

PSC 228: Race and Ethnic Politics

Tuesdays and Thursdays 11:05-12:20

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Overview. This course is an introduction to race and ethnic politics, broadly construed. The class is roughly divided into four parts. In Part 1, we will explore the historical context within which the American racial order was created. In Part 2, we will explore what it means to be a racial or ethnic minority, paying specific attention to political implications of racial and ethnic identification. Part 3 explores how mainstream society views, incorporates, or places hurdles before racial and ethnic minorities. Finally, in Part 4, we will explore various contemporary issues affecting racial and ethnic minorities, including the economy, education, and immigration. Throughout, we will draw on a variety of academic disciplines – political science, law, education, economics, public health, and public policy.

Prerequisites. There are no prerequisites for this course. Some of the readings might be dense and technical, particularly the legal cases and the empirical academic articles; please give yourself ample time to work through the readings. Statistical expertise is not a prerequisite, but you will still be expected to understand the arguments and conclusions of the more technical articles.

Logistics. The small size of the class means that we can spend more time on discussion and less on lecture. From time to time, we will engage in in-class debates. I will post any lecture notes following each class meeting either on Blackboard or on my website. There will be no class on April 7 due to the Midwest Political Science Association Conference.

Grading. Your grade in this class will be composed of

- Paper #1 (5–7 pages, due in hard copy at start of class on February 18) – 20%
- Midterm (in class on March 6) – 20%
- Paper #2 (5–7 pages, due in hard copy at start of class on April 10) – 20%
- Final (May 9) – 25%
- Class Participation – 15%

Both the midterm and the final will be a combination of IDs, short answer, and essay. They will be closed-book and closed-note. We will not take attendance; the class participation component of your grade will hinge on coming to class, participating in debates and discussions, and volunteering to explain concepts.

Office hours and email. I have an open-door office policy, meaning I don't take appointments but you are welcome to stop by at any point between approximately 9:30am and 5pm Monday through Friday, excluding around noon for lunch. However, for those who prefer office hours, I have office hours Wednesdays 10am to noon; I'll definitely be in my office then. I'm always available by email. I encourage everyone to stop by and be in touch.

Paper Extension Policy. Hard copies of papers must be turned in *at the start of class* on the due date. (Emailed versions of papers will not be accepted due to the additional burden this places on the teaching staff – sorry.) Attempting to turn a paper in late is extremely unfair to your colleagues. Extensions will be granted only in case of (1) a death in the family or (2) a unforeseen medical emergency. In case of such an emergency, please let me know as soon as possible; in most cases, I will require supporting documentation (e.g., a doctor's note) out of fairness to the other students. Also in the interest of fairness, (1) unsubstantiated requests for extensions will be denied summarily and (2) retroactive extensions (e.g., extensions requested after the paper is submitted) will never be granted.

If you do not have an extension, and you turn in a paper late, *you will be docked one third of one letter grade for every 24 hours that the paper is late.* Late penalties begin accruing from the start of class (11:05am) the day the paper is due. Thus, if your paper earned a B+, but you turned it in a few hours late (up to 11:05am the following day), you will be receive a B; if you turned it in 30 hours late, you would receive a B-.

Exam Policy. Both exams are closed book and closed note (and, by extension, no Internet and no cell phones). The midterm and final exam dates are firm. Missed exams may only be re-taken under the following circumstances: (1) a death in the family, (2) participation in a University-sponsored academic or sporting event (extra-curricular events do not count), (3) unforeseen medical emergency. In the case of (1) and (2), you must inform me within 24 hours of the exam that you will miss it. In some cases, we will require supporting documentation out of fairness to the other students.

Academic Honesty. We encourage you to discuss the course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with one another. The two papers will require citations and a “Works Cited” section following the Chicago Manual of Style format (or some other consistently used format), and both exams will be closed book, closed note, and closed Internet (no cell phones, etc.). Lastly, all class activities must be performed in accordance with the University of Rochester’s Academic Honesty Policy (<http://www.rochester.edu/college/honesty>). Under UR rules, I *must* report possible policy violations to the Board on Academic Honesty. Your reputation is the most important thing you have, especially at this stage of your academic career; please do not tarnish it.

University of Rochester CARE Network. The primary goal of the CARE network is to identify students in, or heading toward distress. As a faculty member, I’ve been encouraged to submit CARE reports on behalf of students who appear to be struggling academically or personally, and who may need inclusive, multi-layered support from the campus community. The CARE administrator shares information only with staff who need to know it in order to help you. More information about CARE can be found at <http://www.rochester.edu/care>. Please don’t hesitate to reach out to me or to someone you trust if you are struggling or feel overwhelmed.

