

Introduction to Race and Ethnicity in U.S. Politics – Online
Political Science 61 / Chicano/Latino Studies 64
Fall 2017

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Tuesdays, 4-5:30 and by appointment

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Course Overview:

From its first days, the United States has faced the dilemma of how to incorporate populations different from the majority population. This dilemma continues today and appears in discussions of such public policy issues as affirmative action, immigration and naturalization, wealth and income gaps, police-community relations, economic and environmental justice, language policy, and social welfare policy.

In this course, we will examine the major theories that attempt to explain the roles of race and ethnicity in U.S. politics and the ways in which individuals use race and ethnicity as resources for political organization. We will examine the phenomenon of ethnicity and race in the political development of the United States. Finally, we will look at the political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence.

The course's substantive focus is the politics and experiences of specific groups: African Americans, Latinos, Native Americans, and Asian Americans. This examination and analysis will not only enhance our understanding of these groups' political roles, but will demonstrate that the U.S. political system cannot be adequately understood without understanding the political dynamics of ethnicity and race.

Online Delivery:

Instruction will be delivered online and will take a variety of forms. I will post lectures for each of the major themes of the course. I will also post other video resources that will amplify these key points. Second, I will ask you to participate in online forums which will give you the opportunity to discuss and analyze key themes with your fellow students, the teaching assistants, and me. Third, I will ask that you do the class readings. These will come from multiple sources, including a textbook that you will need to purchase or obtain from an academic library and several book chapters, articles, and primary sources posted to the class website. Finally, you will complete three analytical essays from a pool of four (discussed below) that will give you the opportunity to synthesize and analyze class readings, lectures and other visual presentations, and forum discussions.

You do NOT need to come to campus for this class. Course materials other than the textbook will be accessed from the course website.

You will need to ensure that you have a stable Internet connection, particularly when you are taking the quizzes. Whenever possible, use a wired connection instead of a wireless

connection. Connectivity issues that arise during a quiz may prevent you from completing the quiz or may cause scoring errors.

Course Readings:

I will ask that you read one book as well as academic book chapters/articles/policy analytic articles and primary source documents posted to the class website. The book is available at the campus bookstore and is on reserve at the library.

The book is:

Shaw, Todd; Louis DeSipio; Dianne Pinderhughes; and Toni-Michelle C. Travis.
2015. *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*. Los Angeles, CA: Sage CQ Press.

IMPORTANT NOTE: You will need to do the readings **before** you review the lectures and other video presentations for which they are assigned or **before** you participate in the forum for that chapter. In order to encourage you to complete the reading early in the period for each chapter, you will take a quiz on Wednesday every other week. The lectures will make more sense if you have done and thought about the readings first.

Course Requirements and Grading

I will evaluate your performance in the class in three ways. These include: 1) quizzes every other week on the readings and lectures; 2) three analytical essays (from a pool of four essays assigned over the quarter) on key ideas raised in the readings and lectures; and 3) participation in online forums (every other week, the weeks when we do not have quizzes).

1) **Analytical Essays:** You will complete three analytical essays. These essays should be 4 to 6 pages in length (1,000-1,500 words) and will respond to essay prompts posted on the class web site. You can begin to think about how you want to answer each of the questions as you do the first week's readings. There are four possible essays. You may do all four and I will drop the lowest grade.

The assignments will be due in week three (Monday, October 16), week five (Monday, October 30), week eight (Monday, November 20), and week ten (Friday, December 8). All essays are due by 5 pm on the due date and should be submitted online to the course Canvas site. All essays will be reviewed by TurnItIn.com as part of the submission process.

Each of the three analytical essays that will count toward your final grade is worth 25 percent of the final grade. These essays are designed with twin purposes in mind. First, I want you to apply material presented in lectures and readings in order to describe and analyze this material in response to a specific question. You will be able to answer the questions based on class materials; you are not expected to conduct outside research. My second purpose is to encourage you to focus your writing on making an argument based on evidence from the class readings, lectures, and forum discussions. I will offer some tips about writing your analytical essays, but I would strongly encourage you to clearly state a thesis early in your essay and use the evidence you present to defend that thesis. For the purposes of this class, it is appropriate to say: "My thesis is ..." so that we are clear on what you are arguing in your analytical essay.

