Instructor: Davin L. Phoenix  
TuTh: 12:30-1:50pm, DBH 1100  
Office: SSPB 5201  
Office Hours: Mon 1:30-3:30  
dphoenix@uci.edu  

Teaching Assistants:  
Megan Brooker, brookerm@uci.edu  
Office hours: Thu 2-4  
Office location: SST  

Selena Lucent-George, slucentg@uci.edu  
Office hours: Mon 12-1, & by appt  
Office location: SST 669  

Daeun Song, desong@uci.edu  
Office hours: Thu 10-12, & by appt  
Office location: SST 663  

CHC-LAT64/PS61A: INTRO TO RACE & ETHNICITY  

PURPOSE OF COURSE  
This course serves as an introduction to some of the major theories concepts and processes that help us to understand how race and ethnicity shape the legal, political and social construction of the United States. Particular attention will be paid to the institutions, ideologies, attitudes and behaviors that shape how White, Black, Asian, Latino and Indigenous people navigate the American political system, as well as with one another. Themes around which this course will revolve include:  

- The legal and social construction of race and ethnicity, and the meaning attached to these categories  
- Incorporation of socially marginalized groups into the American political system, and potential impediments to the substantive advancement of group interests  
- Relationships between and among racial/ethnic groups, and the prospects for cooperation and conflict between groups.  

COURSE DESCRIPTION  
This main course will utilize a combination of lecture, small group discussion, and viewing of film clips to address the issues and insights raised by the assigned readings. The discussion sections will allow students to reflect more deeply on the course material via in-class activities. All students are expected to attend all lectures and be active participants in discussion section. Because this class depends on active attentiveness and participation from all, use of laptops, tablets or phones should be kept to a minimum and used only when necessary to complete exercises.  

The class is formatted to advance students’ awareness and understanding of: (1) the significant role of race/ethnicity in structuring of U.S. society, individually and collectively; (2) the evolving influence
of laws, policies and attitudes on outcomes for racial/ethnic groups in the U.S., and (3) both the
commonalities and distinctions between and within various racial/ethnic groups.

**Course Requirements**

Lecture attendance & participation (10%)
Discussion section attendance (10%)
Discussion section in-class exercises (20%)
Application papers (30%)
Take home short answer final exam (30%)

*Attendance and participation*

Full participation points will be awarded only to students who attend all classes AND are active
participants in group discussions. You are allowed ONE unexcused absence that will not affect your
score. BUT, you are NOT able to make up any in-class exercises on the day that you missed with an
unexcused absence. In sum, attendance can be very important to your grade. Absences will only be
excused if they’re cleared with me or your TA BEFORE the class session you miss. Email me (for
missed lecture) or your TA (for section) if you anticipate missing a class for a valid reason, and you
will receive a response to confirm whether or not the absence is excused. If you have an excused
absence on a day during which an in-class exercise is assigned, you will have a chance to complete it
for full credit.

*In-class written exercises*

Regularly in your discussion section, you will be provided with written exercises to be completed
either individually or in groups. These exercises will be collected at the end of class, and points will
be distributed for completion. These assignments will not be announced ahead of time. And again,
there is no way to make up an in-class exercise if you have an unexcused absence on the day it is
given. These exercises will require you to think critically about how the course concepts relate to
your own experiences.

*Application papers*

Over the course of the term, you must submit two short papers (usually about 2-3 pages, double
spaced—specific guidelines will be provided on each individual prompt) written outside of class and
uploaded to the EEE Drop Box. In the papers you will respond to specific prompts that will be
announced in class. You will have one week to complete them from the day they are announced.
Three prompts will be provided throughout the course. You choose the two to which you choose to
respond. Each paper will be worth 15 points, with the two together totaling 30% of your grade.

*Take home final exam*

During the final week of classes, you will be assigned a short answer, open-book exam. You will have
at least a week’s time to complete and submit the exam to the Drop Box. Exams will be evaluated
primarily by the extent to which you provide accurate and complete responses that draw on the
readings, as well as provide meaningful examples when asked to do so.

**Readings**

There are no required textbooks for this course. All assigned readings are available either through links
provided in this syllabus, or on the MyEEE course site.

**Class Policies**
You are strongly encouraged to visit me in person, primarily during my office hours. If your schedule prevents you from meeting during my office hours, we can arrange to meet at another time.

I am generally very responsive to emails, but please note that emails sent late at night may take longer for me to respond to. Before you email me with questions or concerns, please check the syllabus and the course site to ensure the answer you’re looking for isn’t already available in one of these resources. Please include “PS61A” in the subject line of all emails sent to me.

Students with disabilities who need accommodations are encouraged to contact me. The UCI Disability Services Center is available to accommodate students. You can learn more about programs and support by visiting the UCI Disability Services Center website at www.disability.uci.edu, by phone: 949-824-7494 and by TDD: 949-824-6272.

Policy on Plagiarism and Grade Grievances
There is a strictly enforced, zero-tolerance policy regarding both cheating and plagiarism. An overview and resources for UC Irvine’s policies related to academic honesty is located at: http://honesty.uci.edu

In the event that you disagree with a grade handed down on an assignment, you must follow a specific procedure to contest the grade. Within one week after the assignment is returned to you, you must provide me with a written explanation of why you believe your grade is incorrect. This explanation must cite relevant sources from the texts or lecture in support of your grievance. I will review your complaint, if determined necessary, I will re-grade your assignment. Please be aware that the new grade may be lower than your original grade.

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<thead>
<tr>
<th>Expectations of Students</th>
<th>Expectations of Instructor</th>
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<tbody>
<tr>
<td>• Arrive on time</td>
<td>• Arrive on time</td>
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<tr>
<td>• Be prepared to participate</td>
<td>• Be prepared to facilitate</td>
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<tr>
<td>• Respect others</td>
<td>• Respect all students</td>
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<tr>
<td>• Give best effort on assignments</td>
<td>• Make every effort to facilitate student’s learning</td>
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<tr>
<td>• Adhere to rules of academic integrity</td>
<td>• Grade assignments objectively</td>
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If warranted, this syllabus is subject to change.

COURSE SCHEDULE

Introductions, definitions & significance

**Week 1 (April 4-6)**

Beinart, Peter. “Are the Tsarnaevs White?” The Daily Beast


Part I: How We Got Here—Influence of Laws, Policies & Norms on Race

Week 2 (April 11-13): Shaping the racial order


Week 3 (April 18-20): Shaping racial outcomes and inequities


PART II: Racial Identity, attitudes and ideology

Week 4 (April 25-27): Racial identification and attachment


Week 5 (May 2-4): Influence of race on attitudes and policy preferences


PART III: Taking action—Race/ethnicity & political behavior

Week 6 (May 9-11): Models of minority participation


**Week 7 (May 16-18): Radical & non-electoral movements**


**PART IV: Representation, responsiveness & relationships**

**Week 8 (May 23-25): Group representation & policy outcomes**


**Week 9 (May 30-June 1): Prospects for coalition and conflict between groups**


**Week 10 (June 6-8): Class Wrap-Up**

No readings