

**RACE, ETHNICITY AND POLITICS**  
**GOV 2052/AFRS2052**  
**FALL 2017**

Instructor: Dr. Chryl Laird  
Office Location: 204 Hubbard Hall  
Email: [claird@bowdoin.edu](mailto:claird@bowdoin.edu)

Classroom: Druckenmiller 004  
Class Meetings: Mon. & Wed. 11:30AM-12:55PM  
Office Hours: Mon & Wed. 9AM-10AM, Tuesday 11AM-12PM

“I wish I could say that racism and prejudice were only distant memories. We must dissent from the indifference. We must dissent from the apathy. We must dissent from the fear, the hatred and the mistrust...We must dissent because America can do better, because America has no choice but to do better.” — Justice Thurgood Marshall, 1992

**Course Description**

This course introduces students to the dynamics of race/ethnicity in United States and specifically examines the role of race/ethnicity in American politics. This course utilizes an interdisciplinary approach that incorporates theoretical frameworks, empirics and commentary to understand concepts of race and identity. To understand the intersection between race/ethnicity and politics we will explore several questions including: What is the origin of race? What is the origin of ethnicity? How has race/ethnicity been defined and employed by American political institutions and actors? What is the nature of minority group representation and how has it affected policy and politics? How do intergroup and intragroup dynamics shape people's worldviews and the political environment? How are changing demographics in the United States going to influence the politics of race in the contemporary era and beyond?

**Course Objectives and Goals**

- To understand the contemporary and historical theories that are integral to race and ethnic politics.
- To develop student's ability to critically assess and discuss issues of race in politics.
- To understand the effect that race, racism and discrimination has had on shaping political behavior and institutions.
- To adjudicate between competing theories or arguments, giving credit to perspectives other than their own.

**Learning Outcomes:**

- Communicate clear and concise thesis statements in oral/ written assignments.
- Develop ability to understand main arguments of writers/scholars through in close readings of text.
- Engage in critical analysis of theoretical frameworks in REP scholarship

**Required Textbooks**

The required textbooks are available at the online bookstore: <http://www.chegg.com/bookstore/bowdoin>

- McClain, Paula. D. and Joseph Stewart Jr. 2014. *Can We All Get Along: Race and Ethnic Minorities in American Politics*, 6<sup>th</sup> Edition. Boulder, CO: Westview Press. (referenced as MS in syllabus)
- CQ Researcher. 2015. *Issues in Race and Ethnicity: Selections from CQ Researcher*, 7<sup>th</sup> Edition. Sage Publication. (referenced as CQ in syllabus)

I will also be posting required readings on the Blackboard website for the course or emailing them to the class.

### **Student Assistance**

I want my students to do well in this course. I am open to answering questions, clarifying materials, offer suggestions for studying, assisting with paper writing and addressing any concerns you may have about the course. I have assigned office hours listed in the syllabus, but I can also make arrangements to meet at alternate times if you are unable to attend office hours. Questions and concerns can also be raised in class and I encourage you to do so.

### **Classroom Behavior**

In class discussions will be a central part of this course. These discussions will be based on the assigned readings as well as content brought up in lecture. I believe that these discussions can benefit students in a variety of different ways. Students will not only enhance their critical thinking skills but they will also be exposed to alternative opinions related to a particular issue. Students will have to learn how to defend their view in a rational way when presented with an opposing view. Many of these issues could be considered controversial and/or sensitive. Students should feel free to express their opinions. At the same time we must remember to respect one another and maintain a constructive and civil dialogue. If you are unable to engage in conversation in this manner you will be dismissed from the discussion.

**Academic Integrity and Honor Code:** “Academic Dishonesty” includes but is not limited to (1) the receiving, giving, or using of any unauthorized assistance on any academic assignments, including but not limited to: quizzes, tests, written assignments, examinations or laboratory assignments; (2) referencing and/or using sources beyond those authorized by the instructor in preparing papers, constructing reports, solving problems or carrying out other academic assignments; (3) inadequate citation of sources; (4) acquisition, without permission, of tests, computer files, or similar material that would give the student an unfair advantage on an assignment or examination; (5) submission of academic work not a student’s own original effort; (6) use of the same work for multiple courses without prior knowledge of the receiving instructors; (7) depriving community members of access, including computer access, to library information through intentional monopolization, mutilation, defacing, unauthorized removal of books or other materials from College libraries, or purposeful failure to return library materials on a timely basis; (8) unauthorized altering of academic records (transcripts, grading sheets, Course Registration Cards, etc.); (9) fabrication of research data.

