

POL 353: Contemporary Race Relations in American Politics

Mondays and Wednesdays 6:05pm-7:25pm
Physics P-113

Course Syllabus-Fall 2022

Contact Information

Instructor: Shawn Kim

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Office Hours: Monday 3:30pm-4:30pm or by appointment ([Zoom link](#))

Course Information

Course Description

Introduces students to the dynamics of race/ethnicity in United States and specifically examines the role of race/ethnicity in American politics. To help students understand different perspectives on the topic, this course utilizes an interdisciplinary approach that incorporates theoretical frameworks, survey data, and commentary to understand concepts of race and identity.

Learning Objectives

The overarching goal of this course is to help students become familiar with not only the relevant contemporary and historical circumstances, but also various scholarly perspectives that are integral to our understanding of today's race relations in the US by the end of this course. To this end, every effort will be made to prepare the course materials and learning environments to achieve following outcomes:

- Students can better understand how a racial hierarchy shapes the contemporary American society and its significance for studying American politics.
- Students are familiar with different conceptualizations and measurements of racial attitudes and their political consequences.
- Students are familiar with different theoretical perspectives on conflicts between racial groups in the domains of US politics.
- Students can identify, critically assess and discuss important issues of race in politics.

Grading

Your overall course grade will be based on the following:

- Participation (20%)
- Homework: IAT Response Paper (10%)
- Research paper assignments
 - Research topic approval (10%)
 - Rough draft (10%)
 - Final draft (20%)
- Midterm exam (15%)
- Final exam (15%) —noncumulative

Grading Scale

93+	A	73 - 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	67 - 69	D+
83 - 86	B	63 - 66	D
80 - 82	B-	60 - 62	D-
77 - 79	C+	0-59	F

Participation (20%)

EVERYONE starts with a 75% as their participation grade—or a 15% of your overall course grade. Unless you choose to be disruptive in class, your participation grade will not be lowered any further. In other words, as long as you do not actively try to disrupt class sessions, you will receive at least a 75% on your course participation grade.

Of course, you are strongly encouraged to work to make your participation grade higher than the baseline through several different ways, such as your engagements in class discussions, asking for clarifications or question, making relevant comments and offering observations during class, as well as asking questions before / after class, coming to office hours for help, or emailing me questions. Importantly, you may earn **up to 2% course extra credit points** via active participation throughout the semester.

Homework: IAT Response Paper (10%)

There will be **one** homework assignment. The homework assignment involves first taking one of the following IATs (link: <https://implicit.harvard.edu/implicit/>):

- Race IAT
- Skin-tone IAT
- Asian IAT
- Arab-Muslim IAT
- Native IAT

After completing one of these IATs, you need to write a response paper (12pt Times New Roman font, double spaced, 1 inch margins). Your paper must be **at least 400 words in length (not including name, dates, title, references, etc.)**. In the paper, you should give your impression of the IAT you completed. Think about the test, as well as the questions you answered, and what it is supposed to measure. The following are examples of things you might write about, but you do **NOT** need to talk about all of these nor are you limited to these ideas. Did your results surprise you? Did you learn anything new about yourself? Do you agree with the results? Does the test appear to measure what it is supposed to measure? Do you still have questions about how the survey measures the construct is claims to measure? If you have any problems or criticisms of the survey then consider how they might influence the results of research?

Homework should be uploaded to Brightspace. You must also upload a printed (pdf) page of your results as proof of your completion. At the bottom of the results summary / debriefing page, click on 'Print Page' and save it as a pdf file.

Homework submission without the results page will receive no credit. Also, given that some students may not feel comfortable sharing their results with me or others, I will grade this assignment anonymously on Brightspace—though you will **NOT** be penalized for including your name in the paper. Homework will be due at **5pm on September 26th**.

Research Paper Assignments (40%)

Over the course of the semester, you will write a research paper in three sequential assignments detailed below. The primary objective is for you to independently (w/ some help from instructor) examine a selected topic related to race, ethnicity and politics you are interested in and identify an important puzzle within this topic which the existing studies do not adequately resolve. Thus, in your final product, you must clearly describe what puzzle you have identified and present compelling original arguments for why this is important to our understanding of race and politics based on a *sufficiently* thorough review of the selected area of research demonstrated in the paper.

