

## Special Topics in American Politics: Race, Ethnicity, and Politics

Spring 2021

Monday, Wednesday, Friday 1:50 - 2:40 pm

Sanford Hall 213

**Instructor:** Prof. Roberto F. Carlos

**Office:** Baldwin Hall 380B

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**Office Hours:** Wednesdays, 12:00 pm - 1:30 pm

### Course Description

This course will serve as an introduction to research on Race, Ethnicity, and Politics (REP) in the United States. The course, while mainly focusing on work in political science, will take a multi-disciplinary approach to investigate the history of race in America and the political consequences that stem from that history. Students will be introduced to both canonical and contemporary work in the field of REP using a variety of methodological approaches. The course begins by focusing on theoretical conceptions of race and ethnicity and how they inform notions of citizenship and group membership. Subsequent topics focus on issues related to Representation, Racial Attitudes, Campaigns, Elections, Media, Political Participation, Partisanship, and Immigration.

### Course Requirements:

1. Critical Response Memo
2. Regular participation in seminar
3. Attend class every day (4 absences are allowed)
4. Author Presenter Role in the semester once
5. Short Paper
6. Final Presentation

### Critical Response Memo:

The memo should be 2 double spaced pages and should focus on 2-3 readings from the week. Memos should be analytical rather than summaries of the readings. Your goal is to develop an original argument (theoretical or methodological), which improves our understanding of the underlying issues of the week's topic. Memos cannot overlap with the weeks you present as an author presenter. A sign-up will be circulated in week two.

### Attendance & Participation:

You are expected to attend class, read **all** materials carefully, and contribute to **all** seminar discussions. In short, you are expected to participate in every single class actively. The quality of comments is valued over quantity. If students come to class unprepared, the quality of discussion will be radically diminished. While students will be required to both facilitate discussion (the week they are the Author Presenter), I expect everybody to come to class prepared to discuss the following questions about each reading:

1. What are the research questions?
2. Key findings?
3. How do the findings from a given paper fit into the broader theme of a given week?
4. What questions remain unanswered?

**Author Presenter:**

Students will lead the discussion by presenting core aspects of **one** assigned reading in a 5-minute presentation (however, they are in charge of facilitating discussion for all of the readings that week).

1. What is the research question?
2. What is the theory and hypotheses?
3. What are the findings?

**Short Paper: are due Monday, March 15, by 5:00 pm.**

Write a 500-word essay responding to whether the U.S. is currently post-racial or most-racial. You should develop an original argument in response to this prompt and support that argument with evidence from class readings, lecture material, current events, and reliable news sources.

**Final Presentations: are due Monday, April 30, by 5:00 pm.**

For your final presentation, you are tasked with teaching some concept or idea you learned in the course to us, your public audience. You can choose to teach in whatever way you decide, but it must be in a format that is accessible to folks who haven't spent any time in our course. You can write a popular essay, for example, or you might choose to create a magazine article, a podcast episode, or a video, whatever! Again, whatever method you choose, the objective is the same: teach us something related to the course. A rubric for this assignment will be provided, but excellent products will demonstrate a command of some concept covered in the course, be well executed, and legible to those outside the course.

**Required Books** (order online; not available in campus bookstore).

Assigned shorter book selections and non-academic articles will be posted on eLC. Please note the reading schedule and reading selections are subject to change if the professor deems it necessary.

1. Mills, Charles W. *The Racial Contract*. Cornell University Press, 2014.
2. Some readings on eLC are password protected. The password is: **REP2020**

**Grading:**

The following are the areas in which you will receive points in this class and the weight that each area has on your final grade.

Participation 20%

Critical Response Memos	20%
Short Paper	20%
Author Presentations	20%
Final Presentation	20%

### Grading Scale for Final Semester Grades

100-94 A; 93-90 A-

89-87 B+; 86-84 B; 83-80 B-

79-77 C+; 76-74 C; 73-70 C-

69-60 D

59-0 F

**\*\*\*\*Please note that there is no standard rounding policy. Rounding decisions can be made on a case-by-case basis and are largely determined by me.\*\*\*\***

**Grade Appeals, Incompletes, Late Assignments, and Make-Up Policy:** A final grade of “Incomplete” will only be given in this course under exceptional circumstances and is solely at the discretion of the instructor. If an incomplete is given, it is the student’s responsibility to complete the requirements as early as possible in the following semester. Legitimate excuses for absence from an exam (e.g., religious holiday, medical emergency, or illness) must be presented before the exam when feasible. Late assignments will be docked 5 percent per day (half-letter grade) for each day that a project is late (including weekends).

