

POSC 108

The Politics of Race, Ethnicity, & Immigration in the United States

Summer 2015¹

Instructor: Nicholas Boushee

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Course Info: TR 1:40 – 4:30 pm, MSE 011 (Materials Science & Engineering)

Teaching Assistant: Erinn Lauterbach

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Office Hours: R 9:00 – 11:00 am

Section Info: R 11:10 – 1:00 pm, CHUNG 141 (Winston Chung Hall)

Course Overview and Objectives

This course examines the politics of race, immigration, and ethnicity in the United States including comparisons between African Americans and Latino, Asian, and European immigrants. Unlike other courses on racial and ethnic relations, this course will focus on the role of political institutions and processes in making race, immigration, and ethnicity more or less salient in elections, legislation, social movements, and interpersonal and intergroup relations. Institutions of focus include political parties, elections, the economy, the legal system, and policing.

Reading

You are responsible for completing each reading by the time we meet. For example, you must have read the materials for Day 2 by the time our class meets for Day 2. There are sources of required reading for this course:

- 1) Omi, Michael & Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. 2nd Ed. New York, NY: Routledge.
- 2) Selected articles available on iLearn

The lecture material will often reinforce the reading material, but the lecture and reading will NOT always overlap. Some concepts in the readings will not be covered directly in the lectures; some concepts in the lectures will not be in the readings, so actively attend and read accordingly.

Academic Honesty

You should be familiar with the University's policies on academic honest, which can be found at: <http://conduct.ucr.edu/learnpolicies/academicintegrity.html> Plagiarism and cheating will result in an "F" in the course and notification to SCAIP. It is expected that students have read the university's policies. Any confusion should be addressed before papers and exams, not after. This

¹ **Disclaimer:** The instructor reserves the right to alter the contents, requirements, grading and/or scheduling as he sees fit in order to best fulfill the objectives of the course. Any changes to the syllabus will be announced in class.

statement in the syllabus constitutes your warning.

ILearn & Email

I will often use both ILearn *and the campus email* to communicate so you **MUST** frequent both via R'web to stay up to date. Failing to do either of these is ***not*** an acceptable excuse.

Ideological Diversity

You will not be graded according to whether you share the political opinions or ideologies of the instructor or authors of the assigned texts. I do ask that you be open-minded and respectful, both of your fellow students and instructor and of diversity of opinion. I hope that you will view this diversity as valuable for your learning. As Stuart Mill once wrote: "All silencing of discussion is an assumption of infallibility." In this course, no one is infallible.

Class Decorum & Participation

I begin with the premise that each student enrolled in this course is highly intelligent and capable and I have high expectations for both your academic commitment and personal behavior. You are responsible for your success in this course and the course is designed such that if you work hard you will do quite well. The course has all the ingredients necessary to engage and challenge you. I expect students to refrain from engaging in any distracting or disruptive behavior such as—but not limited to—showing up late, using cell phones, texting, surfing the web, engaging in side discussions. This sort of behavior is disrespectful not only because it makes it difficult for other students to concentrate in class, but it also makes it difficult for me to do my job. I will not tolerate disruptive behavior and will refer egregious cases to Student Affairs. I expect you to participate by attending lecture, completing small assignments beyond the major tasks described below, and being active in group and class activities. You are expected to come to class prepared to discuss the course material. We will aim to integrate some discussion into each class meeting. This will require active participation of all students for its success. Much of our learning will take place in these discussions, as you share insights and ideas with each other.

Grade Breakdown

1) Short Assignments	10%
2) Discussion	10%
3) Midterm	25%
4) Paper	30%
5) Final Exam	25%

There are no options for extra credit.

Short Assignments

These assignments will aid in class activities and discussion.

Discussion

You must attend section regularly and should be prepared to participate. Take advantage of this setting to engage with the course material and ideas therein. Any activities assigned in discussion are included in this 10%.

Midterm & Final Exams

You will be asked to write an in-class essay. Makeup exams (as with all late work) will generally not be allowed, though I will consider extreme medical emergencies with original and complete documentation.

Paper

The paper is due at the beginning of class on **Thursday August 20th**. Late and emailed papers will not be accepted. You must submit the paper to SafeAssign and turn in a hard copy at class start.

- Reading Schedule -

Week 1

Day 1: Tuesday July 28th – Constructing Race

- Haney López – Ch. 5 of *White By Law: The Legal Construction of Race*.²
- W. Marx – “Race-Making and the Nation-State.”

Day 2: Thursday July 30th – Theorizing Race & Ethnicity

- Omi & Winant – Introduction, Ch. 1 & 4
- King & Smith – “Racial Orders in American Political Development.”

Optional Literature Review:³

- Winant – “Race & Race Theory.” *Annual Review of Sociology* (26): 169-185.

Week 2

Day 3: Tuesday Aug. 4th – Latino & Asian Americans

- Chou – “Critique on the Notion of Model Minority: An Alternative Racism to Asian American?”
- Kim – “The Racial Triangulation of Asian Americans.”
- Geron – Ch. 2 & 3 of *Latino Political Power*
- Bowler et al. – “Earthquakes & Aftershocks: Race, Direct Democracy, & Partisan Change.”

