

RACE AND POLITICS
POLS2150-01/01H & AAM2930-01
SPRING 2017

Instructor: Dr. Chryl Laird
Office Location: 120 McGannon Hall
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Classroom: McGannon Hall 270
Class Meetings: Tues. & Thurs. 9:30AM-10:45AM
Office Hours: Tues. & Thurs 1PM-3PM

“I wish I could say that racism and prejudice were only distant memories. We must dissent from the indifference. We must dissent from the apathy. We must dissent from the fear, the hatred and the mistrust...We must dissent because America can do better, because America has no choice but to do better.” — Justice Thurgood Marshall, 1992

Course Description

This course introduces students to the dynamics of race/ethnicity in United States and specifically examines the role of race/ethnicity in American politics. This course utilizes an interdisciplinary approach that incorporates theoretical frameworks, empirics and commentary to understand concepts of race and identity. To understand the intersection between race/ethnicity and politics we will explore several questions including: What is the origin of race? What is the origin of ethnicity? How has race/ethnicity been defined and employed by American political institutions and actors? What is the nature of minority group representation and how has it affected policy and politics? How do intergroup and intragroup dynamics shape people's worldviews and the political environment? How are changing demographics in the United States going to influence the politics of race in the contemporary era and beyond?

Course Objectives and Goals

- To understand the contemporary and historical theories that are integral to race and ethnic politics.
- To develop student's ability to critically assess and discuss issues of race in politics.
- To understand the effect that race, racism and discrimination has had on shaping political behavior and institutions.
- To adjudicate between competing theories or arguments, giving credit to perspectives other than their own.

Required Textbooks

The required textbooks are available at the SLU Campus Bookstore:

- McClain, Paula. D. and Joseph Stewart Jr. 2014. *Can We All Get Along: Race and Ethnic Minorities in American Politics, 6th Edition*. Boulder, CO: Westview Press. (referenced as MS in syllabus)
- CQ Researcher. 2015. *Issues in Race and Ethnicity: Selections from CQ Researcher, 7th Edition*. Sage Publication. (referenced as CQ in syllabus)

I will also be posting required readings on the Blackboard website for the course or emailing them to the class.

Student Assistance

I want my students to do well in this course. I am open to answering questions, clarifying materials, offer suggestions for studying, assisting with paper writing and addressing any concerns you may have about the course. I have assigned office hours listed in the syllabus, but I can also make arrangements to meet at alternate times if you unable to attend office hours. Questions and concerns can also be raised in class and I encourage you to do so.

Classroom Behavior

In class discussions will be a central part of this course. These discussions will be based on the assigned readings as well content brought up in lecture. I believe that these discussions can benefit students in a variety of different ways. Students will not only enhance their critical thinking skills but they will also be exposed to alternative opinions related to a particular issue. Students will have to learn how to defend their view in a rational way when presented with an opposing view. Many of these issues could be considered controversial and/or sensitive. Students should feel free to express their opinions. At the same time we must remember to respect one another and maintain a constructive and civil dialogue. If you are unable to engage in conversation in this manner you will be dismissed from the discussion.

Academic Integrity and Honor Code

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 F for the course and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. (Instructors can change the sanction specified in the italicized text.) 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>

Disability Services

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](tel: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 Services:

I encourage you to take advantage of University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. *These services do fill up*, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment, visit www.slu.edu/writingservices.xml or call 977-3484.

Assignments and Grading

	Percentage
Mid-Term	25%
Final Exam	25%
Final Paper	20%
Final Presentation	5%
Final Paper Proposal	5%
In-Class Participation / Attendance	20%
TOTAL	100%

Exams

The Midterm Exam will be held on Tuesday, March 7th, 2016 in our regular classroom (MCG 270). The Final Exam is on Thursday, May 11, 2017 8AM-950AM in our regular classroom. Exams will be a mix of multiple-choice, short answer and essay. Make-up exams will only be available for excused circumstances.

Final Paper Proposal, Paper and Presentation

The final paper for the course is a 10-page paper (at least) original research paper on a topic in Race and Ethnic Politics. A 10-point deduction will be made for every half page less than 10. I also reserve the right to deduct fractions of this amount. I will stop reading if it is too long. The typesetting standards are 1 or 1.25 inch margins, 12 point font, Times New Roman, double spacing. Papers are due in class on the day listed on the syllabus, and will be lowered by 10 points for each day late. Papers turned in after class but on the due date will be considered one day late. You will also give a 5-minute presentation on your final paper to the class. A final paper proposal is also required that lays out your title, research question, thesis/brief summary of argument and scholarly citations. A more detailed handout will be provided.

