

GOV 370k: Race, Ethnicity and Politics Syllabus

Fall 2022

Instructor

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Office Hours: Thursday
12:30 PM – 1:45 PM

Class Schedule

Tuesday and Thursday
2:00 PM -3:30 PM
Parlin Hall 301

Course Description and Objective

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.

Flagged Course for Cultural Diversity

“This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.”.

Trigger Warnings and Safe Spaces

Because we are discussing issues of race, ethnicity, and politics, you may encounter readings or comments that may upset you, revisit past traumatic experiences, or simply make you uncomfortable. While I will work hard to provide a safe space for everyone, I will not be issuing trigger warnings beyond this general call. Some days class may get heated or uncomfortable, while other days, class (likely most) will be relatively calm as a large part of the class focuses on human behavior through the lens of race. What I ask of all students is that they remain open-minded and respectful of one another. Disrespecting or trolling of anyone in the classroom will not be tolerated. However, it is important to note that disagreement does not equate to disrespect. Ultimately my goal is to push you to have rigorous discussions on the topics of the day while providing you the space to make your claims with strong evidence.

Course Requirements:

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

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) that improves our understanding of the underlying issues of the week's topic. Memos cannot overlap with the weeks you are an author presenter. I will randomly assign your week to turn in the memo.

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 for the day they are assigned:

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). I will randomly assign your week to present. The focus should primarily be on the following.

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

Short Paper: is due Friday, October 14, 2022, by 11:59 pm.

Write a 500-word essay about 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 Project: Includes a one-page preview of the project that is due October 22, 2022, by 11:59 pm, and the final project is due December 1, before the start of class.

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 (except a traditional essay), but it must be in a format that is accessible to people 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, a series of poems, a dance, or a video, whatever! Again, whatever method you choose, the objective is to 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 **be legible to those outside the course**. The one-page preview of the project is needed to get full approval of your topic and medium.

Required Books (order online; or from the campus bookstore).

Assigned book chapters and non-academic articles will be posted on Canvas under the "Files" page. Please note that the reading schedule and selections are subject to change if the professor deems them necessary.

1. Mills, Charles W. *The Racial Contract*. Cornell University Press, 2014. First Edition is allowed. Buy it used if you are able. The e-book is also acceptable. **** **I just learned the library has a free e-book of this book, so please do not buy unless you want a hard copy******
- 2.
3. The rest of the readings are posted on Canvas under the "Files" page. Please note that some readings on Canvas 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 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

100-93 A; 92-90 A-

89-87 B+; 86-83 B; 82-80 B-

79-77 C+; 76-73 C; 72-70 C-

69-67 D+, 66-63 D, 62-60 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.******

Late work, Make-up Policies, and Incompletes: Late papers will only be allowed on a case-by-case basis. Please discuss your situation with your instructor before the paper's due date. Late papers or projects not previously approved by the instructor will be docked 5 points per day (half letter grade) for each day the paper or project is late (including weekends). A final grade of "Incomplete" will only be given in this course under exceptional circumstances and is solely at the instructor's discretion. If an incomplete is given, it is the student's responsibility to complete the requirements as early as possible in the following semester.

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

Office Hours: Students having difficulty with the course materials and/or assignments are encouraged to come to office hours. Don't be afraid to come by. However, please note that office hours are for clarification of material, not for recreating a seminar 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 change the syllabus if necessary. I will give you fair notice (at least a week) if something, such as a reading assignment, is to change.

Services for Students with Disabilities (D&A): If you anticipate needing classroom or exam accommodations due to the impact of a disability or medical condition, you must register for services with Disability & Access (D&A). Additional information can be found here:
<https://diversity.utexas.edu/disability/>

Withdrawal Policy: Refer to <https://registrar.utexas.edu/calendars> to see when the last day an undergraduate may: Q-drop a class; withdraw; or change a class to pass/fail

Culture of Honesty Policy: "Scholastic dishonesty' includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act." Section 11-802 (b), Institutional Rules on Student Services and Activities. If you have any questions about what constitutes scholastic dishonesty, you should consult with me and the following websites: <http://deanofstudents.utexas.edu/conduct/> <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>

Policy on Scholastic Dishonesty: "Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced."