Plagiarism is possible with any work performed in any medium and in any scholarly discipline. Plagiarism involves the intentional or negligent use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment in all such scholarly work as essays, examinations, oral/written reports, homework assignments, laboratory reports, computer programs, music scores, choreography, graphic depictions, and visual presentations.

Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

Further information can be found at: <https://www.bowdoin.edu/studentaffairs/student-handbook/college-policies/index.shtml>

**Disability Services:** Students who have documented learning disabilities with the Office of the Dean of Student Affairs may be entitled to various accommodations. It is your responsibility to initiate with me any conversation over accommodations. Further information can be found at: <https://www.bowdoin.edu/studentaffairs/student-handbook/college-policies/accommodation-policy.shtml>

### **Writing Services:**

I encourage you to take advantage of the Writing Project @ Bowdoin. Getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-

on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. Bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment please visit:

<https://www.bowdoin.edu/writing-project/>

### **Assignments and Grading**

	Percentage
Mid-Term	25%
Final Exam	25%
Final Paper	20%
Final Paper Proposal	10%
In-Class Participation	10%
Reaction Papers (5)	10%
TOTAL	100%

#### *Exams*

The Midterm Exam will be held on Wednesday, October 18<sup>th</sup>, 2017 in regular classroom. The Final Exam is on Friday, December 15, 2017 @ 2PM in Kanbar 107. Exams will be a mix of multiple-choice, short answer and essay. Make-up exams will only be available for excused circumstances.

#### *Final Paper Proposal and Paper*

The final paper for the course is a 10-page paper (at least) original research paper on a topic in Race and Ethnic Politics. A 10-point deduction will be made for every half page less than 10. I also reserve the right to deduct fractions of this amount. I will stop reading if it is too long. The typesetting standards are 1 or 1.25 inch margins, 12 point font, Times New Roman, double spacing. Papers are due in class on the day listed on the syllabus, and will be lowered by 10 points for each day late. Papers turned in after class but on the due date will be considered one day late. I will also deduct a letter grade for each additional day that your paper is late.

#### *Reaction Paper*

You are required to write **five** 1-2 page response papers (approx. 500-600 words) based on the readings in the class. They are to be submitted after we have covered certain sections of the course. They are to be submitted to the online website. The more insightful and creative the reaction papers are the better you will perform on the assignment. I encourage you to take care when writing these.

Two of the reaction papers need to be completed prior to the midterm. The need to be submitted to Blackboard by Monday morning at 8am prior to our discussion of the readings (ex: Week 2 reaction due Sept 4<sup>th</sup> @ 8am). Guidelines for the reaction paper will be provided on Blackboard.

#### *In-Class Participation*

I will also be grading you on in-class participation. During class discussion, I will be taking note of students that participate. The assessment will be based on your participation throughout the entire semester. Your attendance record will also be as a way to assess your participation. You are expected to attend every class. I will take attendance at the beginning of every class. If you are absent, a lot then you can also anticipate that this will reflect in your participation grade. You will be permitted two unexcused absences. After that, each additional unexcused absence will lower your attendance grade by one letter grade. If you miss 60% of classes, you will fail the course. If you know you will be missing a class, please let me know as soon as possible. If you are more than ten minutes late to class, I reserve the right to mark you absent. You are responsible for ALL material covered during missed classes.

In addition to participation in class discussion each student will be required to present a current events article related to race, ethnicity and politics. Articles need to be posted to the class website. We will discuss these articles during the first 10-15 minutes of class. I will be grading you on the presentation of the article based on criteria that will be distributed. A power point presentation is not required, however students MUST upload the article to the course website by 5PM the day before the class session. This will be

#### *Pop Quizzes*

Pop Quizzes will be administered if it becomes apparent that students are not doing course readings. These pop quizzes will count towards your daily participation grade. There are no make-ups for pop quizzes. These will count towards your participation grade.

#### *Extra Credit*

Extra credit opportunities will be at the discretion of the instruction. You will be notified of these opportunities if they become available.

#### *Final Grade Scale*

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	≥ 92.5	B-	≥ 79.5	D+	≥ 66.5
A-	≥ 89.5	C+	≥ 76.5	D	≥ 62.5
B+	≥ 86.5	C	≥ 72.5	D-	≥ 59.5
B	≥ 82.5	C-	≥ 69.5	F	< 59.5

#### **Tentative Class Schedule**

Below is a tentative class schedule. The schedule is subject to change based on the needs of the class.