Your essay will be reviewed by Turnitin.com. You should complete your essay early enough to allow time to revise your essay if Turnitin.com identifies material that may appear in other sources (and to resubmit the essay to Turnitin.com for an additional review).

Style and Citation Rules: Your grade will be based on the quality of your answer and the quality and strength of the writing. I strongly recommend that you use a style manual that provides you with tips on good writing and the proper format for endnotes and citations.

Plagiarism in any form is a serious offense and will be punished to the full degree permitted by University regulations. I will present a brief lecture on citation rules, but if you have any questions, please consult either me or the teaching assistant before the essay is due.

2) **Quizzes.** You will take a 15 minute online quiz covering the assigned readings for the week and the lectures every other week. The quizzes will include 10 questions and will cover the readings and lectures assigned in the week you are taking the quiz and the previous week. Your quiz grade will be based on your four quizzes with the highest grades. Thus, you may miss one quiz without penalty. If you take all five quizzes, I will base your grade on the four highest scores.

The quizzes will be open from 6 am to 11 pm on the Wednesdays of weeks two, four, six, eight, and ten. Specifically, the quiz for week two will be on October 11, for week four on October 25, for week six on November 8, for week eight on November 22, and for week ten on December 6. *You will need to complete each week's readings (as well as the previous week's) prior to taking the quiz.*

Your quiz grades will be worth up to 10 percent of your final grade.

3) **Forum Participation.** I will ask that you participate in five online forums discussing a question that I will pose about the material covered in each week's discussion. Your participation should include at least three posts each week (with the exception of the Forum in week 9, which will only require a single post). The first post each week should offer your answer to the question in which you present your own idea(s) and evidence from the readings and the lectures to substantiate your answer. This initial post should be made by Wednesday each week to ensure that your classmates have the opportunity to review your post. The remaining posts should be responses to your fellow students and/or reactions to responses made to your initial post and should be made on Thursday and Friday of each week.

Please note in these response posts that it is insufficient to say that you simply agree with a fellow student's post without explaining why you agree and how your fellow student's observation adds to our collective understanding of race and ethnic politics in the United States.

In order to ensure that all students have the opportunity to respond to your posts, please make your *initial* post by Wednesday of each week. All posts to each week's Forum should be made by the Friday of each week.

Each forum will be worth up to three points. The sum of your forum participation grades will be worth up to 15 percent of your final grade.

4) **Extra Credit** (optional). Many of the topics that we discuss in the class will also be discussed in the media during the class. You may earn up to three points of extra credit by identifying up to three articles in the print media (one point each) that discuss a topic that we have analyzed. Although you may use an article from any newspaper, I would strongly encourage you to look at major newspapers that do much of their own reporting, such as the *New York Times* (<http://www.nytimes.com/>), the *Wall Street Journal* (<http://online.wsj.com/home-page>), the *Los Angeles Times* (<http://www.latimes.com/>), or *La Opinion* if you read Spanish (<http://www.laopinion.com/>).

To earn extra credit, you will need to review these articles and find examples of themes raised in my lectures, class readings, or forum discussions. When you have found such an example, you will need to write a description of how the article offers evidence of the phenomenon raised in the class discussions (or a discussion of why you think an article offers evidence that contradicts such a phenomenon). These descriptions can be brief – no more than 150 words. You may earn up to three points of extra credit, up to one point for each submission.

Please submit your extra credit exercises at the end of the class as one file.

The extra credit submission is due December 8 by 5 pm.

A Special Note for Students Taking the Course Pass/No Pass: Under University rules, a passing grade is a grade of C or better; the grade of C- is *not* a passing grade. In order to earn a Pass, students taking the course on a pass / no pass basis must earn a cumulative score of 73.34 (including any points for extra credit).