- Research topic approval/submission (25% of research paper assignment grade; 10% of overall course grade)
 - This first assignment is designed so that as long as you don't wait until the last minute to approach it, you should be able to receive full credit.

- First, take some time to think about what area of research in race, ethnicity and politics you’d like to learn more deeply about. I encourage you to start thinking about this at least by September 7th. Importantly, keep in mind that you are choosing a research area, **NOT** proposing a thesis. Hence, it should be broadly (yet clearly) identified —e.g., “political campaign participation among Latino voters”, “racial group identity and inter-racial attitudes”, “racism and policy preferences” etc. (please do **NOT** limit yourself to these as they are merely examples).
- You must submit your **approved** topic on the course Brightspace page by **5pm on September 14th**. **Approved topic submissions past this due date will receive no credit**. In other words, you need to make sure that your topic is approved by me well in advance. Therefore, I strongly encourage you to start communicating with me about your interests sooner than later.
- Within a few days after your approved submission, I will send you three scholarly articles relevant to your selected topic. You should use these articles as a starting point of your research upon which you can expand your further search of the literature. For your final draft, you must use/cite **at least one of these three sources**. You are responsible for reaching out to me in advance should you have trouble or need help with any of the three articles I send you or additional scholarly sources you are reviewing. This can be done via after class, office hours, or email.
- Rough draft (25% of research paper assignment grade; 10% of overall course grade)
 - This is a *rough* draft of your paper. The goal is for me to check on your progress thus far and provide any feedback that can help you to write a better final draft —nothing more, nothing less.
 - This must be **at least 500 words in length (not including name, dates, title, references, etc.)**.
 - You must submit your rough draft on the course Brightspace page by **5pm on November 7th**. Late rough draft submissions will be penalized —submission b/w 5pm on November 7th and 5pm November 8th = a letter grade penalty (-10%); submission b/w 5pm on November 8th and 5pm on November 9th = two letter grade penalty (-20%) and so on.
- Final draft (50% of research paper assignment grade; 20% of overall course grade)
 - This must be **at least 950 words in length (not including name, dates, title, references, etc.)** —writing more than 1,500 words is discouraged.
 - You must submit your final paper on the course Brightspace page by **5pm on November 30th**. Late final draft submissions will be penalized similarly to late rough draft submissions.

Midterm Exam (15%) (Online)

There will be a midterm exam **and it will be online**. The midterm exam will have mostly multiple choice and true/false questions based on class sessions from Unit 3 and Unit 1 (and very limited portions of Unit 2), as well as Chang (2001), Jones (2019), Banks and Hicks (2016), and Feldman and Huddy (2005). The midterm exam will be made available on the course Brightspace page from **5pm on October 18th (Tuesday)** to **5pm on October 25th (Tuesday)**. A review session for the midterm exam will be held via Zoom on October 13th (Thursday) during a time window a majority of people prefer (indicated in a survey to be sent later).

Final Exam (15%)

The final exam will have mostly multiple choice and true/false questions, as well as a couple of short answer questions, based on both class sessions and *some* of the required (**but NOT optional**) readings from Units 4-5 (i.e., it will **NOT** be cumulative). A review session for the final exam will be held in class on December 5th (Monday). A set of practice exam questions will be provided in advance. You will also be allowed **one cheat sheet** restricted to **half a 8.5” x 11” letter size paper**.

- **Final Exam Date/Time (Physics P-113): Wednesday, December 14th 5:30pm-8:00pm**

Extra Credit

Aside from the extra credit possibility via participation, there will be a couple of other opportunities through which you can earn extra course points. These will be explained on the first day of class.

Make-up Policy

Per Office of the Registrar, it is the responsibility of the student to plan a class schedule that avoids exam conflicts and too many exams in the same day. Students should notify the instructor in advance if they will be missing an exam and arrange to take the test early —at least two weeks in advance. If you are unable to take a test due to an emergency you will need to

provide evidence of the emergency (doctor note for illness, police accident report for car accident, etc). Unexcused make-up exams are allowed within one week of the original exam date but will be penalized two letter grades. **Please note that make up exams will be different from the regular exam.**

Course Website

Brightspace will allow students to access course materials. The Brightspace system is available from any computer with access to the Internet at the following website, <https://mycourses.stonybrook.edu/>. Logging into Brightspace requires a NET ID and a Password. Use this page to obtain additional readings, electronic copies of assignments, and other course handouts and resources.

