

POL 176: Politics of Race
Tuesday, Kerr 593

Professor Brad Jones
Office: Kerr 573
Office Hours: M 10-11:45; Th 11-12 (and by appointment)

Teaching Assistants:
Sharif Amlani: 3-5p, Kerr 661
Natalie Martin-Rojas: 1:30-2:30p, Kerr 659

Overview

Race, racism, prejudice, and stereotyping is pervasive in the American narrative. Historically, when one thought about “racial politics,” the typical focus was on black-white relations and interactions. While this makes perfect sense given historical marginalization of African Americans and the lingering legacy of slavery, the fact is, the United States is extraordinarily diverse in terms of its racial and ethnic makeup. Latina/os, Asians, Middle Easterners, and of course, Native Americans, collectively make up a large part of the current U.S. population; however, these groups are critically important in historical context (which must obviously be the case for Native Americans, a group that literally “was here” before settlers, conquerors, and colonists arrived). This class looks at “race” writ large and will make an (ambitious) attempt to look at the big picture regarding the intersections of politics, history, and racial/ethnic groups. This, therefore, is not a course solely on African American politics, Asian American politics, Native American politics or Latina/o politics; instead, it is a synthesis of the history, stories, and lessons we can learn about how these groups have and continue to have an impact on the American narrative.

Expectations

Students are expected to attend lectures, participate in lectures, and, importantly, do the course readings in a timely manner.

Course Policies

All exams must be taken at the time prescribed in the syllabus. Course assignments are due on the date given to you in class. Assignments turned in late will be docked 10 percent for each day past the due date. The “past due” period begins immediately after the homework has been collected. Course assignments that are e-mailed to me or to the teaching assistant will **not be accepted**, unless otherwise noted and authorized by me. In saying course assignments will not be accepted, this means you will receive a grade of 0 on that particular assignment.

You are also required to become familiar with the UC Davis Code of Academic Conduct (<http://sja.ucdavis.edu/cac.html>). Cheating, plagiarism, and harassment in any form will not be tolerated. Do not do these things. Also, in lecture and in discussions, cell phones must be turned off. Usage of cell phones (or any other personal communication devices) in class may

affect your participation grade. Usage of cell phones (or any other personal communication devices) during exams will be viewed as possible cheating. **In class, use of personal computers, notebooks, iPads, or other similar devices is prohibited. By prohibited I mean you are not permitted to use them unless you have prior approval to use devices (approval must come from an official University of California, Davis source).**

With respect to students with disabilities, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the Instructor when requesting accommodation. This request must be made well in advance of the exams, as finding appropriate accommodation can be difficult on short notice.

Course Grading/Workload

Your grade will be a function of performance on: a. Midterm exam; b. Final exam; c. Short announced in-class quizzes (5 total); d. research design project; e. class participation. The percentage of your grade these components cover are:

- a. Midterm: 35%
- b. Final: 35%
- c. Quizzes: 10%
- d. Research design project: 15%
- e. Participation: 5%

The research design component will be discussed in class and in a separate document.

UC Davis Domestic Diversity Requirement

Units from this course will partially fulfill the UCD Domestic Diversity requirement. This requirement states that the course “provide students with an understanding and appreciation of the social and cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions.”

Reading Itinerary

There are several books from which we will read parts or all of the book. In the syllabus, readings from these books are listed. The books are Michael Lerma’s *Indigenous Sovereignty in the 21st Century*; Ian Haney López’ *White by Law* and *Dog Whistle Politics*; Dina Okamoto’s *Redefining Race: Asian American Panethnicity and Shifting Ethnic Boundaries*; and Lorrie Frasure-Yokley’s *Racial and Ethnic Politics in American Suburbs*. In addition to these books there are several articles and short reports. All articles will be posted on Canvas **unless links are provided in the itinerary below. Then you must click on the link to access the reading.** Itinerary subject to change **with** notice. You are responsible for all material.

April 3: Course Introduction

April 5: Demographics, the Census, and Politics

Class Activity: Bring Computers

Readings:

1. Census Fast Fact Sheets for African Americans, Asian Americans, Latina/o Americans, and Native Americans (on Canvas)
2. Flores, Antonio. 2017. "How the U.S. Hispanic population is changing." Pew Research Center Report. 9/18/2017: <http://pewrsr.ch/2wBy0qS>
3. Brown, Anna. 2014. "U.S. Hispanic and Asian populations are growing, but for different reasons." Pew Research Center Report. 6/26/14: <http://pewrsr.ch/1nKqvSO>
4. Pew Research Center. 2012. "Portrait of Asian Americans." Pew Research Center Report. 6/19/12: <http://www.pewsocialtrends.org/2012/06/19/chapter-1-portrait-of-asian-americans/>
5. K. Nodjimbadem. 2017. "The Racial Segregation of American Cities Was Anything but Accidental." Smithsonian.com
6. Cohn, D. 2018. "What to know about the citizenship question the Census Bureau is planning to ask in 2020." Pew Research Center Report. 3/30/18: <https://pewrsr.ch/2GnvFp2>

April 10-17: Explicit/Implicit Attitudes and Motivated Reasoning

Announced Quiz 1 covering readings.