#### **Part 1: Theories and History of Race in U.S. Politics**

Weeks	Readings
<b>Week 1 (Aug 30)</b>	<p>Introduction and Syllabus</p> <ul style="list-style-type: none"> <li>In Class: Charlottesville: Race and Terror – VICE News <a href="https://www.youtube.com/watch?v=RIrcB1sAN8I">https://www.youtube.com/watch?v=RIrcB1sAN8I</a></li> <li>In Class: Kat Chow “Tracing The Dark Origins of the KKK” <a href="http://www.npr.org/sections/codeswitch/2017/08/19/543968997/tracing-the-dark-origins-of-charlottesvilles-kkk">http://www.npr.org/sections/codeswitch/2017/08/19/543968997/tracing-the-dark-origins-of-charlottesvilles-kkk</a></li> <li>Recommended viewing: The History of Film-Birth of a Nation <a href="https://www.youtube.com/watch?v=Fya5iWZlBw">https://www.youtube.com/watch?v=Fya5iWZlBw</a></li> </ul>
<b>Week 2 (Sept 4 &amp; 6)</b> <b>The End of the Obama Era &amp; The Rise of the Trump Era</b>	<p>Blackboard:</p> <ul style="list-style-type: none"> <li>Mark Lilla “The End of Identity Liberalism” <a href="https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html">https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html</a></li> <li>Laila Lalami “The Identity Politics of Whiteness” <a href="https://www.nytimes.com/2016/11/27/magazine/the-identity-politics-of-whiteness.html">https://www.nytimes.com/2016/11/27/magazine/the-identity-politics-of-whiteness.html</a></li> <li>Ta-Nehisi Coates “My President Was Black” <a href="https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/">https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/</a></li> <li>Daniel Foster “Obama’s Faith in White America Was Not Misplaced”</li> </ul>

	<a href="https://www.theatlantic.com/politics/archive/2016/12/obamas-faith-in-white-america-was-not-misplaced/511901/">https://www.theatlantic.com/politics/archive/2016/12/obamas-faith-in-white-america-was-not-misplaced/511901/</a> <ul style="list-style-type: none"> <li>Nell Irvin Painter “The Trump Era: The Politics of Race and Class” <a href="https://paw.princeton.edu/article/trump-era-politics-race-and-class">https://paw.princeton.edu/article/trump-era-politics-race-and-class</a></li> </ul>
<b>Week 3 (Sept 11 &amp; 13)</b> <b>America’s Racial Dilemma</b>	MS Chapter 1 Blackboard: <ul style="list-style-type: none"> <li>Vincent Hutching and Nick Valentino-“Centrality of Race in American Politics”</li> <li>Rogers Smith, “Beyond Tocqueville, Myrdal and Hartz: Multiple Traditions”</li> <li>Michael Omi &amp; Howard Winant “Racial Formation” from <i>Racial Formation in the United States</i></li> </ul>
<b>Week 4 (Sept 18 &amp; 20)</b> <b>History of Race Politics</b>	Blackboard: <ul style="list-style-type: none"> <li>The Kerner Commission Report (Summary Section)</li> <li>Gordon Chang “Asian Americans and Politics: Some Perspectives from History”</li> <li>Donna Akers “Removing the Heart of the Choctaw People”</li> <li>Neil Irvin Painter “What is Whiteness”</li> <li>Richard Delgado “The Law of the Noose: A History of Latino Lynching”</li> <li>Linda Williams “White Security” from Chapter 2 <i>The Constraints of Race</i></li> </ul>
<b>Part 2: Race and Politics in the U.S.</b>	
<b>Week 5 (Sept 25 &amp; 27)</b> <b>Demographic and Population Politics</b>	MS Chapter 2 CQ Chapter 2: Changing Demographics Blackboard: <ul style="list-style-type: none"> <li>David Wilkins “A Tour of Indian Peoples and Indian Lands” Chapter 1 in <i>American Indian Politics and the American Political System</i></li> </ul>
<b>Week 6 (Oct 2 &amp; 4)</b> <b>Public Opinion and Political Attitudes</b>	MS Chapter 3 pp.71-82 Blackboard: <ul style="list-style-type: none"> <li>Natalie Masuoka “Together They Become One: Examining the Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos”</li> <li>Michael Dawson “Models of African-American Racial and Economic Group Interests” Chapter 4 from <i>Behind the Mule</i></li> <li>P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishnan “Asian Pacific-American Public Opinion and Political Participation”</li> <li>Joane Nagel “Indian Ethnic Renewal: Politics and the Resurgence of Identity”</li> </ul>
<b>Week 7 (Oct 9 &amp; 11))</b> <b>Public Opinion and Political Attitudes-White Identity and Whiteness</b>	<b>October 9: FALL BREAK-NO CLASS</b> Blackboard: <ul style="list-style-type: none"> <li>Donald Kinder and Lynn Sanders “The Racial Divide in Public Opinion” in <i>Divided by Color</i></li> <li>Antoine Banks “A Theory of Anger and Contemporary White Racial Attitudes”</li> <li>Alec McGillis “The Despair of Poor White Americans-The Original Underclass” <a href="http://www.theatlantic.com/magazine/archive/2016/09/the-original-underclass/492731/">http://www.theatlantic.com/magazine/archive/2016/09/the-original-underclass/492731/</a></li> <li>LISTEN: Katherine Cramer “The Politics of Resentment Rural Consciousness in Wisconsin and the Rise of Scott Walker” on New Books Network <a href="http://newbooksnetwork.com/katherine-j-cramer-the-politics-of-">http://newbooksnetwork.com/katherine-j-cramer-the-politics-of-</a></li> </ul>

