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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, **no use of laptops, tablets or phones will be permitted during class sessions unless absolutely necessary for individual student needs.**

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 in-class exercises (10%)

Discussion section attendance & participation (15%)

Discussion section in-class exercises (15%)

Application papers (30%)

Take home short answer final exam (30%)

Lecture in-class exercises, and excused absence policy

In lieu of daily attendance, I will occasionally assign in-class exercises that can only be completed for credit by students in attendance that day. These exercises are your incentive for attending lecture regularly. Missing class means you risk the chance of losing an opportunity to complete an class-exercise.

If you anticipate missing class for a valid reason (such as documented illness, a standing academic, athletic, professional or familial commitment that conflicts with class time, etc.), send me an email notifying me *before* the class session you expect to miss. You must notify me *no later than* the night before the missed class, *and no earlier than* a week before the class. If you follow this procedure, I will offer you a chance to complete the day's in-class exercise on your own in order to receive 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 3-4 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 two week to complete them from the day they are announced. Both papers will require you to draw heavily on the “Historical Foundations” section of the *Uneven Roads* textbook 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 is one required text for the course:

Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics, by Todd Shaw, Louis DeSipio, Dianne Pinderhughes and Toni-Michele C. Travis (1st or 2nd edition is fine)

All other 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.

Expectations of Students	Expectations of Instructor
<ul style="list-style-type: none">• Arrive on time• Be prepared to participate• Respect others• Give best effort on assignments• Adhere to rules of academic integrity	<ul style="list-style-type: none">• Arrive on time• Be prepared to facilitate• Respect all students• Make every effort to facilitate student's learning• Grade assignments objectively

If warranted, this syllabus is subject to change.

COURSE SCHEDULE

Introductions, definitions & significance

Week 1 (April 4-6)

Uneven Roads, Ch. 1

Beinart, Peter. "Are the Tsarnaevs White?" The Daily Beast 4/24/13.

<http://www.thedailybeast.com/articles/2013/04/24/are-the-tsarnaevs-white.html>

Gonzalez, Jaime. "I'm white in Barcelona, but in Los Angeles I'm Hispanic?" Public Radio International. Oct 28, 2015. <http://www.pri.org/stories/2015-10-28/im-white-barcelona-los-angeles-im-hispanic>

[OPTIONAL]

Omi, Michael, and Howard Winant. *Racial Formations in the United States*. Routledge, 2014. Ch. 1

Hochschild, J and Vesla Mae Weaver. (2010). "There's No One as Irish as Barack O'Bama': The Policy and Politics of American Multiracialism." *Perspectives on Politics*: 8: 737-759.

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

Week 2 (April 9-13): Shaping the racial order

Uneven Roads, Chs. 13

Kim, Claire Jean. "The racial triangulation of Asian Americans." *Politics and Society* 27.1 (1999): 105-138.

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, 156-175.

[OPTIONAL]

Naber, Nadine. "The rules of forced engagement race, gender, and the culture of fear among Arab immigrants in San Francisco post-9/11." *Cultural Dynamics* 18.3 (2006): 235-267.

Sekhon, Vijay. "Civil Rights of Others: Antiterrorism, the Patriot Act, and Arab and South Asian American Rights in Post-9/11 American Society" *The Texas Journal on Civil Rights and Liberties* 8 (2003): 117.

Week 3 (April 16-20): Shaping racial outcomes and inequities

Uneven Roads, Chs. 10 & 11

Rothstein, R. (2014). The making of Ferguson: Public policies at the root of its troubles. Economic Policy Institute. Retrieved from: <http://www.epi.org/publication/making-ferguson/>

[OPTIONAL]

Williams, D. R., & Collins, C. (2001). Racial residential segregation: a fundamental cause of racial disparities in health. *Public Health Reports*, 116(5), 404–416.

“Fixing Urban Schools: Has No Child Left Behind Helped Minority Students?” CQ Researcher, April 27, 2007. <http://library.cqpress.com/cqresearcher/document.php?id=cqresrre2007042700>

PART II: Racial Identity, attitudes and ideology

***Week 4 (April 23-27): Racial identification and attachment* NO CLASS WED 4/25**

Uneven Roads, Ch. 8

Masuoka, N. "Political Attitudes and Ideologies of Multiracial Americans: The Implications of Mixed Race in the United States." *Political Research Quarterly* 61.2 (2008): 253-267.

[OPTIONAL]

Masuoka, N. (2006). "Together They Become One: Examining Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos." *Social Science Quarterly* 87 (5): 993-1011.

