

RACE, ETHNICITY AND POLITICS
GOV 2052/AFRS2052
SPRING 2020

Instructor: Dr. Chryl Laird
Office: 204 Hubbard Hall
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Classroom: Searles 223
Class Meetings: Mon. & Wed. 10:05AM-11:30AM
Office Hours: Tues & Thurs 10AM-11AM or by appointment
Sign up for office hours: <https://claird.youcanbook.me/>

“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.

Required Textbooks

The required textbooks are available at the online bookstore.

- McClain, Paula. D. and Jessica Johnson Carew. *Can We All Get Along: Race and Ethnic Minorities in American Politics*, 7th Edition. Routledge. (MJC 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 can also schedule appointments/lunches based on my availability. 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.

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 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
Exam #1	20%
Exam #2	25%
Final Paper	35%
In-Class Participation	5%
Recorded Reactions (5)	15%
TOTAL	100%

Exams

The exams are assessments of your knowledge of the course material. The exams are take-home. No coursework will be scheduled on exam day so that time will Make-up exams will only be available for excused circumstances with documentation. **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.**

Final Paper

The final paper will be an 8-10 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.**

Recorded Reactions

Recorded reactions are audio file reactions to the readings for the week. You are to complete these prior to the week in which we will be discussing the readings. You should upload your audio file on by 8:00AM on Monday to Blackboard. You are to complete 5 recorded reactions over the course of the semester. **Once the material has been discussed in class, a late submission for that content 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.**

Late Assignment Policy

Assignments that are granted late submission will lose 1/3 letter grade within the first 8 hours. Each additional 8 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 the College administration (the Dean's office).

Attendance Policy

Your attendance record will also be as a way to assess your participation. You are expected to attend every class. I will spot check attendance during class. **You will be permitted 1 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.**

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.

Weeks	Date	Readings/Content
1	Jan 22	Introduction and Syllabus
2	Jan 27	• Ta-Nehisi Coates "My President Was Black" • Daniel Foster "Obama's Faith in White America Was Not Misplaced"
	Jan 29	• Nell Irvin Painter "The Trump Era: The Politics of Race and Class" • Mark Lilla "The End of Identity Liberalism"
3	Feb 3	• MJC Chapter 1 • Michael Omi & Howard Winant "Racial Formation" from Racial Formation in the United States
	Feb 5	• WATCH (through Bowdoin Library): Lacey Schwartz- Little White Lies

		• Khushbu Shah-“They Look White but Say They’re Black: A Tiny Town in Ohio Wrestles with Race”
4	Feb 10	Donna Akers “Removing the Heart of the Choctaw People”
	Feb 12	Richard Delgado “The Law of the Noose: A History of Latino Lynching”
5	Feb 17	The Chinese Exclusion Act (PBS Documentary) -streaming Bowdoin Library
	Feb 19	• MJC Chapter 2 • Bill Wanlund- Changing Demographics (CQ)
6	Feb 24	EXAM #1
	Feb 26	Vincent Hutching and Nick Valentino-“Centrality of Race in American Politics”
7	Mar 2	MJC Chapter 3 (p.73-83)
	Mar 4	• Natalie Masuoka “Together They Become One: Examining the Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos” • Joane Nagel “Indian Ethnic Renewal: Politics and the Resurgence of Identity” Paper Proposals Due Mar 4 by 11:59PM
8 & 9	Mar 9-18	SPRING BREAK
10	Mar 23	• Donald Kinder and Lynn Sanders “The Racial Divide in Public Opinion” in Divided by Color• Antoine Banks “A Theory of Anger and Contemporary White Racial Attitudes”
	Mar 25	• Matt Barretto and Chris Parker-Excerpt from Change We Can Believe In • Ashley Jardina-Excerpt from White Identity Politics
11	Mar 30	• MJC Chapter 3 (pp.83-145) • Blackboard: Pew Research Behind Trump’s Victory
	Apr 1	• P. Lien, C. Collet, J. Wong, and S. Karthick Ramakrishnan “Asian Pacific-American Public Opinion and Political Participation” • Stephanie Woodward “The Missing Native Vote”
12	Apr 6	• MJC Chapter 3 (pp.146-150) • Katherine Tate “The Puzzle of Representation” Chapter 1 in Black Faces in the Mirror
	Apr 8	Kenneth Jost “Redistricting Debates” (CQ)
13	Apr 13	EXAM #2
	Apr 15	• Ginger Thompson “A Border Agent Reveals What it is Really Like to Guard Migrant Children”

		<ul style="list-style-type: none"> • WATCH: Frontline Separated: Children at the Border (streaming Bowdoin Library)
14	Apr 20	<ul style="list-style-type: none"> • Pete Katel and Charles S. Clark “American Indians” (CQ) • Democracy Now-Dakota Access Pipeline Winona Laduke Interview • WATCH: On a Knife Edge (streaming Bowdoin Library)
	Apr 22	<ul style="list-style-type: none"> • Raising Kings Episodes 1, 2, and 3 (NPR Codeswitch Podcast)
15	Apr 27	<ul style="list-style-type: none"> • Affirmative Action On Campus Does More Harm Than Good-Intelligence Squared U.S. • Anemona Hartocollis and Stephanie Saul “Affirmative Action Battle Has a New Focus: Asian Americans”
	Apr 29	Paper Presentations Due to Blackboard by 8AM STUDENT PRESENTATIONS
16	May 4	STUDENT PRESENTATIONS
	May 6	STUDENT PRESENTATIONS

Final Paper Due Friday, May 15th @ 11:30 (Registrar’s Final Exam Time)

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

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://ajccenter.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>