	<a href="http://www.chicago.press.2016/">resentment-rural-consciousness-in-wisconsin-and-the-rise-of-scott-walker-u-of-chicago-press-2016/</a> <ul style="list-style-type: none"> <li>Kevin D. Williamson “Angry White Boys: What do the White Nationalist Actually Want?” <a href="http://www.nationalreview.com/article/450501/white-nationalists-alt-right-vague-grievances-what-do-they-want">http://www.nationalreview.com/article/450501/white-nationalists-alt-right-vague-grievances-what-do-they-want</a></li> </ul>
<b>Week 8 (Oct 16 &amp; 18)</b> <b>MIDTERM &amp; Public Opinion and Political Attitudes-White Identity and Whiteness (cont’d)</b>	Oct 16: Cont’d discussion of Public Opinion & Political Attitudes-White Identity and Whiteness <b>Oct 18: MIDTERM (in regular classroom)</b>
<b>Week 9 (Oct 23 &amp; 25)</b> <b>Elections and Participation</b>	MS Chapter 3 pp.82-141 CQ Chapter 1 Blackboard: <ul style="list-style-type: none"> <li>Pew Research Behind Trump’s Victory <a href="http://www.pewresearch.org/fact-tank/2016/11/09/behind-trumps-victory-divisions-by-race-gender-education/">http://www.pewresearch.org/fact-tank/2016/11/09/behind-trumps-victory-divisions-by-race-gender-education/</a></li> <li>John Garcia “Latino Political Participation” Chapter 6 in <i>Latino Politics in America</i></li> <li>Ismail White and Chryl Laird “Norms of Black Political Behavior” Chapter 2 from <i>Black by Popular Demand</i> (draft)</li> <li>P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishan “Asian Pacific-American Public Opinion and Political Participation”</li> </ul> Stephanie Woodward “The Missing Native Vote” <a href="http://inthesetimes.com/article/16773/the_missing_native_vote">http://inthesetimes.com/article/16773/the_missing_native_vote</a>
<b>Week 10 (Oct 30 &amp; Nov 1)</b> <b>Race and Representation</b>	MS Chapter 3 CQ Chapter 3: Redistricting Debates Blackboard: <ul style="list-style-type: none"> <li>Katherine Tate “The Puzzle of Representation” Chapter 1 in <i>Black Faces in the Mirror</i></li> <li>John Garcia “Latinos in the Electoral Arena” Chapter 7 in <i>Latino Politics in America</i></li> <li>David Wilkins “Actors in Indian Politics” Chapter 3 in <i>American Indian Politics and the American Political System</i></li> </ul>
<b>Part 3: Race and Public Policy</b>	
<b>Week 11 (Nov 6 &amp; 8)</b> <b>Policy: Boarder Security &amp; Immigration</b>	CQ Chapter 5, 6 & 7 Blackboard: WATCH: Homeland: Immigration in America Episode 1-Enforcement <a href="http://www.pbs.org/video/2260883032/">http://www.pbs.org/video/2260883032/</a>
<b>Week 12 (Nov 13 &amp; 15)</b> <b>Policy: American Indian Sovereignty &amp; Rights</b>	CQ Chapter 8: American Indians Blackboard: Democracy Now-Dakota Access Pipeline Winona Laduke Interview
<b>Week 13 (Nov 20 &amp; 22)</b> <b>Policy: Racial Profiling</b>	CQ Chapter 9: Racial Profiling Blackboard: <ul style="list-style-type: none"> <li>Stephanie Woodward “The Police Killings No One is Talking About”  <a href="http://inthesetimes.com/features/native_american_police_killings_native_lives_matter.html">http://inthesetimes.com/features/native_american_police_killings_native_lives_matter.html</a></li> </ul>
<b>Nov 22: THANKSGIVING BREAK-NO CLASSES</b>	

