be used as starting point for our in class discussions. As we get into the semester, you might compare one week’s readings, arguments, and methods with readings from earlier weeks. The point is to provide thoughtful analysis closely connected to the readings.

You should print one copy of the paragraphs and email one to me at nbrown30@slu.edu by 11am the morning of class. You can refer to the other set during class discussion. Since these papers are supposed to help us have a constructive discussion, they cannot be handed in late.

Paragraphs will be graded on a three point scale (3—really good, 2—satisfactory, 1—inadequate). All students must hand in at least five reading paragraphs per semester graded 2 or better. Failure to complete five paragraphs will be sufficient reason for a failing grade in the course, no matter what your other grades are. You are welcome to write more than five paragraphs, and your added effort will be reflected in your participation grade. You can also use the paragraphs to give you a preview of how your work might fare in the more conventionally graded essays or to improve your writing for graded essays.

Draft Midterm, Midterm Essay & Tutorial Groups

Draft Midterm Essay Exam

Prior to submitting your midterm essay exam, you will submit a complete draft of your essay exam on Thursday, February 28. Your draft essay exam midterm and final midterm essay should be no less than 750 word 3 double-spaced pages. This assignment requires you to critically reflect on the themes and readings for the first 3 weeks of the course.

Group Tutorial

The time period between March 1 – 5, 2013 will be used to convene 50 minute tutorial groups in my office. I will disseminate a signup sheet of suggested times and slots for you to select your tutorial group partner. Once assigned to a tutorial group, students must email copies of their draft midterms to their group members no later than February 28, 2013.

Each student is responsible for using criteria on the tutorial group handout to critique every paper in the tutorial group. Students are responsible for providing the other members in their tutorial group with
written feedback for the author. While I do not grade these critiques, I do consider them part of class participation—so they count that way. Your job is to help your colleagues improve their papers. This is a collegial environment, thus it is important that students give and receive critical suggestions with the purpose of improvement in mind. As a part of this tutorial group, I also give students a written copy of my feedback of their work. The draft midterm essay exam and your group tutorial participation will be factored into the cumulative grade for your midterm essay exam.

Midterm Essay Exam
After the tutorial, students must submit a hard copy of their midterm exam on Thursday, March 7, 2013 at 4:20pm.

Discussion Leaders
To spice up our discussions and ensure full participation in them, each class meeting will feature a 30 minute student presentation to the class on an aspect of the day’s topic. Each student will be assigned to a group. The idea is for students to go out and find an interesting article, academic study, real world example, interview (anything really) which you can use to illuminate the topic for the day and stimulate discussion among your classmates. I encourage you to be controversial, to take a strong stand on an issue and to try to push and prod your classmates into thinking differently or more deeply about American politics. Be sure to discuss your topic with me in at least a week in advance of your selected group presentation date to ensure that your presentation does NOT merely summarize the class readings or survey the week’s topic but rather provides an in-depth look at something different. You must create (and make copies of) a handout that summarizes the key points of your presentation and has at least 4 discussion questions for your classmates.

Short Assignments
Self-Reflection & Critical Analysis: Take a topic discussed in class and provide a critique of the issue, scholar’s framework, or political phenomena. You must show how your critique has application in contemporary society and explain how it plays out in your life.
Length: Approximately 3 double-spaced pages
*Due Thursday, February 7, 2013. You can submit a response paper for this week in addition to this assignment

Color-Blind Racism Interview Analysis: This assignment will involve an application of Bonilla-Silva’s color-blind racism framework outlined in Racism Without Racists to a short interview with one person of your choice (note the person’s race, gender, & age). You will ask the person the 5 questions that Bonilla-Silva posed to his study’s respondents. Then, based on your interviewee’s responses, you will indicate whether each of the 4 frames of color-blind racism either applies, do not apply, or partially apply.
Length: Approximately 3 double-spaced pages.
*Due Thursday, April 25, 2013. Students cannot submit a response paper for this week

Final Exam
Undergraduate students must write a term paper exploring an aspect of American Race Relations—a topic of your choosing. This final paper should be between 12-15 double spaced pages, written in Times New Roman, 12 pt. font, and have 1 inch margins.

Graduate students must write a research design of a proposed study they would like to conduct on an aspect of American Race Relations. This research design should be between 25-30 double spaced pages, written in Times New Roman, 12 pt. font, and have 1 inch margins.
Throughout the semester we dedicate part of the class to discussing components of the research design, starting with topic, research question, literature review, and methodology.