Email Policy

You are responsible for all the information that is sent to the class via email. If for some reason you cannot receive email through your Stony Brook email address, it is your responsibility to let the instructor know as soon as possible.

Course Materials and Copyright Statement

Course material accessed from Brightspace, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

Course Schedule

All readings will be posted on Brightspace. They will be labeled by corresponding Unit listed in the course schedule. Lecture slides will be posted to Brightspace. These are outlines of the class sessions and are **NOT** a substitute for taking notes during class sessions. **Should there be any change to the course syllabus, you will be notified in advance and an updated syllabus will be posted on the course Brightspace page ASAP.**

You will see that the course schedule is mainly organized by 'Unit'. Try not to see these as representing separate topics, they are merely grouped as such for the purpose of delivering the course materials better! If both you and I have done our jobs as a learner and the instructor, respectively, you will have been better able to connect pieces from each unit in depicting a broad picture of the race relations in American politics by the end of this course.

While I have listed some broad questions under each Unit to provide a rough preview of what that Unit entails, please note that these are **IN NO WAY** intended to be the only questions we will focus on.

The last scheduled class session of each Unit will be primarily reserved for an open 'wrap-up' discussion of that Unit. This structure has two goals. First, although it may seem like an eternity to some, 1 hr and 20 min can be insufficient to cover the course materials planned for a given class session. Thus, at least some portion of the discussion class session can serve as a safety net that helps me to cover everything prepared for that Unit if needed. Two, by 'pausing' between each Unit for a summary discussion (as opposed to jumping straight from one to the next), not only can I open up an informative discussion where you all can courteously exchange thoughts and/or questions with one another, but also I can clarify any covered materials students may not be 100% sure of from the preceding class sessions.

Required readings will be denoted by *. For any required reading(s) listed under a given class session, you are expected to have completed the reading(s) *before* the start of the class session. Admittedly, the required readings for some class sessions can be a bit much. Please keep in mind that **IT IS OKAY** to come to class without having completed the required reading once or twice during the semester, as long as you do not make a habit of it.

Course Introduction: August 22nd (Monday)

- August 22nd (Monday)
 - No Reading

Unit 1: August 24th (Wednesday)—August 31st (Wednesday)

What is race? What is ethnicity? How has America's racial composition changed over time?

Readings

- August 24th (Wednesday)
 - (Optional) U.S. Office of Management and Budget. 1997. *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity*. Washington, DC: Executive Office of the President.
- August 29th (Monday) —**IF unable to complete both, read at least one before class**
 - *Chang, Gordon H. 2001. *Asian Americans and Politics: Perspectives, Experiences, Prospects*. 1st ed. Stanford: Stanford University Press. Ch. 1, "Asian Americans and Politics: Some Perspectives from History", pp. 13-38.
 - *Jones, Jennifer A. 2019. *The Browning of the New South*. Chicago: University of Chicago Press. Ch. 1, "Introduction: Race Relations and Demographic Change", pp. 1-28.
- August 31st (Wednesday)
 - No Reading

Unit 2: September 5th (Monday)—September 19th (Monday)

In what ways have the race relations in postbellum America changed and in what ways have they *not* changed? How can the Racial Contract help us understand the race relations in the US?

Readings

- September 5th (Monday)
 - **NO CLASS: Labor Day**
- September 7th (Wednesday)
 - *Mills, Charles W. 1999. *The Racial Contract*. Ithaca: Cornell University Press. Ch. 1, "Overview", pp. 9-40.
 - (Optional) Blight, David W. 2001. *Race and Reunion: The Civil War in American Memory*. Cambridge: Harvard University Press. Ch. 4 & Ch. 6, "Reconstruction and Reconciliation" & "Soldiers' Faith", pp. 98-139 & pp. 171-210.
- September 12th (Monday)
 - *Mills, Charles W. 1999. *The Racial Contract*. Ithaca: Cornell University Press. Ch. 2, "Details", pp. 41-89.
 - (Optional) Omi, Michael and Howard Winant. 2014. *Racial Formation in the United States*. 3rd ed. New York: Routledge. Ch. 4, "The Theory of Racial Formation", pp. 105-136.
- September 14th (Wednesday)
 - *Mills, Charles W. 1999. *The Racial Contract*. Ithaca: Cornell University Press. Ch. 3, "'Naturalized' Merits", pp. 91-133.
 - (Optional) Zou, Linda X. and Sapna Cheryan. 2017. "Two Axes of Subordination: A New Model of Racial Position". *Journal of Personality and Social Psychology* 112(5): 696-717.
 - **Approved** research topic must be submitted by **5pm**.
- September 19th (Monday)
 - No Reading

