

Race, Ethnicity, and Politics in the United States

Spring 2022

Monday, 3:30-6:15 pm

Baldwin Hall 301

Instructor: Prof. Roberto F. Carlos

Office: Baldwin Hall 380B

Email: rcarlos@uga.edu

Office Hours: Mondays, 2:00-3:15 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. In addition to examining the substantive themes in the area of REP, we will review and discuss the different methodological approaches taken in each of the works to address the topic of race in America. The course begins by focusing on mechanisms and theory building in attempts to make us better consumers, and ultimately better producers of the research we are being introduced to in the readings. The course then transitions to 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, Gender, Campaigns, Elections, Media, Political Participation, Partisanship, and Immigration.

Course Requirements:

1. Write a critical response memo
2. Regular participation in seminar
4. Attend class every week
5. Author Presenter Role in the semester
6. Assume Authors' Defendant Role
7. Research Proposal

Critical Response Memo:

The memo should be 6-8 double spaced pages and should focus on 2-3 readings from the week. **Memos are due by 6 pm on Sunday on the class website and should be circulated to the class by email.** Everyone in the course will be able to view the response papers. **Memos should be analytical** rather than summaries of the readings. Your goal is to develop an original argument (theoretical, empirical, or methodological), which improves our understanding of the underlying issues of the week's topic. Memos cannot overlap with the weeks you present or assume the role of the author's defendant. A sign-up will be circulated at the first-class meeting.

Attendance & Participation:

You are expected to attend **every** 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 seminar unprepared, the quality of discussion will be radically diminished. Students will be required to both facilitate discussion (the week they are the Author Presenter) and be the authors' defendant once in the semester. However, I expect **everybody** to come to class prepared to discuss the following questions about each reading:

1. What are the research questions?
2. How has the author(s) defined and measured the concepts they are studying? Are these valid and/or reliable measures?
3. What's the theory? What are the hypotheses?
4. What methodological strategy or strategies do they employ to test these hypotheses?
5. Key findings? How dependent on measurement and/or research design are the conclusions?
6. How do the findings from a given paper fit into the broader theme of a given week? In other words, how does the reader "speak" to other readings this week?
7. What questions remain unanswered?

Author Presenter:

Students will lead the discussion by presenting core aspects of **one** assigned reading in a 10 minute presentation using PowerPoint (however, they are also in charge of facilitating discussion for all of the readings that week). It will simulate a conference-style presentation, and the presenter will perform as if he/she is one of the authors of the work. Students in the class will then be able to ask questions about the work in a 10-minute discussion following the presentation. The presentation should include the following:

1. What is the research question?
2. What literature/work is this work contributing to?
3. What is the theory and hypotheses?
4. What is the methodological approach and research design?
5. What are the findings?
6. What is the central contribution of the work and implications?

Authors' Defendant:

As the authors' defendant, you must seek to defend the theory, method, and value of the readings for a given week. This role does not require any written work but rather is a type of participation. As is the case in many graduate seminars, critiques of work are plentiful; however, there is little praise or defense of work. Your job is to defend the value and merit of the readings from unjust attacks in order to keep the discussion balanced.

Final Presentation:

The final class is devoted to student presentations of research designs.

Research Proposals are due Monday, May 2, by 5:00 pm. The paper should be roughly 15 - 20 pages of double-spaced text with some combination of tables, figures, appendices, and references. Only electronic copies will be accepted. Late papers will be accepted only under extraordinary conditions. Your

research proposal should include the following: Specific question (or set of questions) that you would like to examine and then develop a plan that will let you answer it. The paper must:

1. describe the research question(s) and explain why it's important;
2. review the relevant literature and explain how your study contributes to it;
3. define the concepts, develop a theoretical framework, and derive testable hypotheses from this framework;
4. describe the data you plan to collect and how the key concepts will be measured; and
5. explain how you plan to analyze the data.

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. Omi, Michael., & Winant, Howard. 2015. 3rd Ed *Racial Formation in the United States*. New York, NY: Routledge.
2. Stephens-Dougan, LaFleur. *Race to the Bottom: How Racial Appeals Work in American Politics*. University of Chicago Press, 2020.
3. Wong, Tom K. *The Politics of Immigration: Partisanship, Demographic Change, and American National identity*. Oxford University Press, 2017.