Readings. We will read excerpts from the following texts:

- Philip A. Klinker and Rogers M. Smith, *The Unsteady March*
- Tali Mendelberg, *The Race Card*
- Michael Tessler and David O. Sears, *Obama’s Race: The 2008 Election and the Dream of Post-Racial America*
- Marin Gilens, *Why Americans Hate Welfare?*

If you buy one book, it should be *The Unsteady March* (Klinker and Smith). We will also read various articles and excerpts of court cases. Most of the readings (including book excerpts and court cases) will be posted on Blackboard. If you wish to buy hard copies of these books, they will be available for purchase on Amazon.com and at other online retailers.

Tentative Schedule and Readings¹

Part I: Historical Origins

January 16: Introduction and Class Overview

January 21: Colonial Era, Independence, and Civil War

- Philip A. Klinker and Rogers M. Smith, *The Unsteady March*, Chapters 1-2.

January 23: Reconstruction through *Plessy*

- Philip A. Klinker and Rogers M. Smith, *The Unsteady March*, Chapter 3.
- *Dred Scott v. Sandford*, 60 U.S. 393 (1857).
- *Plessy v. Ferguson*, 163 U.S. 537 (1896).

January 28: *Plessy* through Jim Crow

- Philip A. Klinker and Rogers M. Smith, *The Unsteady March*, Chapters 4 and 5.
- Avidit Acharya, Matthew Blackwell, and Maya Sen. “The Political Legacy of American Slavery.” (working paper draft here: <http://j.mp/1fzKcNH>) (skim technical details)

January 30: History of Immigration

- Orn B. Bodvarsson and Hendrik Van den Berg, *The Economics of Immigration: Theory and Policy*, Chapter 13, pp 349–364.
- Ronald Takaki, *A Different Mirror: A History of Multicultural America*, Chapter 8.
- Text of the Chinese Exclusion Act <http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm>.

February 4: Legal Standards for Race and Ethnicity

- *Carolene Products*, Footnote 4.
- *Korematsu v. United States*, 323 U.S. 214 (1944).
- *Loving v. Virginia*, 388 U.S. 1 (1967).

¹Note: This schedule is subject to change, depending on how far we get in each class and how much discussion the topics generate.

February 6: *Brown* and Post-*Brown*

- *Brown v. Board of Education (Brown I)*, 347 U.S. 483 (1954).
- *Brown v. Board of Education (Brown II)*, 349 U.S. 294 (1955).
- Gerald N. Rosenberg, *The Hollow Hope*, Chapter 2.

February 11: Voting Rights and Redistricting

- Carol M. Swain, *Black Faces, Black Interests*, Chapters 1, 9, and 10.

Part II: Contemporary Understandings

February 13: What is Race? What is Ethnicity?

- Armand Marie Leroi. 2005. A Family Tree in Every Gene. *The New York Times*.
- Response to Leroi: Troy Duster. 2005. "Race and Reification in Science." *Science*.
- Response to Leroi: Joseph L. Graves, Jr. 2005. "What We Know and What We Don't Know: Human Genetic Variation and the Social Construction of Race." Social Science Research Council (SSRC) <http://raceandgenomics.ssrc.org/Graves/>.
- American Anthropological Association Statement on "Race." 1998. <http://www.aaanet.org/stmts/racepp.htm>.
- Recommended: Shaun Bowler and Gary Segura, *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*, Chapter 2.

February 18: The Latino Experience

- Marisa A. Abrajano and R. Michael Alvarez, *New Faces, New Voices : The Hispanic Electorate in America*, Chapter 1.
- Rodney Hero, F. Chris Garcia, John Garcia, Harry Parchon, "Latino Participation, Partisanship, and Office Holding" *PS: Political Science and Politics*.

FIRST PAPER DUE IN CLASS

February 20: Asian Americans and the Model Minority Stereotype

- Claire J. Kim. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society*.
- Jane Junn et al. 2011. "Asian American Public Opinion" (in Robert Shapiro and Lawrence Jacobs, eds., *The Oxford Handbook of American Public Opinion and the Media*, pp. 520-534).