<b>Week 14 (Nov 27 &amp; 29)</b> <b>Policy: Racial Diversity in Schools/Affirmative Action</b>	<b>Nov 27:</b> CQ Chapter 11: Racial Diversity in Public Schools <ul style="list-style-type: none"> <li>Nikole Hannah-Jones “Segregation Now” <a href="https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools#intro">https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools#intro</a></li> <li>WATCH: Frontline: Separate and Unequal <a href="http://www.pbs.org/wgbh/frontline/film/separate-and-unequal/">http://www.pbs.org/wgbh/frontline/film/separate-and-unequal/</a></li> </ul> <b>Nov 29:</b> CQ Chapter 10: Affirmative Action <ul style="list-style-type: none"> <li>WATCH: The History of Affirmative Action <a href="https://www.youtube.com/watch?v=OWYNNFu1aQk">https://www.youtube.com/watch?v=OWYNNFu1aQk</a></li> <li>Ira Kratznelson “Making Affirmative Action White Again” <a href="https://www.nytimes.com/2017/08/12/opinion/sunday/making-affirmative-action-white-again.html">https://www.nytimes.com/2017/08/12/opinion/sunday/making-affirmative-action-white-again.html</a></li> <li>Anemona Hartocollis and Stephanie Saul “Affirmative Action Battle Has a New Focus: Asian Americans” <a href="https://www.nytimes.com/2017/08/02/us/affirmative-action-battle-has-a-new-focus-asian-americans.html">https://www.nytimes.com/2017/08/02/us/affirmative-action-battle-has-a-new-focus-asian-americans.html</a></li> </ul>
<b>Week 15 (Dec 4 &amp; 6)</b> <b>Where Do We Go From Here?</b>	<b>MS Chapter 6</b> <b>Blackboard:</b> <ul style="list-style-type: none"> <li>“The Future of Race in America” <a href="http://www.theroot.com/the-future-of-race-in-america-1790898742">http://www.theroot.com/the-future-of-race-in-america-1790898742</a></li> <li>Ta-Nehisi Coates “The Case for Reparations” <a href="http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/">http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</a></li> <li>Lisa Funderburg “The Changing Face of America” <a href="http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text">http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text</a></li> <li>John Marth “Where Do We Go From Here” <a href="http://www.nclr.org/issues/voting/articles/election-latino-vote-111016">http://www.nclr.org/issues/voting/articles/election-latino-vote-111016</a></li> </ul>

**FINAL PAPERS DUE BY MONDAY DECEMBER 8, 2017 by 11:59PM on Blackboard**  
**FINAL EXAM: DECEMBER 15, 2017 @ 2:00PM in Kanbar 107**

#### **Online Resources**

Latino USA: <http://latinousa.org>  
Native Voice One: <http://www.nv1.org/>  
CodeSwitch NPR: <http://www.npr.org/sections/codeswitch/>  
Our National Conversation About Conversations about Race: <https://www.showaboutrace.com>  
NPR Politics: <http://www.npr.org/podcasts/510310/npr-politics-podcast>  
Kollabcast: <http://kollaboration.org/podcasts/>  
The Root: <http://www.theroot.com>  
NBC Asian America: <http://www.nbcnews.com/news/asian-america>  
Very Smart Brothas: <http://verysmartbrothas.com>  
The Monkey Cage (Political Science blog): [https://www.washingtonpost.com/news/monkey-cage/?utm\\_term=.45108ff0849c](https://www.washingtonpost.com/news/monkey-cage/?utm_term=.45108ff0849c)  
Center for the Study of Race, Politics and Culture at the University of Chicago: <https://csrpc.uchicago.edu>  
Center for Race and Ethnicity at Rutgers University: <http://raceethnicity.rutgers.edu>  
Center for the Study of Race, Ethnicity and Gender in the Social Sciences at Duke University:  
<http://regss.trinity.duke.edu>  
The Anna Julia Cooper Center at Wake Forest University: <http://ajcccenter.wfu.edu>  
Race and Ethnicity-Pew Research Center: <http://www.pewresearch.org/topics/race-and-ethnicity/>  
Joint Center for Political and Economic Studies: <http://jointcenter.org>