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	25%
Critical Response Memos	20%
Author Presentations	20%
Author Defendant	5%
Final Presentation	5%
Research Proposal	25%

I use the following scale when assigning letter grades:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	<60

Course Policies:

1. Valid Absence Excuses

If you have a significant conflict that causes you to miss class (e.g., a personal, family, or medical emergency), you should email me within a week of the missed due date to make sure you can complete the assignment or exam in a timely manner.

2. Academic Honesty

The University of Georgia has an academic honesty policy. Academic integrity is required for a positive learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. Students caught cheating or plagiarizing will receive an F in the course. Additionally, I will forward your name to the University. You can read the policies in their entirety here: https://honesty.uga.edu/Academic-Honesty-Policy/Definitions_for_Purposes_of_this_Policy/

3. 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/>

Week 1 January 10, 2022

Conceptualization, Measurement, and Mechanisms

Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95(3): 529-546.

Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat." *American Journal of Political Science* 52(4): 959-978.

Elster, Jon. 1989. "Mechanisms". In J. Elster. *Nuts and Bolts for the Social Sciences*. Cambridge: Cambridge University Press. Pp. 3-10.

Sen, Maya, and Omar Wasow. "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics." *Annual Review of Political Science* 19 (2016): 499-522.

Week 2 January 17, 2022, No class, MLK Holiday

Week 3 January 24, 2022

Introduction to Race and Politics

de la Garza, Rodolfo O. 2004. "Latino Politics". *Annual Review of Political Science* 7:91-123.

Fraga, Luis R., John A. Garcia, Rodney Hero, Michael Jones-Correa, Valerie Martinez-Ebers, Gary M. Segura. 2006. "Su Casa es Nuestra Casa: Latino Politics Research and the Development of American Political Science" *American Political Science Review*. 100(4):515-519.

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

Lee, Taeku. 2008. "Race, Immigration, and the Identity to Politics Link." *Annual Review of Political Science*

Tajfel, H. 1982. "Social Psychology of Intergroup Relations." *Annual Review of Psychology* 33.1: 1-39.

Week 4 January 31, 2022

Conceptualizing Race

Hirschman, Charles, Richard Alba, and Reynolds Farley. 2000. "The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future." *Demography* 37:3:381-93.

King, Desmond S., & Smith, Rogers M. (2005). Racial Orders in American Political Development. *The American Political Science Review*, 99(1), 75-92.

Omi, Michael and Howard Winant. 2015. 3rd Ed. *Racial Formation in the United States*. Routledge, NY p. 1-159 ***Read first**

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

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 5 February 7, 2022

Citizenship

Al-Faham, Hajer. "Researching American Muslims: A Case Study of Surveillance and Racialized State Control." *Perspectives on Politics* (2021): 1-16.

Bloemraad, Irene. 2006. *Becoming a Citizen*. Berkeley: University of California Press Chapter 4

Ferguson, Kennan. "Why does political science hate American Indians?." *Perspectives on Politics* 14, no. 4 (2016): 1029-1038.

Smith, Rogers M. "Legal Civic Orders and Equitable Lived Citizenships." *American Political Science Review* (2021): 1-15.

Spiro, Peter. 2008. *Beyond Citizenship*. Oxford; Oxford University Press Chs 3 and 5

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 6 February 14, 2022

Identity Politics

Chudy, Jennifer, Spencer Piston, and Joshua Shipper. "Guilt by Association: White Collective Guilt in American Politics." *The Journal of Politics* 81, no. 3 (2019): 968-981.

Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, NJ: Princeton University Press. Chs. 3 &4

Jardina, Ashley. 2019. *White Identity Politics Ch 5*. Cambridge University Press.

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.

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.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 7 February 28, 2022

Gender and Race

Bedolla, Lisa Garcia. "Intersections of Inequality: Understanding Marginalization and Privilege in the Post-Civil Rights Era." *Politics & Gender* 3, no. 2 (2007): 232-248.

Bejarano, C. (2014). "Latino Gender and Generation Gaps in Political Ideology." *Politics and Gender* 10: 62-88.