February 25: Minority-Minority Relationships and Multiculturalism

- Oliver, J. Eric, and Janelle Wong. 2003. “Inter-group Prejudice in Multiethnic Settings.” *American Journal of Political Science*.
- Jennifer Hochschild and Vesla Weaver. 2010. “There’s No One as Irish as Barack O’bama’: The Politics and Policy of Multiracialism in the United States.” *Perspective on Politics*.

February 27: Political Behavior I: Political Affiliations and Voting

- Gary M. Segura. 2012. “Latino Public Opinion and Realigning the American Electorate.” *Deadalus*.
- Katherine Tate. 2011. Political Incorporation and the Transformation of Black Public Opinion, Chapter 1.

March 4: Political Behavior II: Linked Fate

- Michael C. Dawson. 1994. Behind the Mule: Race and Class in African-American Politics. Chapters 3 and 4.
- Corrine M. McConnaughy et al. 2010. “A Latino on the Ballot: Explaining Co-Ethnic Voting among Latinos.” *Journal of Politics*.

March 6: Midterm

March 8–16: Spring Break

Part III: Discrimination and Bias

March 18: Introduction to Discrimination and Implicit Bias

- Ken Arrow. 1998. What Does Economics have to Say about Discrimination, *Journal of Economic Perspectives*.
- Anthony G. Green and Linda Hamilton Krieger. 2006. “Implicit Bias: Scientific Foundations.” *California Law Review*.

March 20: Implicit Bias within Law and Economics

- Jerry Kang et al. 2012. “Implicit Bias in the Courtroom,” *UCLA Law Review* 59:1124.
- Marianne Bertrand and Sendhil Mullainathan. 2004. “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.” *Quarterly Journal of Economics*.

March 25: Implicit Bias within Politics

- Dan Hopkins, 2009. “No More Wilder Effect, Never a Whitman Effect: When and Why Polls Mislead about Black and Female Candidates.” *The Journal of Politics*.
- Nicholas Valentino, Vincent Hutchings, and Ismail White. 2002. “Cues That Matter: How Political Ads Prime Racial Attitudes During Campaigns.” *American Political Science Review*.
- Dan Butler and David E. Broockman. 2011. “Do politicians racially discriminate against constituents? A field experiment on state legislators.” *American Journal of Political Science*.
- ADD CHRISTIAN’S PAPER

March 27: Public Opinion: Welfare

- Marin Gilens, *Why Americans Hate Welfare?*, Chapters 1–3.

April 1: Public Opinion: The Race Card

- Tali Mendelberg, *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*, Chapters 1 and 6.

April 3: NO CLASS - Midwest Political Science Association Conference

Part IV: Race, Ethnicity, and Policy

April 8: Racial Politics in the Age of Obama

- Michael Tessler and David O. Sears, *Obama’s Race: The 2008 Election and the Dream of Post-Racial America*, Chapters 1–3.

April 10: Immigration Politics

- Samuel P. Huntington. “The Hispanic Challenge.” *Foreign Policy*.
- Jack Citrin et al. 2007. “Testing Huntington: Is Hispanic Immigration a Threat to American Identity?” *Perspectives on Politics*.
- Orn B. Bodvarsson and Hendrik Van den Berg, *The Economics of Immigration: Theory and Policy*, Chapter 13, pp 364–377.

SECOND PAPER DUE IN CLASS

April 15: Educational and Health Disparities

- Roland Fryer and Steven Levitt. 2004. “Understanding the Black-White Test Score Gap in the First Two Years of School.” *The Review of Economics and Statistics*.
- David R. Williams and Pamela Braboy Jackson. 2005. “Social Sources of Racial Disparities in Health.” *Health Affairs*.
- Recommended: Alexander Green et al. 2007. “Implicit Bias Among Physicians and its Prediction of Thrombolysis Decisions for Black and White Patients.” *Journal of General Internal Medicine*.

April 17: Affirmative Action in Higher Education

- *Regents of the University of California v. Bakke*, 438 U.S. 265 (1978).
- *Grutter v. Bollinger*, 539 U.S. 306 (2003).
- Richard H. Sander. 2004. “A Systemic Analysis of Affirmative Action in American Law Schools.” *Stanford Law Review*.
- Recommended: Richard H. Sander. 2004. “A Reply to Critics” *Stanford Law Review* 57:1963.

April 22: Race and Criminal Justice

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Chapters 1–3.

April 24: Race and the Death Penalty

- Michael Radelet and Glenn Pierce. 2011. “Race and Death Sentencing in North Carolina.” *North Carolina Law Review*.

April 29: Conclusion