**Office Hours:** Students who are having difficulty with the course materials and/or assignments are encouraged to come to virtual office hours. Don’t be afraid to come by. However, please note that office hours are for clarification of material, not for recreating a lecture if you missed class. If my office hours do not work for you, please make an appointment via email.

**Syllabus Policy:** I reserve the right to make changes to the syllabus if necessary. I will give you fair notice (at least a week) if something, such as a reading assignment, is to change.

**Disability Resource Center:** If you anticipate needing classroom or exam accommodations due to the impact of a disability or medical condition, you must register for services with the Disability Resource Center. Additional information can be found here: <http://drc.uga.edu/>

**Withdrawal Policy:** Undergraduate students can only withdraw from four courses and receive a withdrawal-passing (WP) grade while enrolled at the University. Students can drop any class without penalty during the drop/add period at the beginning of every semester. Dropped courses during the drop/add period do not qualify as withdrawals. Instructors can withdraw a student from the class due to excessive absences (see course attendance policy). Please review the policy here: <https://reg.uga.edu/general-information/policies/withdrawals/>

**Culture of Honesty Policy:** You are responsible for knowing and complying with the policy and procedures relating to academic honesty. To understand what constitutes dishonest work, as defined by the University, please carefully review the policy here:

[https://honesty.uga.edu/\\_resources/documents/academic\\_honesty\\_policy\\_2017.pdf](https://honesty.uga.edu/_resources/documents/academic_honesty_policy_2017.pdf)

**Email Policy:** Please give me at least 24 hours to respond to emails on weekdays and 48 hours on weekends.

**Mental Health and Wellness Resources:** *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (<https://www.ubs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.ubs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.ubs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.*

## Coronavirus Information

**Face Coverings:** Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

**DawgCheck:** Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

**What do I do if I have symptoms?** Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

**What do I do if I am notified that I have been exposed?** Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

**How do I get a test?** Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may

be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

**What do I do if I test positive?** Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive

### ***Week 1: Why study Race and Ethnic in Political Science: The 2016 Election as a Case Study***

The Two Acts: *The 1965 Voting Rights Act and the 1965 Immigration Act*

Hutchings, Vincent and Nicholas Valentino. 2004. "The Centrality of Race in American Politics". *Annual Review of Political Science* 7:383-408.

Junn, Jane. 2017. "The Trump majority: White Womanhood and the making of female voters in the U.S.". *Politics, Groups, and Identities*. 5(2):343-352.

Tesler, Michael. 2016. "Views about race mattered more in electing Trump than Obama". *Washington Post*. Monkey Cage. Nov. 22. <https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/22/peoples-views-about-race-mattered-more-in-electing-trump-than-in-electing-obama/>

### ***Week 2: Conceptualizing Race and Ethnicity***

Omi Michael and Winant, Howard. 2014. *Racial Formation in the United States*. Routledge Press: New York, NY. Chapter 4, "A Theory of Racial Formation".

Wright, Lawrence. 1994. "One Drop of Blood" *The New Yorker*, July 25, 4 v. 70 n. 22

DeGenova, Nicholas. 2006. "Introduction: Latino and Asian Racial Formations at the Frontiers of U.S. Nationalism" in *Racial Transformations: Latinos and Asians in the Remaking of the United States*. Durham, NC: Duke University Press.

Prewitt, Kenneth. 2006. "Immigrants and the Changing Categories of Race." In Taeku Lee, S. Karthick Ramakrishnan, and Ricardo Ramirez, eds. *Transforming Politics, Transforming America* (pp. 19-31)

### ***Week 3: The Racial Contract***

Mills, Charles W. *The Racial Contract*. Cornell University Press, 2014. Ch. 1 & Ch. 2

Mills, Charles W. *The Racial Contract*. Cornell University Press, 2014. Ch. 3

### **Week 4: Identity Politics I**

Fukuyama, Francis. "Against Identity Politics." *Foreign Affairs*(2018).