Disability Services. If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. Please contact the DSC directly at (949) 824-7494 or TDD (949) 824-6272. You can also visit the DSC's website: <http://www.disability.uci.edu/>. The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.

General Education

This course meets the requirements for General Education Categories III (Social and Behavioral Sciences) and VII (Multicultural Studies). After completing these GE requirements, students should be able to do the following:

- demonstrate knowledge and understanding of principles, sources, and interpretations of human behavior and how people organize, govern, understand, and explain social life (III);
- demonstrate an understanding of contemporary and historical perspectives on human behavior (III);
- understand and explain the scientific methods used in the acquisition of knowledge and the testing of competing theories in the social and behavioral sciences (III);

- and critically evaluate methods, findings, and conclusions in the research literature on human behavior (III); and
- demonstrate knowledge of one or more historically underrepresented groups' culture, history, and development in California and the United States (VII);
- demonstrate an awareness and appreciation of cultural differences and inequities (VII);
- and demonstrate an understanding that cooperation and mutual understanding among all cultural groups is needed to interact successfully in a culturally diverse society (VII).

Planning Your Quarter

Online classes require that you take added responsibility for managing your time and ensuring that you complete the readings and viewing the lectures in time to complete the quizzes and the Forums. As you will see, each week follows one of two patterns. As you plan your participation in the course, you would do well to follow this schedule:

Monday-Tuesday:

- Read the textbook and take notes on key theories, events, laws, court cases, people, etc. that can be used as evidence in your essays and/or could appear in the quizzes
- Then, watch the lectures and take notes – look for connections and common themes between the readings and the lectures
- Then, watch the supplemental videos

Wednesday:

- Review the textbook and your notes again
- In weeks, when there are quizzes -- take the quiz (it's open from 6 am to 11 pm)
- In weeks when there are discussion Forums, contribute your initial forum post for the week

Thursday-Friday:

- In weeks when there are discussion Forums, review other students' forum posts and post your thoughtful reactions to their posts. Your response posts should ask questions or add information, not simply state agreement or support (you can also do that after you raise a question or add additional information)
- Begin the readings for the following week

Throughout the Course:

Prepare for the next analytical essay. Analytical essays are due in week three (Monday, October 16), week five (Monday, October 30), week eight (Monday, November 20), and week ten (Friday, December 8).

Course Assignments and Reading List

Class Welcome and Introduction (September 28 – 29)

- The nuts and bolts of politics

READING: Shaw, et. al., chapter 1 (pp. 1-30).

Week One (October 2-6) – Shared Foundations, Part One

- The foundations of a “minority” politics that links the interests of contemporary minority communities
 - o The Voting Rights Act of 1965
 - o Amendments to the Voting Rights Act of 1965
 - o Implementation of the Voting Rights Act of 1965

READINGS: Shaw, et. al., chapter 7 (pp. 199-233)

Menard, Louis. 2013. “The Color of Law: Voting Rights and the Southern Way of Life.” *The New Yorker*, [July 8]. – Posted to class web site.

Primary Documents (posted to the class web site):

King, Martin Luther. “I Have a Dream.” August 28, 1963. Washington, D.C. [Available on class web site or http://www.sojust.net/speeches/mlk_dream.html].

Malcolm X. “The Ballot or the Bullet.” April 3, 1964. Cleveland, OH [Available on class web site or http://www.sojust.net/speeches/malcolm_x_ballot.html].

Week One Class Forum – Please make your initial post to the forum by Wednesday, October 4 in which you offer your answer to the prompt and at least two posts that respond other posts by Friday, October 6.