Unit 3: September 21st (Wednesday)—October 12th (Wednesday)

What are political and racial attitudes and how do we measure them? What are implicit attitudes? What can implicit racial attitudes tell us and what can they *not* tell us? How can the racial group positions in the US affect our understanding of political and racial attitudes?

Readings

- September 21st (Wednesday)
 - (Optional) McClain, Paula D. and Jessica D. Johnson Carew. 2017. “*Can We All Get Along?*” *Racial and Ethnic Minorities in American Politics*. 7th ed. New York: Routledge. Ch. 3, “America’s Racial Minorities in the Contemporary Political System: *Actors*”, pp. 73-151.
 - (Optional) Boninger, David S., Jon A. Krosnick, Matthew K. Berent and Leandre R. Fabrigar. 1995. The Causes and Consequences of Attitude Importance. In *Attitude Strength: Antecedents and Consequences*, ed. Richard E. Petty and Jon A. Krosnick. Mahwah: Erlbaum pp. 159-189.
- September 26th (Monday)
 - *Banks, Antoine J. and Heather M. Hicks. 2016. “Fear and Implicit Racism: Whites’ Support for Voter ID Laws”. *Political Psychology* 37(5): 641-658.
 - (Optional) Greenwald, Anthony G., Debbie E. McGhee and Jordan L. K. Schwartz. 1998. “Measuring Individual Differences in Implicit Cognition: The Implicit Association Test”. *Journal of Personality and Social Psychology* 74(6): 1464-1480.
 - Homework must be submitted by **5pm** (IAT link: <https://implicit.harvard.edu/implicit/>).
- September 28th (Wednesday)
 - No Reading
- October 3rd (Monday)
 - (Optional) Banks, Antoine J. and Nicholas A. Valentino. 2012. “Emotional Substrates of White Racial Attitudes”. *American Journal of Political Science* 56(2): 286-297.
- October 5th (Wednesday)
 - *Feldman, Stanley and Leonie Huddy. 2005. “Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice?”. *American Journal of Political Science* 49(1): 168-183.
 - (Optional) Du Bois, W. E. B. 1903. *The Souls of Black Folk*. Original Classic ed. New York: G&D Media. Ch. 1, “Of Our Spiritual Strivings”, pp. 11-23.
 - (Optional) Jackman, Mary R. 1994. *The Velvet Glove: Paternalism and Conflict in Gender, Class, and Race Relations*. Berkeley: University of California Press. Ch. 2, “Ideology and Social Control”, pp. 59-93.
 - (Optional) Knowles, Eric D., Brian S. Lowery, Elizabeth P. Shulman and Rebecca L. Schaumberg. 2013. “Race, Ideology, and the Tea Party: A Longitudinal Study”. *PLoS ONE* 8(6): e67110.
- October 10th (Monday)
 - **NO CLASS: Fall Break**
- October 12th (Wednesday)
 - No Reading

Unit 4: October 17th (Monday)—October 31st (Monday)

How can different theoretical frameworks help us understand conflicts between racial groups in the US? How do different aspects of these conflicts relate to the racial hierarchy in America?

Readings

- October 17th (Monday)
 - *Gay, Claudine. 2006. “Seeing Difference: The Effect of Economic Disparity on Black Attitudes toward Latinos”. *American Journal of Political Science* 50(4): 982-997.

