

Political Science 100O: Perspectives on Race
2018 Summer Session II: August 6 - September 8
Mondays and Wednesdays 8:00-10:50am in WLH 2115

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Purpose of the Course:

This class is a survey of historical and contemporary issues of ethnic and racial minority politics in the U.S.; race and ethnicity in the context of U.S. politics; and comparisons of racial and ethnic group experiences in the U.S. We will pay special attention to the experiences of the three major racial groups in the U.S.- African Americans, Latinos and Asian Americans. The course will be organized into psychological, sociological, legal, economic, and political perspectives of these groups' experiences in American society.

Course Learning Objectives:

1. Evaluate how race and ethnicity impact individuals' and groups' life experiences in the United States.
2. Evaluate the interrelation of the issues and perspectives associated with what it means to be a racial/ethnic minority in the United States today and in the past.
3. Evaluate the historical and current role of politics in both maintaining and mitigating the status of racial and ethnic minorities in the United States.
4. Create personal, societal, and political solutions to the issues and perspectives presented throughout the course.

Required Readings:

1. Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*
2. All additional readings and resources are available on Triton Ed

Grading & Grading Policies:

- Attendance/Participation 15%
- Final (9/7) 40%
- In-class Presentation (8/29)- 25%
- Peer Feedback for Presentations (8/24)- 5%
- Reflections (Turnitin.com via TritonEd) (5% each- 10% Total)
 - o Due 8/8 at 8am: IAT Reflection
 - o Due 8/20 at 8am: Alexander Reflection
- Discussion Post (on TritonEd's Discussion Forums) (5%)
 - o Due 8/12 at 8am: Blank v. Thernstroms

Grade appeals should be made to the instructor of the course. To appeal one's grade, the student must provide a one-page written summary of why there is concern about the grade. Please be aware that the regrade by the course instructor may lead to the same, better, or worse grade.

Extensions and Make-up exams will be dealt with on a case-by-case basis. Medical or any other university sanctioned supporting documentation should be submitted with the request for the extension or make-up exams.

Academic Integrity:

All students are expected to adhere to UCSD's policies regarding Academic Integrity (<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>). **The assignments in this course are to be completed independently. Any instances of cheating, plagiarism, or dishonesty will result in failure for the course.**

Final Exam:

Final Exam is on 9/7 from 8:00am-10:59am in TBD room

The syllabus is your study guide. Use it!

The final exam will be a mixture of T/F, Definitions, IDs, Short Essays, and one Long Essay.

1. For the *Definitions* section, you will be given a definition and you will need to supply the word. These will be taken from the *Concepts* from each week.
2. For the *IDs* section, you will need to provide a definition, an example of the concept, and how the concept relates to politics. These will be taken from the *Concepts* from each week.
3. For the *Short Answer* section, you will need to succinctly answer select *Essential Questions*.
4. I am giving you the prompt for the *Long Essay* from the beginning because it is an important question and deserves careful thought.

Describe one of the problems that was presented in this course and create a plan to solve the problem. In your answer:

- a) *Concretely identify and explain the problem.*
- b) *Identify and explain the causes/sources of the problem.*
- c) *Create and lay out your solution, while noting the relevant actors in the solution (voters, politicians, civil society organizations, bureaucrats, etc.)*
- d) *Critique and evaluate your solution:*
 - i. *What are its strengths?*
 - ii. *What are its weaknesses? How can you overcome these weaknesses?*

Course Schedule/Objectives:

1. AUGUST 6- Defining and Conceptualizing Race and Ethnicity

- a. Essential Questions:
 - i. Where do the concepts of “race” and “ethnicity” come from?
 - ii. What is race? Ethnicity? What are the differences between the two?
 - iii. What makes race and ethnicity politically and socially relevant or salient?
- b. Learning Objectives:
 - i. Explain the difference between race and ethnicity
 - ii. Identify the sources of the concepts of race and ethnicity
 - iii. Analyze the various ways in which race and ethnicity relate to modern politics.
- c. Concepts:
 - i. Panethnicity
 - ii. Bundle of Sticks
 - iii. Race v. Ethnicity
 - iv. In-group v. out-group
- d. Preparation:
 - i. Reading- Chou: <http://sitn.bms.harvard.edu/flash/2017/science-genetics-reshaping-race-debate-21st-century/>
 - ii. Reading- Bowler, Shaun & Gary Segura (2012) “Chapter 2: Demography, Identity, and a Changing America: A Not-So-Simple Examination of Rapid Change.” *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*. Thousand Oaks, CA: CQ Press.
 1. Read pages 11-36 (only the top of 36)
 - iii. Reading- McIntosh: <http://www.collegeart.org/pdf/diversity/white-privilege-and-male-privilege.pdf>
 - iv. Reading- <https://www.psychologytoday.com/blog/fulfillment-any-age/201012/in-groups-out-groups-and-the-psychology-crowds>

2. AUGUST 8- Psychological Perspective: Bias

- a. Essential Questions:
 - i. What is racial bias?
 - ii. How does unchecked bias lay the groundwork for racism and discrimination?
- b. Learning Objectives:
 - i. Explain the sources of implicit bias
 - ii. Analyze the potential effects of implicit bias in politics
 - iii. Evaluate and create solutions for managing implicit biases in our lives and in politics
- c. Concepts:
 - i. Bias
 - ii. Explicit v. Implicit Cognition
 - iii. Explicit v. Implicit Attitudes
 - iv. Group Centrism
- d. Preparation:
 - i. *Video:* Efrén Perez on Implicit Bias (2.5 minutes)
<https://www.youtube.com/watch?v=psYGbxi9m0A&index=7&list=PLQkhZIZZ9iF2Clf5uBBJ4mSKKixkOPX-2>
 - ii. *Reading:* Efrén Perez. 2015. *Unspoken Politics*. New York: Cambridge University Press. Selected Portions of Chapters 1, 2, and 9
 - iii. *Podcast-* Hidden Brain: #AirbnbWhileBlack: How Hidden Bias Shapes the Sharing Economy (25 minutes)
 1. Site: <http://www.npr.org/2016/04/26/475623339/-airbnbwhileblack-how-hidden-bias-shapes-the-sharing-economy>
 2. Via Stitcher: <https://www.stitcher.com/podcast/national-public-radio/hidden-brain/e/episode-28-airbnbwhileblack-43959577>
 3. Via iTunes: (Episode 28)
<https://itunes.apple.com/us/podcast/hidden-brain/id1028908750?mt=2>
 - iv. *Reading:* Bridget Murray Law. *Retraining the Biased Brain*
<http://www.apa.org/monitor/2011/10/biased-brain.aspx>
 1. *Optional:* Read original study by Devine et al. (2012)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/>
 - v. *Task:* IAT Tests – take home assignment & **Reflection** (*due at 8am on 8/8*); go to <https://implicit.harvard.edu/implicit/takeatest.html> Take the Arab-Muslim IAT, Asian IAT and Race IAT.
 - vi. *Optional Podcast-* Hidden Brain: In The Air We Breathe
 1. Site: <http://www.npr.org/2017/06/05/531578107/the-thumbprint-of-the-culture-implicit-bias-and-police-shootings>
 2. Via Stitcher: <https://www.stitcher.com/podcast/national-public-radio/hidden-brain/e/50384259>
 3. Via iTunes: <https://itunes.apple.com/us/podcast/hidden-brain/id1028908750?mt=2#>