Abrams, Stacey Y. "Identity Politics Strengthens Democracy." (2019): 160-163.

Henri, Tajfel, and John C. Turner. "The Social Identity Theory of Intergroup Behavior." *Psychology of Intergroup Relations* 2 (1986): 7-24.

Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press. Ch. 3 "The Politicization of African-American Racial Group Interests".

Nobles, Melissa. 2000. *Shades of Citizenship: Race and the Census in Modern Politics*. Palo Alto: Stanford University of Press. Chapter 2 " 'The Tables present plain matters of fact': Race Categories in the U.S. Census".

### **Week 5: Identity Politics II**

Beltrán, Cristina. 2010. *The Trouble with Unity: Latino Politics and the Creation of Identity*. Oxford: Oxford University Press. Conclusion "Introduction: Sleeping Giants and Demographic Floods: Latinos and the Politics of Emergence".

Lien, Pei-te, M. Margaret Conway, and Janelle Wong. 2004. *The Politics of Asian Americans*. New York: Routledge. Chapter 2

Masuoka, Natalie, and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. University of Chicago Press. Ch 4.

### **Week 6: Whiteness**

DiAngelo, Robin. 2018. *White Fragility*. Boston, MA: Beacon Press. Ch. 4 "How Does Race Shape the Lives of White People"

Morrison, Toni. 2016. "Making America White Again". *The New Yorker*. November 21<sup>st</sup>.

<http://www.newyorker.com/magazine/2016/11/21/making-america-white-again>

Lipsitz, George. 1995. "The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies." *American Quarterly* 47:3:369-87

Acharya, Avidit, Matthew Blackwell, and Maya Sen. "The Political Legacy of American Slavery." *The Journal of Politics* 78, no. 3 (2016): 621-641.

### **Week 7: Whiteness II**

Jardina, Ashley. 2019. *White Identity Politics*. Cambridge University Press. "The New American Minority"

Bartels, Larry M. "Ethnic antagonism erodes Republicans' commitment to democracy." *Proceedings of the National Academy of Sciences* 117, no. 37 (2020): 22752-22759.

Hopkins, Daniel J., and Samantha Washington. "The Rise of Trump, The Fall of Prejudice? Tracking White Americans' Racial Attitudes Via a Panel Survey, 2008–2018." *Public Opinion Quarterly* 84, no. 1 (2020): 119-140.

### **Week 8: Racial Resentment, Racism, & Stereotypes I**

Gilens, Martin. 1999. *Why Americans Hate Welfare*. Chicago: University of Chicago Press. Ch. 5

Kinder, Donald and Tali Mendelberg. 1995. "Cracks in American Apartheid: The Political Impact of Prejudice Among Desegregated Whites" *Journal of Politics* 57" 402-424.

### **Week 9: Racial Resentment, Racism, & Stereotypes II**

Go to <https://implicit.harvard.edu/implicit/takeatest.html> and take a race related IAT Test (Race, Arab-Muslim, Native, Asian IATs)

Kinder, Donald R. and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Chicago, IL: University of Chicago Press. Chapter 5 "Subtle Prejudice for Modern Times".

Huddy, Leonie and Stanley Feldman. 2009. "On Assessing the Political Effects of Racial Prejudice". *Annual Review of Political Science*. 12: 423-447.

Kinder, Donald Kinder and David Sears. 1981. "Prejudice and Politics: Symbolic Racism Versus Racial Threats to the Good Life. *Journal of Personality and Social Psychology*. 40(3): 414-431

Banks, Antoine and Nicholas Valentino. 2012. "Emotional Substrates of White Racial Attitudes." *American Journal of Political Science* 56: 286-297

### **Week 10: Immigration**

Huntington, Samuel. 2004 *Who Are We? The Challenges to American's National Identity* New York : Simon and Schuster. Chapter 9 "Mexican Immigration and Hispanization"

Fraga, Luis and Gary Segura. 2006 "Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration" *Perspectives on Politics* Symposium on Immigration Volume 4(2): 279-287.