- (Optional) Allport, Gordon W. 1954. *The Nature of Prejudice*. New York: Addison-Wesley. Ch. 3, “Formation of In-groups”, pp. 29-47.
- (Optional) Sherif, Muzafer, O. J. Harvey, B. Jack White, William R. Hood and Carolyn W. Sherif. 1961. *Intergroup Conflict and Cooperation: The Robbers Cave Experiment*. Norman: Institute of Group Relations, University of Oklahoma. Ch. 2 & Ch. 8, “Approach, Hypotheses and General Design of the Study” & “Summary and Conclusions”, pp. 27-55 & pp. 197-212.
- (Optional) Goldman, Seth K. 2017. “Explaining White Opposition to Black Political Leadership: The Role of Fear of Racial Favoritism”. *Political Psychology* 38(5): 721-739.
- (Optional) Bizumic, Boris. 2019. *Ethnocentrism: Integrated Perspectives*. Oxon: Routledge. Ch. 2, “The Concept of Ethnocentrism”, pp. 23-46.
- Midterm exam will be available (on Brightspace) from 5pm on October 18th to 5pm on October 25th
- October 19th (Wednesday)
 - *Craig, Maureen A. and Jennifer A. Richeson. 2014. “More Diverse Yet Less Tolerant? How the Increasingly Diverse Racial Landscape Affects White Americans’ Racial Attitudes”. *Personality and Social Psychology Bulletin* 40(6): 750-761.
 - (Optional) Tajfel, Henri. 1981. *Human Groups and Social Categories: Studies in Social Psychology*. New York: Cambridge University Press. Ch. 12, “Social Categorization, Social Identity and Social Comparison”, pp. 254-267.
- October 24th (Monday)
 - No Reading
- October 26th (Wednesday)
 - *Sidanius, Jim and Felicia Pratto. 1999. *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression*. New York: Cambridge University Press. Ch. 2, “Social Dominance Theory: A New Synthesis”, pp. 31-57.
- October 31st (Monday)
 - No Reading

Unit 5: November 2nd (Wednesday)—November 16th (Wednesday)

What does racial group identification entail and what underlie its development? How can racial group identities become politicized? How can a common ingroup identity be forged among Americans of different racial backgrounds and what may be the limitations?

Readings

- November 2nd (Wednesday)
 - *Jardina, Ashley. 2019. *White Identity Politics*. New York: Cambridge University Press. Ch. 7, “Policies that Protect the Group”, pp. 187-215.
 - (Optional) Dawson, Michael C. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton: Princeton University Press. Ch. 4, “Models of African-American Racial and Economic Group Interests”, pp. 71-88.
- November 7th (Monday)
 - *Pérez, Efrén O. 2015. “Ricochet: How Elite Discourse Politicizes Racial and Ethnic Identities”. *Political Behavior* 37(1): 155–180.
 - (Optional) White, Ismail K., Chryl N. Laird and Troy D. Allen. 2014. “Selling Out?: The Politics of Navigating Conflicts between Racial Group Interest and Self-interest”. *American Political Science Review* 108(4): 783-800.
 - (Optional) Kuo, Alexander, Neil Malhotra and Cecilia Hyungjung Mo. 2017. “Social Exclusion and Political Identity: The Case of Asian American Partisanship”. *Journal of Politics* 79(1): 17-32.
 - Paper rough draft must be submitted by **5pm**.
- November 9th (Wednesday)

- No Reading
- November 14th (Monday)
 - *Carter, Niambi M. and Efrén O. Pérez. 2016. “Race and Nation: How Racial Hierarchy Shapes National Attachments”. *Political Psychology* 37(4): 497-513.
- November 16th (Wednesday)
 - No Reading

Thanksgiving

- November 21st (Monday) & November 23rd (Wednesday)
 - **NO CLASS: Thanksgiving Break Week (Yes, Monday included)**

Wrap-up: November 28th (Monday)—November 30th (Wednesday)

- November 28th (Monday)
 - Special Topic: TBD
- November 30th (Wednesday)
 - No Reading
 - Final paper must be submitted by **5pm**.

Final Exam

- December 5th (Monday)
 - Final Exam Review Session
- December 14th (Wednesday)
 - Final Exam: **5:30pm-8:00pm**

Student Accessibility Support Center (SASC) Statement

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at https://www.stonybrook.edu/commcms/academic_integrity/index.html.

Critical Incident Statement

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.