3. AUGUST 13- Economic Perspective: Racialized Inequality

- a. Essential Questions:
 - i. How do racial and ethnic groups compare economically?
 - ii. What are the causes for the differences between racial and ethnic groups?
 - iii. How much do groups internally vary in terms of economic and well-being success?
 - iv. How
- b. Learning Objectives:
 - i. Differentiate between and reconcile a group's economic trajectory and economic gaps between groups
 - ii. Identify the causes for the racial wealth gap.
 - iii. Identify the inequalities between groups across a variety of socioeconomic indicators (e.g., education, housing, income, etc.)
 - iv. Identify the inequalities within groups, as well as the causes for the internal inequalities.
 - v. Evaluate and create potential solutions for racialized inequality, the racial wealth gap, and structural inequality.
- c. Concepts:
 - i. Racial Wealth Gap
 - ii. Income v. Wealth
 - iii. Class v. Race
 - iv. Structural Inequality
 - v. Affirmative Action Policies
 - vi. Panethnicity
 - vii. Schelling's Model
- d. Preparation:
 - i. *Reading:* Blank "An Overview of Trends in Social and Economic Well-Being by Race?" In Neil Smelser et al, *America Becoming: Racial Trends and Their Consequences*. Scanned copy of pp. 21-40 on TritonED
 - ii. *Reading:* Thernstrom and Thernstrom (1997) *America in Black and White: One Nation Indivisible*. Scanned Copy of pp. 183-202
 - iii. *Task (Due August 12th at noon) Discussion Post* Blank v. Thernstroms
 - iv. *Reading:* Pew Research Center "Demographic trends and economic well-being" <http://www.pewsocialtrends.org/2016/06/27/1-demographic-trends-and-economic-well-being/>
 - v. *Reading:* Vega (2016) *Why the racial wealth gap won't go away*. on TritonED or <http://money.cnn.com/2016/01/25/news/economy/racial-wealth-gap/>

4. AUGUST 15- Economic/Legal Perspective: Discrimination

- a. Essential Questions:
 - i. What is the history of racial and ethnic discrimination in the United States?
 - ii. What legal progress has been made to solve the problem of racial and ethnic discrimination?
 - iii. To what extent does racial and ethnic discrimination present a problem in today's society?
 - iv. Is this just an American problem?
 - v. How can we reduce the role of discrimination in society?
- b. Learning Objectives:
 - i. Apply the use of experiments to study the presence of discrimination to a new instance or type of discrimination.
 - ii. Review/describe the history of racial and ethnic discrimination in the United States.
 - iii. Compare and contrast the experiences of racial and ethnic discrimination before the Civil Rights movement, after the Civil Rights movement, and present day.
 - iv. Evaluate the legal progress that has been made thus far to eliminate racial and ethnic discrimination and create a realistic plan to move forward.
 - v. Apply the role of bias (*Week 2*) to presence of discrimination and evaluate/create potential solutions to the persistence of discrimination.
- c. Concepts:
 - i. Experiments
 - ii. Discrimination
 - iii. Self-monitoring
 - iv. Affirmative Action
 - v. Stereotypes
 - vi. Jim Crow
 - vii. Plessy v. Ferguson, Brown v. Board of Education
 - viii. Role of 14th Amendment
 - ix. Civil Rights Act of 1964
 - x. Title VII of Civil Rights Act 1964
 - xi. Chicano Movement
- d. Preparation:
 - i. *Reading:* Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Chapter 1
 - ii. *Reading:* Bertrand & Mullainathan. (2004) "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination" *American Economic Review* 94(4): 991-1013.
 - iii. *Reading:* Terkildsen (1993) "When White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring" *American Journal of Political Science* 37: 1032-1053.
 - iv. *Reading:* Demby (2013) "For People of Color, A Housing Market is Partially Hidden From View" Code Switch, NPR
<http://www.npr.org/sections/codeswitch/2013/06/17/192730233/for-people-of-color-a-housing-market-partially-hidden-from-view>