***Week 5 (April 30-May 4): Influence of race on attitudes and policy preferences* NO CLASS MON 4/30**

Branton, R. (2007). "Latino Attitudes toward Various Areas of Public Policy: The Importance of Acculturation." *Political Research Quarterly* 60.2: 293-303.

Lien, P. et al. "Asian Pacific-American public opinion and political participation." *Political Science & Politics* 34.03 (2001): 625-630.

Robert P. Jones, "Self-Segregation: Why It's So Hard for Whites to Understand Ferguson." *The Atlantic* Aug 21, 2014. <http://www.theatlantic.com/national/archive/2014/08/self-segregation-why-its-hard-for-whites-to-understand-ferguson/378928/>

[OPTIONAL]

Hutchings, V. (2009) "Change or More of the Same: Evaluating Racial Attitudes in the Era of Obama" *Public Opinion Quarterly*, Vol. 73, No 5.

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

Week 6 (May 7-11): Models of minority electoral participation

Uneven Roads, Ch. 9

Sarah Childress, "Why Voter ID Laws Aren't Really about Fraud," *PBS Frontline* Oct 20, 2014. <http://www.pbs.org/wgbh/frontline/article/why-voter-id-laws-arent-really-about-fraud/>

Bates, Karen. "Why Did Black Voters Flee the Republican Party in the 1960s?" NPR, Jul 14, 2014. <http://www.npr.org/sections/codeswitch/2014/07/14/331298996/why-did-black-voters-flee-the-republican-party-in-the-1960s>

[OPTIONAL]

Browning, R. P.; Dale Rogers Marshall and David H. Tabb. (1984). *Protest is Not Enough: The Struggle of Blacks and Hispanics for Equality in Urban Politics* Ch. 2.

Week 7 (May 14-18): Radical & non-electoral movements

Clio Change (12/6/17) "The Forgotten History of America's Radical Asian Activists"

<https://splinternews.com/the-forgotten-history-of-america-s-radical-asian-activi-1821046399>

Malcolm X: "The Ballot or the Bullet" *Speech Transcript*, April 3, 1964.

[https://www.cis.aueb.gr/Besides%20Security/TALKS/TALKS-10-X%20\(The%20Ballot%20or%20the%20Bullet\).pdf](https://www.cis.aueb.gr/Besides%20Security/TALKS/TALKS-10-X%20(The%20Ballot%20or%20the%20Bullet).pdf)

Nicholls, W. J., & Fiorito, T. (2015). Dreamers unbound: Immigrant youth mobilizing. In *New Labor Forum* (Vol. 24, No. 1, pp. 86-92). SAGE Publications.

Alicia Garza. "A Herstory of the #BlackLivesMatter Movement" *The Feminist Wire*, Oct. 7 2014

<http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>

[OPTIONAL]

Lee, Gordon. "The Forgotten Revolution." *Hyphen*. June 1, 2003.

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

PART IV: Representation, responsiveness & relationships

Week 8 (May 21-25): Group representation & policy outcomes

Zoltan L. Hajnal and Jeremy D. Horowitz. "Racial Winners and Losers in American Party Politics." *Perspectives on Politics* 12.01 (2014): 100-118.

Strolovitch, Dara Z. "Do interest groups represent the disadvantaged? Advocacy at the intersections of race, class, and gender." *Journal of Politics* 68.4 (2006): 894-910.

Khrais, Reema. "More Asian Americans Seeking Higher Political Office." *All Things Considered*.

<http://www.npr.org/2012/10/14/162881272/more-asian-americans-seeking-higher-political-office>

[OPTIONAL]

Harris, F. C. (2012). *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics*. Conclusion. New York: Oxford University Press.

Week 9 (May 28-June 1): Prospects for coalition and conflict between groups

Ikemoto, L. C. (2000). Traces of the master narrative in the story of African American/Korean American conflict: How we constructed "Los Angeles". In R. Delgado & J. Stefancic (Eds). *Critical race theory: The cutting edge* (3rd ed.) (pp. 399-407). Philadelphia: Temple University Press.

Bobo, L., and Vincent L. Hutchings. (1996). "Perceptions of racial group competition: Extending Blumer's theory of group position to a multiracial social context." *American Sociological Review*: 951-972.

Wilkinson, B. C. (2014). "Perceptions of Commonality and Latino-Black, Latino-White Relations in a Multiethnic United States." *Political Research Quarterly*: 1065912914540217.

Week 10 (June 4-8): Class Wrap-Up

No readings