Week Two (October 9 – 13) – Shared Foundations, Part Two

- The foundations of a “minority” politics that links the interests of contemporary minority communities, continued
 - o The Immigration and Nationality Act Amendments of 1965
 - o Pan-ethnicity and the restructuring of ethnicity identities and ethnic politics in the post-Civil Rights era

READINGS: DeSipio, Louis, and Rodolfo O. de la Garza. 2015. “Defining Who We Will Be: The History of U.S. Immigration Policy.” – Posted to the class web site

Alba, Richard. 2016. “The Likely Persistence of a White Majority: How Census Bureau Statistics Have Mised Thinking About the American Future.” *The American Prospect*, (Winter) – Posted to the class web site.

Quiz One (October 11, 6 am – 11 pm) – The quiz will cover the readings and the lectures in the class “Welcome and Introduction” week and Weeks One and Two of the class.

Week Three (October 16 – 20) – Separate Stories, Similar Patterns: Citizenship Denial, Abrogation, and Reassertion, Part One

- The 14th and 15th Amendments and their abrogation
- Territorial minorities and the violation of treaty rights: Native Americans, Mexican Americans, and Puerto Ricans

READINGS: Shaw, et. al., chapters 2-4 (pp. 31-140)

Primary documents [posted to the class web site]:

13th, 14th, and 15th Amendments to the U.S. Constitution. [Available on the class web site or http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html].

Week Three Class Forum – Please make your initial post to the forum by Wednesday, October 18 in which you offer your answer to the prompt and at least two posts that respond other posts by Friday, October 20.

Analytical Essay #1 Due Monday, October 16 by 5 pm.

Week Four (October 23 – 27) – Separate Stories, Similar Patterns: Citizenship Denial, Abrogation, and Reassertion, Part Two

- Immigration restriction, Chinese exclusion, and contested citizenship
- The counterpoint of White ethnicity in the pre-Civil Rights era
- The African American, Latino, and Asian American civil rights movements and the assertion of equal protection of the laws

READINGS: Shaw et. al., chapters 5-6 (pp. 141-198).

Primary documents [posted to the class web site]:

El Plan Espiritual de Aztlán [Available on class web site or http://www.umich.edu/~ac213/student_projects05/ip/plandeaztlan1.html].

Quiz Two (October 25, 6 am – 11 pm) – The quiz will cover the readings and the lectures in Weeks Three and Four of the class.

Week Five (October 30 – November 3) – Minority Political Values, Attitudes, and Behaviors & Minority Electoral Participation

- Minority communities and influence on civic and electoral outcomes
- Values and attitudes that shape minority civic and electoral participation
- Barriers to civic and electoral participation
 - o How have the barriers changed in recent years?
 - o Do these barriers disproportionately limit the minority voice?

READINGS: Shaw, et. al., chapters 8 (pp. 235-264)

DeSipio, Louis, and Rodolfo O. de la Garza. 2015. "Immigrant Civic and Political Engagement." [posted to the class web site]

Baldassare, Mark. 2016. *California's Exclusive Electorate Who Votes and Why It Matters*. San Francisco, CA: Public Policy Institute of California. [posted to the class web site]

Week Five Class Forum – Please make your initial post to the forum by Wednesday, November 1 in which you offer your answer to the prompt and at least two posts that respond other posts by Friday, November 3.

Analytical Essay #2 Due October 30 by 5 pm.

Week Six (November 6 - 9) – U.S. National Elections; Building the Foundations for Minority Political Agendas

- Candidate and party outreach to minority electorates in the 2012, 2014, and 2016 elections
- Minority influence on national and state electoral outcomes
- Looking forward to the 2016 election

READINGS: Shaw, et. al., chapter 9 (pp. 265-292)

Toobin, Jeffrey. 2016. "The Real Voting Scandal of 2016." *The New Yorker*, [December 12]. [posted to the class web site].

Phillip, Abby, and Jose A DelReal. 2016. "Clinton's and Trump's Approaches to Racial Politics Mirror the Fault Lines of a Nation." *The Washington Post*, [August 16] – Posted to the class web site.

Ramakrishnan, Karthick. 2016. *Asian American Voices in the 2016 Election*, pp 1-44. *National Asian American Survey*. [posted to the class web site]

Enten, Harry. 2016. *Trump Probably Did Better With Latino Voters than Romney Did*. *Fivethirtyeight.com*. [posted to the class web site].

