

Instructor: Francisco Jasso
 Classroom: SSL 145
 Tu/Th 1:00-4:00pm
 Office: SST 663
 Office Hours: By appointment
 fjasso@uci.edu

AFAM 151/Asian Am 132/ChcLat 147/PS124C: Comparative Minority Politics

Purpose of Course

Welcome to Comparative Minority Politics! This course will build on fundamental concepts, theories, and processes that help us understand the dynamic relationship between race, racial groups, and US politics. It will explore how American politics shapes, and is shaped by, each racial group's strategies for political empowerment. While the enduring presence of race marks a point of similarity for each racial group's continuous struggle toward political equality, inclusion, and influence, special attention will be paid to the unique factors that define each group's political experience. Through a combination of texts, news articles, and films, you will gain a richer understanding of the challenges racial groups face in the post-1950 era and the extent to which individuals/groups view race as a political resource. Overall, students will recognize that contemporary US politics cannot be adequately understood without the political dynamics of race.

Student Learning Objectives/Outcomes

By the end of this course,

1. Students will develop an understanding of, and evaluate, the contemporary political development of various minority groups by identifying similarities/differences in various groups' electoral and non-electoral strategies for empowerment since the 1950s
2. Students will demonstrate their understanding of the concept of group identity by using it to analyze minority groups' use of race as a political resource for advancement, empowerment, and incorporation
3. Students will clarify the role of laws/policies as impediments to and resources for minorities' increasing political influence
4. Students will evaluate the incorporation of marginalized groups into the US political system
5. Students will read, summarize, and critique the key arguments of the weekly readings, identifying their context and purpose
6. Students will participate in critical thinking and writing activities that analyze racial groups' strategies for political empowerment
7. Students will participate actively in discussions, including discussions of controversial topics, demonstrating their ability to agree/disagree respectfully, to support their opinions with evidence, and to ask/answer questions in ways that invite further reflection and analysis

Required Texts

Bonilla-Silva, E. (2001). *White supremacy and racism in the post-civil rights era*. Lynne Rienner Publishers.

McClain, P. D., & Stewart Jr, J. (2013). *"Can We All Get Along?": Racial and Ethnic Minorities in American Politics*. Hachette UK.

(Additional articles, which will be made available to you on the course website)

How to Succeed

1. Come prepared to lecture having done the assigned readings
2. You will be expected to ask and respond to questions in class, sharing your thoughts will ensure active engagement and will allow each session to run smoothly
3. Focus on learning and the grades will follow. The better your grasp on the course material, the better your grade will be, and your perspective on politics will be that much more substantive
4. Trust yourself and respect your peers

Course Requirements

I will evaluate your performance in this class in the following ways:

Attendance (10%) + Participation (15%)

In-class participation will be composed of regular in-class activities that require engagement with the material presented as well as with the rest of the class. In-class activities will be reflection on, and analysis of, relevant films as well as exploration of our prior knowledge as we enter a new discussion topic. Full attendance and participation points will be awarded to those who attend and actively participate in small and large group discussions.

Weekly Reading Responses (35%)

To ensure engagement with the readings, this portion of your grade will be met with a weekly 2-page response to the readings. The weekly responses are low-stress assignments meant for you to make connections between readings and lecture, as well as understand the nuance of the arguments presented in the readings. Responses will be typed and a hard copy will be due in class the Tuesday of the following week. You will have a total of 5 reading responses, each worth 7% of your grade.

(Note: I may offer more detailed instruction for certain weeks as the reading load varies by week.)

For each weekly reading response, you will be responsible for discussing **(1)** one of the assigned chapters that I will choose, and **(2)** 2 articles of your choice. In your 2-page response you will (1) concisely summarize the main argument made in that chapter/articles, and (2) state the connections between the readings and how they help advance the topics/themes of the week. Your responses should center on the big picture topic of the week and should have a least 1 citation per reading.