In-Class Participation/ Attendance

I will also be grading you on in-class participation. During class discussion I will be taking note of students that participate. The assessment will be based on your participation throughout the entire semester. Your attendance record will also be as a way to assess your participation. You are expected to attend every class. I will take attendance at the beginning of every class. If you are absent a lot then you can also anticipate that this will reflect in your participation grade. You will be permitted two unexcused absences. After that, each additional unexcused absence will lower your attendance grade by one letter grade. If you miss 60% of classes, you will fail the course. If you know you will be missing a class, please let me know as soon as possible. If you are more than ten minutes late to class, I reserve the right to mark you absent.

Pop Quizzes

Pop Quizzes will be administered if it becomes apparent that students are not doing course readings. These pop quizzes will count towards your daily participation grade. There are no make-ups for pop quizzes.

Extra Credit

Extra credit opportunities will be at the discretion of the instruction. You will be notified of these opportunities if they become available.

Final Grade Scale

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	≥ 92.5	B-	≥ 79.5	D+	≥ 66.5
A-	≥ 89.5	C+	≥ 76.5	D	≥ 62.5
B+	≥ 86.5	C	≥ 72.5	D-	≥ 59.5
B	≥ 82.5	C-	≥ 69.5	F	< 59.5

Tentative Class Schedule

Below is a tentative class schedule. The schedule is subject to change based on the needs of the class.

Part 1: Theories and History of Race in U.S. Politics

Weeks	Readings
Week 1 (Jan.17 & Jan 19) Course Introduction & The End of the Obama Era	Introduction and Syllabus Blackboard: <ul style="list-style-type: none">• Mark Lilla “The End of Identity Liberalism” https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html• Laila Lalami “The Identity Politics of Whiteness” https://www.nytimes.com/2016/11/27/magazine/the-identity-politics-of-whiteness.html• Ta-Nehisi Coates “My President Was Black” https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/• Daniel Foster “Obama’s Faith in White America Was Not Misplaced” https://www.theatlantic.com/politics/archive/2016/12/obamas-faith-in-white-america-was-not-misplaced/511901/
Week 2 (Jan. 24 & Jan. 26) America’s Racial Dilemma	MS Chapter 1 Blackboard: <ul style="list-style-type: none">• Vincent Hutching and Nick Valentino-“Centrality of Race in American Politics”• Rogers Smith, “Beyond Tocqueville, Myrdal and Hartz: Multiple Traditions”• Michael Omi & Howard Winant “Racial Formation” from <i>Racial Formation in the United States</i>
Week 3 (Jan. 31 & Feb 2.) History of Race Politics	Blackboard: <ul style="list-style-type: none">• The Kerner Commission Report (Summary Section)• Gordon Chang “Asian Americans and Politics: Some Perspectives from History”• Donna Akers “Removing the Heart of the Choctaw People”• Neil Irvin Painter “What is Whiteness”• Richard Delgado “The Law of the Noose: A History of Latino Lynching”• Linda Williams “White Security” from Chapter 2 <i>The Constraints of Race</i>

Part 2: Race and Politics in the U.S.

Week 4 (Feb. 7 & Feb. 9) Demographic and Population Politics	MS Chapter 2 CQ Chapter 2: Changing Demographics Blackboard: <ul style="list-style-type: none">• David Wilkins “A Tour of Indian Peoples and Indian Lands” Chapter 1 in <i>American Indian Politics and the American Political System</i>
Week 5 (Feb. 14 & Feb. 16) Public Opinion and Political Attitudes	MS Chapter 3 pp.71-82 Blackboard: <ul style="list-style-type: none">• Natalie Masuoka “Together They Become One: Examining the Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos”• Michael Dawson “Models of African-American Racial and Economic Group Interests” Chapter 4 from <i>Behind the Mule</i>• P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishan “Asian Pacific-American Public Opinion and Political Participation”• Joane Nagel “Indian Ethnic Renewal: Politics and the Resurgence of Identity”