Wang, Hansi Lo. 2017. "Trump Lost More of the Asian American Vote than Exit Polls Showed." *National Public Radio*. [posted to the class web site].

Krogstad, Jens Manuel, and Mark Hugo Lopez. 2017. "Black Voter Turnout Fell in 2016, Even as a Record Number of Americans Cast Ballots." *Pew Research Center*. [posted to the class web site].

Quiz Three (November 8, 6 am - 11 pm) – The quiz will cover the readings and the lectures in Weeks Five and Six of the class.

Week Seven (November 13 - 17) – Minority Representation and Electoral Influence

READINGS: Woodman, Spencer. 2015. "Block the Vote: In Georgia, Registering New Voters Could Get You Sent to Jail." *The New Republic*, [July/August]. [posted to the class web site]

Hajnal, Zoltan; Nazita Lajevardi; and Lindsay Nielson. 2017. "Voter Identification Laws and the Suppression of Minority Votes. *Journal of Politics*. [posted to the class web site]

Judis, John. 2017. "Redoing Electoral Math: I Argued that Demographics Favored the Democrats. I Was Wrong." *The New Republic*, [September 14].

Week Seven Class Forum – Please make your initial post to the forum by Wednesday, November 15 in which you offer your answer to the prompt and at least two posts that respond other posts by Friday, November 17.

Week Eight (November 20-22) – Minority Political Agendas 1

- A new America? Immigrant naturalization and immigrant settlement
- Congressional debates on immigration reform and the future of U.S. race/ethnic politics

READINGS: Shaw, et. al., chapter 11-12 (pp. 329-382).

Pew Research Center. 2012. "2012 American Values Survey." Sections 8 and 9 (pp. 83-102). [posted to the class web site].

Blitzer, Jonathan. 2017. "A Case That Could Determine the Future for DREAMers." *The New Yorker*, March 15. [posted to the class web site].

Quiz Four (November 22, 6 am – 11 pm) – The quiz will cover the readings and the lectures in Weeks Seven and Eight of the class.

Analytical Essay # 3 Due November 20 by 5pm.

Week Nine (November 27 – December 1) – Minority Political Agendas 2

- Education, affirmative action, and empowerment
- The future of the Voting Right Act

READING: Shaw, et. al., chapter 10 (pp. 293-328).

Toobin, Jeffrey. 2016. "An Unexpected Victory for Affirmative Action." *The New Yorker*, [June 23]. – Posted to the class web site.

Primary Document:

Johnson, Lyndon. "To Fulfill These Rights" Commencement Address at Howard University. June 4, 1965. Washington, D.C. [Available on class web site or <http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650604.asp>].

Week Nine Class Forum – This Forum will only require *one* post. Please make your post by Wednesday, November 29. As you will see, you can begin to make the posts when the Forum opens (in other words, you will not have to do the readings or watch the lectures to make the post; I do ask that you review the prompt and allow time for reflection to offer a thoughtful answer).

Week Ten (December 4 - 8) – Minority Political Agendas 3

- Thinking critically about the title of the text
 - o The future possible routes of the “Uneven Roads”
- Is there a “Rainbow Coalition?”

READINGS: Shaw et. al., chapter 13 (pp. 383-401).

Starkman, Dean. 2014. “The \$236,500 Hole in the American Dream.” *The New Republic*, [July 14]. [posted to the class web site].

Khimm, Suzy. 2015. The Obama Gap: Favorable Demographics and a Charismatic Leader Aren’t Enough to Make a Majority Party. A Case Study in Electoral Failure in Florida.” *The New Republic*, [June 21] – Posted to the class web site.

Quiz Five (December 6, 6 am – 11 pm) – The quiz will cover the readings and the lectures in Weeks Nine and Ten of the class.

Analytical Essay #4 Due December 8 by 5 pm.

Extra Credit (optional) Due December 8 by 5 pm.