Final Exam (40%)

You will have a final cumulative bluebook exam, which will be composed of a set of identification terms and two open response questions from a set of three. While the exam is still in development, you will not have any surprises. I have an interest in you learning the course material and therefore the final exam will probe your knowledge acquisition. I will draft questions from both lecture and the readings. So long as you engage with the material (lecture and readings), you should find no surprises. The student learning objectives I have provided above serve as a roadmap of what you can expect.

Course Schedule

Week 1 (June 26-28): Introduction, Racialization, and Early Struggles

Tuesday – Dilemmas in Study of Race/Ethnic Politics; Racialization Framework

Thursday – Pre-1950 Political Struggles; Citizenship Denial/Abrogation/Reassertion; Interrogating Whiteness as an Advantageous Possession

➤ **Week 1 Readings:**

Bonilla-Silva, Ch. 2; McClain & Stewart Ch.1

Horsman, Reginald. "Scientific Racism and the American Indian in the Mid-nineteenth Century." *American Quarterly* 27 (1975): 152-168.

Kim, C. J. (1999). The racial triangulation of Asian Americans. *Politics & Society*, 27(1), 105-138. (*skim as needed, but ensure you understand the main point and how it is supported*)

Molina, N. (2010). The power of racial scripts: What the history of Mexican immigration to the United States teaches us about relational notions of race. *Latino Studies*, 8(2), 156-175.

Week 2 (July 3-5): 1960s Civil Rights, Chicana/o, & Asian American Movements

Tuesday – Political Context of Social Movements; Assertion of Equal Protection; Civil Rights

❖ Week 1 Reading Response Due (Bonilla-Silva + any 2 articles)

Thursday – Chicano Movement, Asian American Movement, American Indian Movement

➤ **Week 2 Readings:**

Bonilla-Silva, Ch. 1; McClain & Stewart Ch.2

<https://hyphenmagazine.com/magazine/issue-1-premiere-summer-2003/forgotten-revolution>

Lopez, I. F. H. (2001). Protest, Repression, and Race: Legal Violence and the Chicano Movement. *University of Pennsylvania Law Review*, 205-244.

Week 3 (July 10-12): Marching Into Mainstream Electoral Politics

Tuesday – Movement Achievements; Emergence of Conservative Politics; Broader Consequences

❖ Week 2 Reading Response Due (McClain & Stewart + 2 articles)

Thursday – Shared Foundations of Contemporary Minority Politics

➤ **Week 3 Readings:**

Bonilla-Silva, Ch. 4; McClain & Stewart Ch. 4

Collet, C. (2008). Minority candidates, alternative media, and multiethnic America: deracialization or toggling?. *Perspectives on Politics*, 6(4), 707-728.

Curtis, J. (2018). "Will the Jungle Take Over?" National Review and the Defense of Western Civilization in the Era of Civil Rights and African Decolonization. *Journal of American Studies*, 1-27.

Hall, J. D. (2005). The long civil rights movement and the political uses of the past. *The Journal of American History*, 91(4), 1233-1263.

Min, T. E. (2014). The impact of panethnicity on Asian American and Latino political participation. *Ethnicities*, 14(5), 698-721.

McClain, P. D., Johnson Carew, J. D., Walton Jr, E., & Watts, C. S. (2009). Group membership, group identity, and group consciousness: Measures of racial identity in American politics?. *Annual Review of Political Science*, 12, 471-485.

Week 4 (July 17-19): Minority Growing Influence

Tuesday – Model of Political Incorporation

❖ Week 3 Reading Response Due (Bonilla-Silva + 2 articles)

Thursday – Model of Political Incorporation cont.

➤ **Readings:**

McClain & Stewart Ch. 3

Barreto, M. A. (2007). "Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review*, 101(3), 425-441.

Omi, M., & Takagi, D. Y. (1996). Situating Asian Americans in the political discourse on affirmative action. *Representations*, 155-162.

Sanchez, G. R. (2006). The role of group consciousness in political participation among Latinos in the United States. *American Politics Research*, 34(4), 427-450.