Chavez, Leo. 2008. *The Latino Threat*. Stanford University Press. Chapters 1 "The Latino Threat Narrative" and Ch. 6 "The Minutemen Project's Spectacle of Surveillance on the Arizona- Mexico.

### ***Week 11: Partisanship***

Hajnal, Zoltan L., and Lee, Taeku. 2011. *Why Americans Don't Join the Party: Race Immigration, and the Failure to Engage the Electorate*. Princeton University Press, Princeton: NJ Chapter 2

Alvarez, R. Michael and Lisa García Bedolla. 2003. "Foundations of Latino Partisanship." *Journal of Politics*. 63: 31-49

Sanchez, Gabriel. 2006. "The Role of Group Consciousness in Latino Public Opinion." *Political Research Quarterly*. 59:3, 435-446

Carlos, Roberto F. "Late to the Party: On the Prolonged Partisan Socialization Process of Second-Generation Americans." *Journal of Race, Ethnicity and Politics* 3, no. 2 (2018): 381-408.

### ***Week 12: Partisanship II***

Gay, Claudine. "Knowledge matters: policy cross-pressures and Black partisanship." *Political Behavior* 36, no. 1 (2014): 99-124.

Harris-Lacewell, Melissa Victoria. *Barbershops, bibles, and BET: Everyday talk and black political thought*. Princeton University Press, 2010. Chapter 4, "Everyday talk and Ideology".

Kuo, Alexander, Neil Malhotra, and Cecilia Hyunjung Mo. "Social Exclusion and Political identity: The Case of Asian American Partisanship." *The Journal of Politics* 79, no. 1 (2017): 17-32.

Pérez, Efrén O. 2015. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics". *American Journal of Political Science*. 59(3):549-64.

### ***Week 13: Political Participation***

Barreto, Matt. 2007. "Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review*. 101 (August): 425-441.

Anoll, Allison P. 2018. "What Makes a Good Neighbor? Race, Place, and Norms of Political Participation." *American Political Science Review* 112(3): 494-508.

Farris, Emily M., and Mirya R. Holman. "Social capital and solving the puzzle of Black women's political participation." *Politics, Groups, and Identities* 2, no. 3 (2014): 331-349.

### ***Week 14: Campaigns, Elections, and Media***

Fraga, Bernard. 2015. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout" *American Journal of Political Science*. 60(1): 97-122.

Wong, Janelle S., Pei-Te Lien, and M. Margaret Conway. "Group-based resources and political participation among Asian Americans." *American Politics Research* 33, no. 4 (2005): 545-576.



Raychaudhuri, Tanika. "Socializing Democrats: Examining Asian American vote choice with evidence from a national survey." *Electoral Studies* 63 (2020): 102114.

Lajevardi, Nazita. "The media matters: Muslim American Oortrayals and the Effects on Mass Attitudes." (2016).

### ***Week 15: Social Movements***

Wolbrecht, C. and Hero, R.E., 2005. *The Politics of Democratic Inclusion*. Temple University Press. Ch. 5. Social Movements as Mechanisms for Political Inclusion – Anne N. Costain.

Cohen, Cathy J. "Deviance as resistance: A New Research Agenda for the Study of Black Politics." *Du Bois Review: Social Science Research on Race* 1, no. 1 (2004): 27-45.

Taylor, Keeanga-Yamahtta. *From #Black Lives Matter to Black Liberation*. Chicago, IL: Ch. 6 "Black Lives Matter: A Movement, Not a Moment".

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York, NY: Cambridge University Press. Ch. 2 "Weapons of the Not So Weak".

### ***Week 16: Experiments in the Social Sciences focusing on Race***

Enos, Ryan D. "Causal Effect of Intergroup Contact on Exclusionary Attitudes." *Proceedings of the National Academy of Sciences* 111, no. 10 (2014): 3699-3704.

Tesler, Michael. 2012. "The Spillover of Racialization into Healthcare: How President Obama Polarized Public Opinion by Racial Attitudes and Race." *American Political Science Review* 56(3): 690-704.

White, Ismail, Chryl Laird, Troy Allen. 2014. "Selling out? The politics of navigating conflicts between racial group interest and self-interest" *American Political Science Review*. 108(4): 783-800.

Butler, Daniel and David E. Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators". *American Journal of Political Science*.