Cohen, Cathy J., Bulldaggers Punks, and Welfare Queens. "The Radical Potential of Queer Politics?!" *GLQ: Gay and Lesbian Quarterly* 3.

Crenshaw, K. W. (1995) "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," in *Critical Race Theory: Key Writings that Formed the Movement*. Crenshaw, Peller, Thomas (editors) Free Press: pp. 357-383.

Figart, Deborah M. "Gender as more than a dummy variable: Feminist approaches to discrimination." *Review of Social Economy* 55, no. 1 (1997): 1-32.

Junn, Jane. "The Trump Majority: White Womanhood and the Making of Female Voters in the US." *Politics, Groups, and Identities* 5, no. 2 (2017): 343-352.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 8 March 7, 2022 No class, Spring Break

Week 9 March 14, 2022

Racial Attitudes

Abrajano, Marisa A., and Zoltan L. Hajnal. (2015). *White Backlash: Immigration, Race, and American Politics*, Chapter 2

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

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

Stephens-Dougan, LaFleur. *Race to the Bottom: How Racial Appeals Work in American Politics*. University of Chicago Press, 2020.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 10 March 21, 2022

Campaigns, Elections, & Media

Abrajano, Marisa. 2010. *Campaigning to the New American Electorate: Television Advertising to Latinos*. Palo Alto, CA: Stanford University Press Chapters 3 & 7

Grumbach, Jacob., & Sahn, Alexander. 2020. Race and Representation in Campaign Finance. *American Political Science Review*, 114(1), 206-221.

Gonzalez Juenke, Eric. 2014. "Ignorance is Bias: The Effect of Latino Losers on Models of Latino Representation". *American Journal of Political Science* 58:593-603.

Kinder, Donald and Lynn Sanders. 1996. *Divided by Color* Chicago, IL: University of Chicago Press Chapters 7 & 8

Mendelberg, Tali. 2001. *The Race Card: Campaign Strategy, Implicit Messages and the Norm of Equality*. Princeton: Princeton University Press, Chapters 4 &5

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 11 March 28, 2022

Partisanship

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

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.

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.

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

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, 3, and 6

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.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 12 April 4, 2022

Political Participation

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

Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. "Beyond SES? A Resource Model of Political Participation". *American Political Science Review*. Vol. 89(2): 271-294.

Carlos, Roberto F. "The Politics of the Mundane." *American Political Science Review*. 115 (April):

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

Valenzuela, A., & Michelson, M. 2016. Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals. *American Political Science Review*, 110(4), 615-630.

Wallace, Sophia J., Chris Zepeda- Millán and Michael Jones-Correa. 2014. Spatial and Temporal Proximity: Examining the Effects of Protests on Political Attitudes. *American Journal of Political Science*. 58(2): 449-465.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 13 April 11, 2022

Immigration

Cortez, David. "Latinxs in La Migra: Why They Join and Why it Matters." *Political Research Quarterly* (2020): 1065912920933674.

Huntington, Samuel P. 2004. *Who Are We?: The Challenges to America's National Identity*. Chapter 8

Wong, Tom K. *The Politics of Immigration: Partisanship, Demographic Change, and American National identity*. Oxford University Press, 2017.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 14 April 18, 2022

Survey Experiments and Contextual Data focusing on Race

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

Butler, Daniel and David E. Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators". *American Journal of Political Science*. 55(3):463-477.

Enos, Ryan. 2015. "What demolition of public housing teaches us about the impact of racial threat on political behavior." *American Journal of Political Science*. 60(1): 123-142.

Hochschild, Jennifer, Spencer Piston, and Vesla Mae Weaver. "My Group or Myself? How Black, Latino, and White Americans Choose a Neighborhood, Job, and Candidate when Personal and Group Interest Diverge." *Perspectives on Politics* (2021): 1-21.

Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American Political Science Review*. 104(1): 40-60.

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.

Author Presentation:

Critical Response Memo:

Author Defendant:

Week 15 April 25, 2022

Research Proposals Presentations to be unloaded by class start of class

Week 16 May 2, 2022

Research Proposals Papers Due by 5 pm