Readings:

1. Payne, B.K., H.A. Vuletich, and K.B. Lundberg. 2017. "The Bias of Crowds: How Implicit Bias Bridges Personal and Systemic Prejudice." *Psychological Inquiry*. 28: 233-248.
2. Kunda, Z. 1990. "The Case for Motivated Reasoning." *Psychological Bulletin*. 108: 480-498.

April 19-24: Race, Trump, and the 2017 Election

Readings:

1. Krogstad, J.M. and M.H. Lopez. 2017. "Black voter turnout fell in 2016, even as a record number of Americans cast ballots." Pew Research Center Report. 5/12/17: <http://pewrsr.ch/2q8OLds>
2. Frey, W.H. 2017. "Census shows pervasive decline in 2016 minority voter turnout." Brookings Report. 5/18/2017: <https://www.brookings.edu/blog/the-avenue/2017/05/18/census-shows-pervasive-decline-in-2016-minority-voter-turnout/>

3. Schaffner, B.F., M. MacWilliams, and T. Nteta. 2018. "Understanding White Polarization in the 2016 Vote for President: The Sobering Role of Racism and Sexism." *Political Science Quarterly*. 133: 9-34.

4. Barreto, M.A., T. Reny, and B. Wilcox-Archuleta. 2017. "Survey Methodology and the Latina/o Vote." *Aztlán: A Journal of Chicano Studies*. 42: 209-225.

5. Sides, J., M. Tesler, and L. Vavreck. 2017. "The 2016 U.S. Election: How Trump Lost and Won." *Journal of Democracy*. 28: 34-44.

April 26: Final Project in-class meeting

Readings:

1. Summary of the CMPS Project: <http://www.latinodecisions.com/recent-polls/cmeps-2016/>

2. Barreto, M.A., Frasure-Yokley, L., Vargas, E.D. and Wong, J. 2018. "Best practices in collecting online data with Asian, Black, Latino, and White respondents: evidence from the 2016 Collaborative Multiracial Post-election Survey". 6: 171-180.

May 1: Time Machine I: Indigenous sovereignty and Native Americans

Readings:

1. Lerma, M. 2014. *Indigenous Sovereignty in the 21st Century*. Gainesville, FL: Florida Atlantic University Press. **Read Section 1 (Chapters 1-3) and epilogue.**

2. Deloria, V. 1988. "Government by default." *Revue française d'études américaines*. 38: 323-330.

May 3: Racialized Citizenship and the Prerequisite Cases

Announced Quiz 3 covering the **prerequisite cases**.

Readings:

1. López, Ian Haney. 2006. *White By Law: The Legal Construction of Race*. New York: New York University Press. **Read chapters 1-4.**

May 8: Racialized Citizenship and the Legal Construction of Race

Readings:

1. López, Ian Haney. 2006. *White By Law: The Legal Construction of Race*. New York: New York University Press. **Read chapters 5-8.**

May 10: MIDTERM EXAM

May 15: Media and Elite Rhetoric and Dog Whistle Politics I

Readings:

1. López, Ian Haney. 2014. *Dog Whistle Politics*. Oxford: Oxford University Press. **Read chapters Introduction, 1-5**

May 17: Media and Elite Rhetoric and Dog Whistle Politics II

Announced Quiz 4 covering the **Dog Whistle Politics, chapters 6-conclusion.**

Readings:

1. López, Ian Haney. 2014. *Dog Whistle Politics*. Oxford: Oxford University Press. **Read chapters Introduction, 6-conclusion**

May 22-24: Race and Ethnic Politics in the Suburbs

Readings:

1. Frasure-Yokley, Lorrie. 2015. *Racial and Ethnic Politics in American Suburbs*. Cambridge: Cambridge University Press.

May 29-May 31: Asian American Panethnicity

Readings:

1. Okamoto, Dina, G. 2014. *Redefining Race: Asian American Panethnicity and Shifting Ethnic Boundaries*.

June 5-7: Putting together the pieces and looking ahead