Optional Readings: For a more on CA’s problematic propositions:

- HoSang – *Racial Propositions: Ballot Initiatives and the Making of Postwar California*
- Latino Decisions – “Anti-Immigrant Politics & Lessons for the GOP from California”
<http://www.latinodecisions.com/blog/2013/09/20/anti-immigrant-politics-and-lessons-for-the-gop-from-california/>
- Five Views – An Ethnic Historic Site Survey for California, section on Mexican Americans in California: http://www.nps.gov/parkhistory/online_books/5views/5views5.htm
- Molina – “Constructing Mexicans as deportable immigrants: race, disease, and the meaning of ‘public charge.’”

Day 4: Thursday Aug. 6th – Immigration

- Ngai – Ch. 1 of *Impossible Subjects: Illegal Aliens and the Making of Modern America*.
Access: <http://pup.princeton.edu/chapters/i7633.html>
- Hiemstra – “Immigrant ‘illegality’ as Neoliberal Governmentality in Leadville, Colorado.”
- Karthick & Colbern – “Immigration Reform: The CA Package”

² All readings beyond the required course text are on *iLearn*.

³ Lecture may include optional and other non-assigned material.

<http://www.latimes.com/opinion/op-ed/la-oe-0624-ramakrishnan-state-citizenship-20150624-story.html>

Week 3

Day 5: Tuesday Aug. 11th – Characterizing & Measuring Evolving Racism

- Bonilla-Silva – Ch. 2 & 3 of *Racism without Racists*
- Sears et al. – “Race in American Politics: Framing the Debates.”

Optional Readings:

- Bonilla-Silva – Ch. 1 of *Racism without Racists*
- Stephens-Davidowitz – “The Cost of Racial Animus on a Black Presidential Candidate: Using Google Search Data to Find What Surveys Miss”
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2050673
- *Group Interaction: Conflict vs. Contact. Lit.*
- Oliver & Wong – “Intergroup Prejudice in Multiethnic Settings.”
- Stein et al. – “Reconciling Context and Contact Effects on Racial Attitudes.”
- Taylor – “The Significance of Racial Context.” In David O. Sears, Jim Sidanius, Lawrence Bobo (Eds.), *Racialized Politics: The Debate about Racism in America* (pp. 118 -136).

Day 6: Thursday Aug. 13th – In-Class Midterm

Week 4

Day 7: Tuesday Aug. 18th – Whiteness: Performance & Privilege

- Olson – “Whiteness & the Polarization of American Politics.”
- Leonardo – “The Color of Supremacy: Beyond the Discourse of ‘White Privilege.’”

Optional Readings:

- Ganley – “What’s all this talk about Whiteness?”
- Leonardo – “The Souls of White Folk: Critical Pedagogy, Whiteness Studies, & Globalization Discourse.” *Race, Ethnicity, and Education* 5: 31-50.

Day 8: Thursday Aug. 20th – Race + Parties: Reconstruction, Realignment, Reactionaries, & Reforming Racial Rhetoric⁴

PAPER DUE: no late or emailed papers will be accepted. Upload to SafeAssign & turn in physical copy at class start

- Carmines & Stimson – Ch. 1 & 2 of *Issue Evolution: Race & the Transformation of American Politics*.
- Omi & Winant – Ch. 7
- Williamson et al. 2011. “The Tea Party & the Remaking of Republican Conservatism.”

Optional Readings:

⁴ Holy alliteration batman!

- Valeyly – *The Two Reconstructions: The Struggle for Black Enfranchisement*.
- Philpot – Ch. 1 & 2 of *Race, Republicans, and the Return of the Party of Lincoln*.
- Barreto et al. – “The Tea Party in the Age of Obama: Mainstream Conservatism or Out-group Anxiety?”

Week 5

Day 9: Tuesday Aug. 25th – Race, Policing, & the Judicial System

- Harris – Ch. 3 in *Race, Ethnicity, & Policing*, “The Stories, The Statistics, & the Law: Why ‘Driving While Black’ Matters”
- Brunson – Ch. 9 Ibid. “Beyond Stop Rates: Using Qualitative Methods to Examine Racially Biased Policing”
- Engel et al. Ch. 12 Ibid. “Citizens’ Demeanor, Race, & Traffic Stops”

Optional Readings & Resources:

- FBI Director Comey Speech – <https://www.youtube.com/watch?v=sbx4HAm6Rc8>
- Jones-Brown & Maule – “Racially Biased Policing: Review of the Judicial & Legislative Lit.”
- Steffensmeier & Demuth – “Ethnicity & Sentencing Outcomes in U.S. Federal Courts: Who is Punished More Harshly?”
- McDonald & Carlson – “Why Did Racial/Ethnic Sentencing Differences in Federal District Courts Grow Larger under the Guidelines?”
- Berk & Campbell – “Comment on McDonald & Carlson”

Day 10: Thursday Aug. 27th – In-Class Final Exam