

**GOV 2052/AFRS2052: RACE, ETHNICITY AND POLITICS
SPRING 2018**

Instructor: Dr. Chryl Laird
Office: 204 Hubbard Hall
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Classroom: Searles 223
Class Meetings: Mon. & Wed. 11:30AM-12:55PM
Office Hours: Tues & Thurs 1PM-2PM or by appt.
Sign up for office hours: <https://claird.youcanbook.me/>

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

- 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.

Required Textbooks

The required textbooks are available at the online bookstore:

<http://www.chegg.com/bookstore/bowdoin>

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

I will also be posting required readings on the Blackboard website for the course.

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 and when my schedule allows, by appointment. Sign up for office hours here: <https://claird.youcanbook.me/> 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 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. I will post power point lectures on blackboard after any lectures so that you may have access at a later point.

Academic Integrity and Honor Code

I expect all students to abide by the Bowdoin Academic Honor Code. If you have any concerns or questions about how to cite work appropriately, please consult me or a reference librarian. 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 conversion 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/>

Course Requirements and Grading

| Assignments & Exams | Grade Percentage |
|------------------------|---------------------|
| Essays (2) | 20% |
| Mid-Term | 20% |
| Final Exam | 20% |
| Research Paper | 30% |
| Participation | 10% |
| Total | 100% |

LATE ASSIGNMENT POLICY

Assignments submitted late will lose 1/3 letter grade for any late submission within the first 24 hours. Each additional 24 hours results in another 1/3 letter grade reduction. Exceptions to this policy will only be made for emergencies or health challenges that are documented by a physician or the College administration.

Final Grade Scale

This is the scale that I will use to determine your final grade.

| 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 |

If you have chosen to take the class as Credit/D/F, I will only grant a Credit grade if the student has completed all of the work for the class.

Exams

The Midterm and Final Exam are essay-based take home exams. Questions for the exam will be given at least 24 hours before the due date. **Submissions must be typed and submitted as PDFs or Word to Blackboard by assigned deadline.** Make-up exams will only be available for excused circumstances with documentation from the College or physician. **Exams are open book but not collaborative. The must be completed on your own.** If collaboration is suspected, I will bring this to the College as a possible violation of the honor code. **Emailed copies of the exam will not be accepted.**

Essays

Two 4-5 page essays are required in the course. I will be providing prompts for those assignments at least 48 hours before the due date. You must submit a hard copy at the beginning of class the day they are due. If they are received after the deadline, the late policy will apply. **Emailed copies of essays will not be accepted.**

Final Paper

The final paper will be a 10-12 page research paper. You are to write a scholarly paper on a topic of your choice related to race, ethnicity and politics. The paper should be well researched using primary and/or secondary sources. You should also incorporate some course content. The papers should include a research question, thesis, analyze evidence that supports the thesis, and end with a conclusion that considers the significance and limitations of the analysis. A portion of your grade for the paper will be based on your class presentation as well as your paper proposal. Further details about the final paper will be provided later in the semester. If the paper is submitted after the deadline, the late policy will apply. **Emailed copies of the final paper will not be accepted.**

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.

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.**

Attendance Policy

Your attendance record will also be as a way to assess your participation. You are expected to attend every class. I will take attendance during class. **You will be permitted 3 unexcused absences.** Please don't email me about why you are using an unexcused absence. **For every additional absence there will be an automatic 1/3 letter grade deduction from your overall course grade (ex: A to A-) unless provided with official documentation from the College. If you miss class, it is your responsibility to find out the work that was missed from your other classmates.**

Tentative Schedule

(Course readings and content are subject to change at the discretion of the professor)