Sharing of Course Materials is Prohibited: “No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. The unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials. Any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

Prohibition on Recording Lectures. Without written authorization from the SSD, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that “class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.”

Senate Bill 212 and Title IX Reporting Requirements: “Under Senate Bill 212 (SB 212), the professor and TAs for this course are required to report for further investigation any information concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against a UT student or employee. Federal law and university policy also require reporting incidents of sex- and gender-based discrimination and sexual misconduct (collectively known as Title IX incidents). This means we cannot keep confidential information about any such incidents that you share with us. If you need to talk with someone who can maintain confidentiality, please contact University Health Services (512-471-4955 or 512-475-6877) or the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255). We strongly urge you to make use of these services for any needed support and that you report any Title IX incidents to the [Title IX Office](#).”

Week 1: Why study Race and Ethnic in Political Science:

August 23

Introduction to class and each other. Additionally, we will take our first crack at why we should study race, assuming we can come to an understanding of what race is.

August 25

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

August 30

Omi Michael and Winant, Howard. 2015. *Racial Formation in the United States*. Routledge Press: New York, NY. Introduction and Chapter 4, “A Theory of Racial Formation”.

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

September 1

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 Ramírez, eds. *Transforming Politics, Transforming America* (pp. 19-31)

Week 3: The Racial Contract

September 6

Friend, Celeste. Social Contract Theory a Premier

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

September 8

Mills, Charles W. *The Racial Contract*. Cornell University Press, 2014. Ch. 2 & Ch. 3

Week 4 Identity Politics *

September 13

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.

September 15

***No in-person class on September 15th; look to Canvas for a digital lecture**

Week 5 Identity Politics Continued

September 20

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”.

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”.

September 22

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.

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

Week 6 Whiteness*

September 27

Morrison, Toni. 2016. "Making America White Again". *The New Yorker*. November 21st.
<http://www.newyorker.com/magazine/2016/11/21/making-america-white-again>

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

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

September 29

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.

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 7 Racial Resentment, Racism, & Stereotypes

October 4

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".

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

Davis, D. W., & Wilson, D. C. (2022). The Prospect of Antiracism Racial Resentment and Resistance to Change. *Public Opinion Quarterly*.

October 6

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

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

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

Week 8 Immigration*

October 11

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.

October 13

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

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

***Due: Short Paper Due on October 14, 2022 by 11:59pm**

Week 9 Partisanship*

October 18

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

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

October 20

Wong, J., & Shah, S. (2021). Convergence across difference: Understanding the political ties that bind with the 2016 National Asian American Survey. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 7(2), 70-92.

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.

***Due: One-page final project preview is Due October 22, 2022, 11:59 pm (upload to Canvas)**

Week 10 Partisanship continued

October 25

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

Jefferson, Hakeem, No Date. Respectability and the Politics of Punishment among Black Americans

October 27

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 11 Political Participation

November 1

Gutierrez A, Ocampo AX, Barreto MA, Segura G. Somos Más: How Racial Threat and Anger Mobilized Latino Voters in the Trump Era. *Political Research Quarterly*. 2019;72(4):960-975.
doi:[10.1177/1065912919844327](https://doi.org/10.1177/1065912919844327)

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

November 3

Walker, H. L. (2020). Targeted: The Mobilizing Effect of Perceptions of Unfair Policing Practices. *The Journal of Politics*, 82(1), 119-134.

Carlos, Roberto F. 2021 "The Politics of the Mundane." *American Political Science Review*. 115 (3), 775-789.

Week 12 Campaigns, Elections, and Media*

November 8

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

Fraga, B, Velez, Y.R., and West, E. No date. Reversion to the Mean, or their Version of the Dream? An Analysis of Latino Voting in 2020*

November 10

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 Portrayals and the Effects on Mass Attitudes." (2016).

***Don't Forget to Vote if you are eligible**

Week 13 Social Movements and Legacy

November 15

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.

Acharya, A., Blackwell, M., & Sen, M. (2016). The political legacy of American slavery. *The Journal of Politics*, 78(3), 621-641.

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

November 17

Wasow, O. (2020). Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting. *American Political Science Review*, 114(3), 638-659. doi:10.1017/S000305542000009X

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

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".

Fall Break Week November 21 -26

Week 14 Experiments in the Social Sciences focusing on Race

November 29

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.

December 1

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*.