Schildkraut, D. J. (2005). The rise and fall of political engagement among Latinos: The role of identity and perceptions of discrimination. *Political Behavior*, 27(3), 285-312.

Stokes-Brown, A. K. (2012). America's Shifting Color Line? Reexamining Determinants of Latino Racial Self-Identification. *Social Science Quarterly*, 93(2), 309-332.

Optional:

Bonilla-Silva Ch.3

Barreto, M. A., & Ramirez, R. (2004). Minority participation and the California recall: Latino, Black, and Asian voting trends, 1990-2003. *PS: Political Science and Politics*, 37(1), 11-14.

Week 5 (July 24-26): Group Identity in Recent Elections

Tuesday – Politics of Belonging: Linked Fate and National Identity; Dreamers Unbound

❖ Week 4 Reading Response Due (McClain & Stewart + 2 articles)

Thursday – Post-Racial Post-Obama?; Spillover of Racialization; Trump's Appeal; Review Session

➤ **Readings:**

Bonilla-Silva, Ch. 5; McClain & Stewart Chs. 5

Barreto, M. A., & Pedraza, F. I. (2009). The renewal and persistence of group identification in American politics. *Electoral Studies*, 28(4), 595-605.

Conway III, L. G., Repke, M. A., & Houck, S. C. (2017). Donald Trump as a cultural revolt against perceived communication restriction: Priming political correctness norms causes more Trump support. *Journal of Social and Political Psychology*, 5(1), 244-259.

Parker, C. S. (2016). Race and Politics in the Age of Obama. *ARS*, 42, 217-230.

Schaffner, B. F., MacWilliams, M., & Nteta, T. (2018). Understanding white polarization in the 2016 vote for president: The sobering role of racism and sexism. *Political Science Quarterly*, 133(1), 9-34.

Valentino, N. A., Neuner, F. G., & Vandenbroek, L. M. (2018). The changing norms of racial political rhetoric and the end of racial priming. *The Journal of Politics*, 80(3)

Optional:

Mueller, J. C. (2017). Producing colorblindness: everyday mechanisms of White ignorance. *Social problems*, 64(2), 219-238.

Week 6 (July 31): Final Exam

Tuesday – Final Exam (Bluebook) 1pm – 3pm

❖ Week 5 Reading Response Due (Bonilla-Silva + 2 articles)

How to Properly Contact Me

Before you email me with questions or concerns, please check the syllabus and Canvas to ensure the answer you're looking for isn't already available in one of these resources. **Please include "PS 124C" in the subject line of all emails sent to me.** Below is an example of a proper email format for addressing professors and other professionals:

Dear Professor Jasso (for this class, "Hello Prof. Jasso." is fine),

[A line that recognizes our common humanity. For example, "I hope you are enjoying your weekend."]

My name is _____ and I am in your PS 124C course. I have a question regarding _____.
[Ask question using proper grammar and spelling, making sure you consulted your notes, the syllabus, and your classmates]. Can you please clarify?

Thank you for your time,
[Your name]

Disability Services

Students with disabilities who believe that they may need accommodations in this course are encouraged to contact the Disability Services Center at (949) 824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Statement of Academic Honesty

There is a strictly enforced, zero-tolerance policy regarding both cheating and plagiarism. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but also for the entire community. If evidence of student academic dishonesty is discovered, I will take one of the following actions authorized by the UCI Academic Senate Policies on Academic Honesty:

1. Require repetition of the questionable work or examination with a letter of explanation (noting the evidence of academic dishonesty) to the student's permanent academic file.
2. Reduce the grade to an 'F' or zero, if appropriate, on the questionable work or examination with written notification to the student and a letter of explanation to the student's permanent academic file.
3. Assign the student a failing grade in the course or otherwise lower the grade in the course with a letter of explanation to the student's permanent academic file. The failure will also be recorded by the Registrar on the student's permanent academic record (transcript).

I urge you not to take chances with your work. Please visit www.senate.uci.edu/senatweb/default2.asp?active_page_id=754 to educate yourself further about UCI policies on academic dishonesty.