| Weeks | Readings |
|--------|---|
| Week 1 | <p>Jan 22: Introduction to Course</p> <p>Jan 24: Blackboard</p> <ul style="list-style-type: none"> • Ta-Nehisi Coates “My President Was Black” • Daniel Foster “Obama’s Faith in White America Was Not Misplaced” • Nell Irvin Painter “The Trump Era: The Politics of Race and Class” • Mark Lilla “The End of Identity Liberalism” |
| Week 2 | <p>Jan 29: MS Chapter 1</p> <ul style="list-style-type: none"> • Blackboard: Michael Omi & Howard Winant “Racial Formation” from <i>Racial Formation in the United States</i> • Complete Race IAT: https://implicit.harvard.edu/implicit/selectatest.html and bring in paper copy of results. <p>Jan 31: Blackboard: Vincent Hutching and Nick Valentino “Centrality of Race in American Politics”</p> |
| Week 3 | <p>Feb 5: MS Chapter 1</p> <p>Blackboard: Donna Akers “Removing the Heart of the Choctaw People”</p> <p>Feb 7: Blackboard: Richard Delgado “The Law of the Noose: A History of Latino Lynching”</p> |
| Week 4 | <p>Short Essay #1 Due @ Beginning of Class February 12th (Hard Copy)</p> <p>Feb 12 & 14: MS Chapter 2</p> <p>CQ Chapter 2: Changing Demographics</p> |
| Week 5 | <p>Feb 19: MS Chapter 3</p> <p>Feb 21: Blackboard:</p> <ul style="list-style-type: none"> • Natalie Masuoka “Together They Become One: Examining the Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos” |
| Week 6 | <p>Feb 26: Blackboard: Donald Kinder and Lynn Sanders “The Racial Divide in Public Opinion” in <i>Divided by Color</i></p> <p>Feb 28: Blackboard:</p> <ul style="list-style-type: none"> • Katherine Cramer “The Politics of Resentment Rural Consciousness in Wisconsin and the Rise of Scott Walker” on New Books Network (Podcast) • Reading TBA |
| Week 7 | <p>Mar 5: Blackboard:</p> <ul style="list-style-type: none"> • Antoine Banks “A Theory of Anger and Contemporary White Racial Attitudes” • Kevin D. Williamson “Angry White Boys: What do the White Nationalist Actually Want?” <p>Mar 7: MIDTERM Due to Blackboard by 12:55PM</p> |

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| Week 8-9 | Mar 12-21: SPRING BREAK |
| Week 10 | <p>Paper Proposal Due @ Beginning of Class March 26th (Hard Copy) Mar 26: MS Chapter 3 Blackboard: Pew Research Behind Trump's Victory</p> <p>Mar 28: Blackboard:</p> <ul style="list-style-type: none"> • P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishan "Asian Pacific-American Public Opinion and Political Participation" • Stephanie Woodward "The Missing Native Vote" |
| Week 11 | <p>Apr 2: MS Chapter 3 Blackboard: Katherine Tate "The Puzzle of Representation" Chapter 1 in <i>Black Faces in the Mirror</i></p> <p>Apr 4: CQ Chapter 3: Redistricting Debates</p> |
| Week 12 | <p>Short Essay #2 Due @ Beginning of Class April 9th (Hard Copy) Apr 9: CQ Chapter 5</p> <p>Apr 11: CQ Chapter 6 WATCH: Homeland: Immigration in America Episode 1-Enforcement http://www.pbs.org/video/2260883032/</p> |
| Week 13 | <p>Apr 16: CQ Chapter 8: American Indians Blackboard: Democracy Now-Dakota Access Pipeline Winona Laduke Interview WATCH IN CLASS FILM: On a Knife Edge</p> <p>Apr 18: WATCH IN CLASS FILM: On a Knife Edge</p> |
| Week 14 | <p>Apr 23: CQ Chapter 11: Racial Diversity in Public Schools Raising Kings Part 1: https://www.edweek.org/ew/projects/raising-kings-dc-boys-school/index.html</p> <p>Apr 25: Raising Kings Part II & III: https://www.edweek.org/ew/projects/raising-kings-dc-boys-school/index.html</p> |
| Week 15 | <p>Apr 30: CQ Chapter 10: Affirmative Action Blackboard:</p> <ul style="list-style-type: none"> • WATCH: The History of Affirmative Action https://www.youtube.com/watch?v=OWYNNFu1aQk • Ira Kratznelson "Making Affirmative Action White Again" <p>May 2: Student Presentations</p> |
| Week 16 | <p>May 7: Student Presentations</p> <p>Final Papers Due @ Beginning of Class May 9th (Hard Copy) May 9: Student Presentations</p> |

Final Exam Due on Blackboard by Thursday, May 17, 2018 by 12:00PM