Literature Review
*Additional Requirements for graduate students: A literature review on a topic selected in consultation with the instructor, due on 4/4/13. Two extra group meetings (one for discussion on students’ specialization and one for your research design.

Participation
This portion is based on performance during discussions and in class assignments. Pay special attention to the discussion questions, topics for debate and the assigned chapters. These will serve as starting points for class discussions. Your in class contributions (questions, comments, challenges, observations, etc.) are important. Frequent classroom contributions will be expected, closely monitored, and observed and impact your final course grade. You will receive a discussion grade for every class. This grade will be based on your contributions to class discussion, any oral presentations, group projects, or short written assignments that contribute to class discussion.

This course includes experiential learning which means the course does not exist in just reading or assignments, it also exists in your active participation in class discussions and activities as well as in your thinking and feeling both in and outside of class.

Classroom discussion is extremely important to this class and many of the readings, and activities are designed to stimulate discussion and learning. Your cooperation is important in this learning process.

I expect everyone in this class to cooperate in the learning process. This cooperation means that comments, arguments and conflicts should contribute to the presentation and understanding of material rather than create hostility and communication barriers among class members.

Finally, I insist, that we all respect the confidentiality of the sharing of all participants in this course.

**Participation Scale:**

- 0 = absent
- 60 = student makes no comment
- 70 = student offers little to no discussion
- 80 = student ask clarification questions, but does not advance the classroom discussion
- 90 = student makes thoughtful insights or asks critical questions
- 100 = student advances the classroom discussion with questions, comments, observations, and/or personal antidotes

Quizzes
During this class there may be unannounced pop quizzes on the assigned readings that will be factored into your participation grade.

Attendance
Because learning in this course depends heavily on everyone participating in class discussion, attendance is required at every class session. Students are responsible for signing the attendance sheet at the beginning of class.

You are expected to attend every class. Attendance is closely monitored; you are responsible for all material covered, even if you miss class, for whatever reason. You will be required to sign-in on an attendance sheet for every class. You will be permitted 2 unexcused absences (*an absence is ‘excused’ if you have a signed note from a doctor, dean, mechanic, me, or other relevant authority figure). Students
who attend all sessions, participate regularly, and show that they have reflected on the reading materials earn an “A” in class participation. Students who fall short on any of these aspects of participation can expect lower grades. For instance, students who attend all sessions and participate only when it is their turn to be a discussant earn a “satisfactory” rating (C) in class participation, as opposed to a “good” (B) or “excellent” (A). More than 2 absences results in a 10 point drop in your final grade. (Ex. If a student who normally participates at a “B” level has two unexcused absences, the participation grade automatically falls to a “C.”)

If you are absent, you are completely responsible for ALL the material covered and assignments due when absent. Be certain to make contact with a class colleague to obtain notes missed or assignments considered should you be absent. If you must be absent, you must turn in reading paragraphs for the readings of your missed class.

Grades and Make-ups
Any assignment may be rescheduled up to one week after originally scheduled per my permission. Students are only permitted one make-up assignment per term with a properly documented excuse. If a student misses more than one assignment, he or she should strongly consider withdrawing from the course.

Five points will be deducted per every twenty four hours an assignment is from the grade. Assignments that are more than five days late will not be accepted.

Grading Scale

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<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
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<td>B-</td>
<td>80-82</td>
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- **A Quality Work Designates** - work of superior quality. Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Written work is clear, well-organized and thought-provoking, and free of grammatical or mechanical errors. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts.

- **B Quality Work Designates** - work of high quality. Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors. Performance on exams is very strong; demonstrates mastery of facts and concepts.

- **C Quality Work Designates** - work that minimally meets the course requirements. Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred with errors. Performance on exams demonstrates acceptable degree of mastery of facts and concepts.

- **D Quality Work Designates** – work that has minimal clarity and comprehension. Class participation is minimal, never voluntary, and reveals a lack of preparation and/or understanding. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred with errors. Performance on exams demonstrates minimal mastery of facts and concepts.
• **F Quality Work Designates** - Unsatisfactory performance along most (or all) measures.