Week 6 (Feb. 21 & Feb. 23) Public Opinion and Political Attitudes-White Identity and Whiteness	Blackboard: <ul style="list-style-type: none"> • Donald Kinder and Lynn Sanders “The Racial Divide in Public Opinion” in <i>Divided by Color</i> • Antoine Banks “A Theory of Anger and Contemporary White Racial Attitudes” • Alec McGillis “The Despair of Poor White Americans-The Original Underclass” http://www.theatlantic.com/magazine/archive/2016/09/the-original-underclass/492731/ • LISTEN: Katherine Cramer “The Politics of Resentment Rural Consciousness in Wisconsin and the Rise of Scott Walker” on New Books Network http://newbooksnetwork.com/katherine-j-cramer-the-politics-of-resentment-rural-consciousness-in-wisconsin-and-the-rise-of-scott-walker-u-of-chicago-press-2016/
Week 7 (Feb. 28 & Mar. 2) Elections and Participation	Feb 28: FINAL PAPER PROPOSAL DUE ON BLACKBOARD MS Chapter 3 pp.82-141 CQ Chapter 1 Blackboard: <ul style="list-style-type: none"> • Pew Research Behind Trump’s Victory http://www.pewresearch.org/fact-tank/2016/11/09/behind-trumps-victory-divisions-by-race-gender-education/ • John Garcia “Latino Political Participation” Chapter 6 in <i>Latino Politics in America</i> • Ismail White and Chryl Laird “Norms of Black Political Behavior” Chapter 2 from <i>Black by Popular Demand</i> (draft) • P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishan “Asian Pacific-American Public Opinion and Political Participation” • Stephanie Woodward “The Missing Native Vote” http://inthesetimes.com/article/16773/the_missing_native_vote
Week 8 (Mar. 7 & Mar. 9) Race and Representation	Mar. 7: MIDTERM Mar. 9: Street Fight (In-Class Films)
Week 9 (Mar. 14 & Mar. 16)	SPRING BREAK-NO CLASS
Week 10 (Mar 21 & Mar. 23) Race and Representation	MS Chapter 3 CQ Chapter 3: Redistricting Debates Blackboard: <ul style="list-style-type: none"> • Katherine Tate “The Puzzle of Representation” Chapter 1 in <i>Black Faces in the Mirror</i> • John Garcia “Latinos in the Electoral Arena” Chapter 7 in <i>Latino Politics in America</i> • David Wilkins “Actors in Indian Politics” Chapter 3 in <i>American Indian Politics and the American Political System</i>
Part 3: Race and Public Policy	
Week 11 (Mar. 28 & Mar. 30) Policy: Border Security & Immigration	CQ Chapter 5, 6 & 7 Blackboard: <ul style="list-style-type: none"> • WATCH: Homeland: Immigration in America Episode 1-Enforcement http://www.pbs.org/video/2260883032/
Week 12 (Apr. 4 & Apr. 6) Policy: American Indian Sovereignty & Rights	CQ Chapter 8: American Indians Blackboard: Democracy Now-Dakota Access Pipeline Winona Laduke Interview
Week 13 (Apr. 11 & Apr. 13) Policy Racial Profiling	Apr. 11: CQ Chapter 9: Racial Profiling Blackboard: <ul style="list-style-type: none"> • Stephanie Woodward “The Police Killings No One is Talking About”

http://inthesetimes.com/features/native_american_police_killings_native_lives_matter.html

Apr. 13: EASTER-NO CLASS

Week 14 (Apr. 18 & Apr. 20)
Policy: Racial Diversity in Public Schools

CQ Chapter 11: Racial Diversity in Public Schools

- Nikole Hannah-Jones “Segregation Now”
<https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools#intro>
- WATCH: Frontline: Separate and Unequal
<http://www.pbs.org/wgbh/frontline/film/separate-and-unequal/>

Week 15 (Apr. 25 & Apr. 27)
Where Do We Go From Here?
Student Presentations

Apr. 25: MS Chapter 6

Blackboard:

- “The Future of Race in America” <http://www.theroot.com/the-future-of-race-in-america-1790898742>
- Ta-Nehisi Coates “The Case for Reparations”
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Lisa Funderburg “The Changing Face of America”
<http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text>
- John Marth “Where Do We Go From Here”
<http://www.nclr.org/issues/voting/articles/election-latino-vote-111016>

Apr. 27: STUDENT PRESENTATIONS

Week 16 (May 2 & May 4)
Presentations

STUDENT PRESENTATIONS

May 4: FINAL PAPER DUE IN-CLASS (Printed Copy)

FINAL EXAM: THURSDAY, MAY 11, 2017 8AM-9:50AM

Online Resources

Latino USA: <http://latinousa.org>

Native Voice One: <http://www.nv1.org>

CodeSwitch NPR: <http://www.npr.org/sections/codeswitch/>

Our National Conversation About Conversations about Race: <https://www.showaboutrace.com>

NPR Politics: <http://www.npr.org/podcasts/510310/npr-politics-podcast>

Kollabcast: <http://kollaboration.org/podcasts/>

The Root: <http://www.theroot.com>

NBC Asian America: <http://www.nbcnews.com/news/asian-america>

Very Smart Brothas: <http://verysmartbrothas.com>

The Monkey Cage (Political Science blog): https://www.washingtonpost.com/news/monkey-cage/?utm_term=.45108ff0849c

Center for the Study of Race, Politics and Culture at the University of Chicago: <https://csrpc.uchicago.edu>

Center for Race and Ethnicity at Rutgers University: <http://raceethnicity.rutgers.edu>

Center for the Study of Race, Ethnicity and Gender in the Social Sciences at Duke University: <http://regss.trinity.duke.edu>

The Anna Julia Cooper Center at Wake Forest University: <http://ajccenter.wfu.edu>

Race and Ethnicity-Pew Research Center: <http://www.pewresearch.org/topics/race-and-ethnicity/>

Joint Center for Political and Economic Studies: <http://jointcenter.org>