**Course Grading**
Response Papers – 20%
Short Assignments – 20%
Class Participation/Discussion Leader – 20%
Midterm Essay - 20%
Final Essay/Research Design – 20%

**Procedures for Dealing with Grade/Evaluation Concerns**
Grade/evaluation concerns will be only considered if the following procedure is followed:
1. All grade complaints must be TYPED and must clearly express your specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbooks, and/or lecture notes, in order to ensure accuracy.
2. Written statements will not be considered until one class session AFTER the assignment is returned to students. Grievances will not be considered once two class sessions have passed. Since class time is limited, I will only deal with questions and concerns during scheduled office hours.
3. Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

**Honor Code**
Every student is required to strictly adhere to a standard of intellectual honesty both inside and outside the classroom. Absolutely no plagiarism in any form will be tolerated. This includes, but not limited to such things as 1) copying material without providing a detailed works cited; 2) using any language other than your own unless it has been quoted; 3) sharing test or homework information unless specifically instructed to do so and/or 4) using notes or signals or any form of electronic devise during an exam. Any student engaging in any behavior in violation to the honor code will automatically fail the course. Note: once the professor observes any violation of the honor code, the burden of proof that such violations did not take place rests with the student.

**Academic Integrity and Honesty**
The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but
not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: http://www.slu.edu/x12657.xml

**Academic Support**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at **314-977-8885** or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Writing Center**

You are strongly encouraged to take advantage of the Writing Center’s services; getting feedback benefits writers at all skill levels. The Center offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences, organizing arguments, and documenting sources. For more information, call 977-2930 or visit http://www.slu.edu/x13305.xml.

**Class Guidelines about Technology**

As stated previously this class requires your active participation in the discussion and dialogue that will take place around the table. If you are consumed with your technology that cannot happen—and even more important, as upper level students, with knowledge of the process of human interaction and how it is created and maintained through various forms of communication, you should be aware of the message you send to classmates, and me, when your text messages or email is of greater interest than our interaction. It is imperative that upper level students are fully cognizant, respectful and accountable for their use of technology during class time. I ask that you use discretion in your use of technology as well as what you post on social media.

**With that in mind, here are class policies for technology:**

- Please turn your cell phones off or to vibrate prior to the start of class and put them away out of your line of sight….and please do not engage in text messaging during class time. If I observe you text messaging during class I will ask for your cell phone and return it at the end of class that day
- If you are so inclined, I invite you to live tweet during class using the hashtag #POLS493 Social media, twitter particularly is a great way to archive class notes, engage in dialogue with experts in the twitverse, as well as continue classroom discussion. I encourage you to follow your classmates,
experts on race/ethnicity (academics, journalists, and other news makers), as well as myself. The goal is to use twitter to fully engage the course material.

**Course Schedule**

Note: The expectation is that on the days noted you will have the assigned readings completed.

**Core Concepts and Problems**


Reginald Horsman 1981. Chapter 5 – Providential Nation in *Race and Manifest Destiny*

Reginald Horsman 1981. Chapter 10 – Racial Destiny and the Indians in *Race and Manifest Destiny*

Reginald Horsman 1981. Chapter 11 – Anglo Saxons and Mexicans in *Race and Manifest Destiny*


**Whiteness and the Generation of the Ethnicity Paradigm**


Chapters 1, 2, and 9


Thursday, February 21 – Tutorial Midterm Essay Exam Due Ira Katznelson, When affirmative action was White: An untold history of racial inequality in twentieth-century America Chapters 1, 4, and 5


Toward a History and Theory of Race Coding

Beyond the White-Black Polarity: Native Americans
Thursday, March 21 –Andrea Smith Conquest: Sexual Violence and American Indian Genocide. Chapters 1, 7 and 8.

Beyond the White-Black Polarity: Latinos
Thursday, April 4 - Cristina Beltran, The Trouble with Unity: Latino Politics and the Creation of Identity. Introduction and Chapter 4


Graduate Students – Literature Review Due

Beyond the White-Black Polarity: Asian Americans
Thursday, April 11 – Pei-te Lein, M. Margaret Conway, and Janelle Wong The Politics of Asian Americans: Diversity and Community. Chapters 1 and 2


Korematsu v. United States (1944)

Racialization and In the Age of Obama
Thursday, April 18 – Michelle Alexander The New Jim Crow: Mass Incarceration in the Age of Colorblindness Introduction, Chapters 1 and 5

Thursday, April 25 – Interactive Short Essay Due- Bonilla-Silva, Racism without Racists pp. 1-8, 15, &
Chapters 2, 3, & 4 (focus on chapter 2)

Thursday, May 2 – Final Presentations

Thursday, May 9 – Final Exam Due (4pm)