5. AUGUST 20- Legal Perspective: Criminal Justice System

- a. Essential Questions:
 - i. How does the criminal justice system discriminate against people of color?
 - ii. How does the criminal justice system perpetuate patterns of discrimination?
- b. Learning Objectives:
 - i. Assess the role of race/ethnicity in the sentencing process.
 - ii. Apply the concepts of bias (*Week 2*) to the experiences of racial/ethnic minorities in the arrest process.
 - iii. Contrast the experiences of whites and racial/ethnic minorities through the following stages of the criminal justice system: arrest, sentencing, parole.
 - iv. Predict the economic outcomes of racial/ethnic minorities based on the groups' experiences in the criminal justice system.
 - v. Examine the experiences of racial and ethnic minorities' experiences in the U.S. Criminal Justice System as another example of discrimination (*Week 4*) that can perpetuate other forms of discrimination.
 - vi. Evaluate/create solutions to the presence of racial/ethnic discrimination within the criminal justice system.
- c. Concepts:
 - i. Criminal Justice System
 - ii. Stages of the Criminal Justice system: arrest, sentencing, incarceration, parole
 - iii. Racial Disparities in Experiences within the criminal justice system
 - iv. Racial Disparities in attitudes towards justice
 - v. Mass Incarceration
 - vi. Racial Profiling/Stop and Frisk/Terry Stops
 - vii. Three-Strikes Law
 - viii. Felony disenfranchisement
 - ix. Disproportionate Minority Contact
- d. Preparation:
 - i. *Reading:* Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Chapters 2-6
 - ii. *Reading:* Eberhardt, Jennifer L., PG Davies, Valerie J. Purdie-Vaughns, and Sheri Lynn Johnson. 2006. "Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital-Sentencing Outcomes". *Cornell Law Faculty Publications*. Paper 41.
http://scholarship.law.cornell.edu/lrsp_papers/41
 - iii. *Task:* **Reflection** on Alexander Reading. (*Due at 8am on 8/20*)

6. AUGUST 22- Political Perspective: Behavior- Attitudes, Mobilization, and Participation

- a. Essential Questions:
 - i. How do racial/ethnic groups differ in terms of political attitudes?
 - ii. What are the partisan attachments of racial/ethnic groups? How has partisan identification changed over time?
 - iii. How do racial/ethnic groups differ in terms of political participation? Why are these gaps important?
 - iv. What are effective means of voter mobilization?
 - v. What is Linked Fate? How does the Black Utility Heuristic support the idea of Linked Fate? Is Linked Fate able to be applied to other racial/ethnic groups?
- b. Learning Objectives:
 - i. Summarize the differences between ethnic racial groups in terms of attitudes and partisan identification.
 - ii. Summarize the differences in political participation between ethnic/racial groups and infer the implications of these differences.
 - iii. Summarize the effect of mobilization between ethnic/racial groups and infer the implications of these differences.
 - iv. Identify the implications in Differential Participation.
 - v. Justify the use of the Black Utility Heuristic and Linked Fate for African-American voters.
 - vi. Discuss the applicability of Linked Fate to other racial/ethnic groups.
- c. Concepts:
 - i. Targeted Mobilization
 - ii. Low Propensity Voters
 - iii. GOTV
 - iv. Political Participation
 - v. Political Blocs
 - vi. Voting Age Population
 - vii. Voting Eligible Population
 - viii. Racial Realignment
 - ix. Democratic Capture
 - x. Black Utility Heuristic
 - xi. Linked Fate
 - xii. Intersectionality with Immigration Status: Citizens v. Non-citizens
- d. Preparation:
 - i. *Video*: Kerry Hanie video on Linked Fate:
<https://www.youtube.com/watch?v=LoPjInc1jSg>
 - ii. *Reading*: Dawson, Michael C. (1994) *Behind the Mule*. Chapter 3.
 - iii. *Reading*: Melissa Michelson. (2005) "Meeting the Challenge of Latino Voter Mobilization," *Annals of the American Academy of Political and Social Science* 601: 85-101.
 - iii. *Reading*: Gao, George. (2016) "The challenges of polling Asian Americans" *Pew Research Center*. <http://www.pewresearch.org/fact-tank/2016/05/11/the-challenges-of-polling-asian-americans/>

7. AUGUST 27- Legal/Political Perspective: Institutions- Voting Rights, Gerrymandering, and Political Representation

- a. Essential Questions:
 - i. What factors support the political representation of racial and ethnic minorities?
 - ii. What factors impede the political representation of racial and ethnic minorities?
 - iii. How might the challenges of political representation of racial and ethnic minorities interact with racial and ethnic minority participation?
- b. Learning Objectives:
 - i. Differentiate between descriptive, substantive, and symbolic representation. Argue the pros and cons of both for their ability to provide political representation for racial and ethnic minorities.
 - ii. Summarize the history and legality of using race as a motivator for redistricting.
 - iii. Evaluate the justifications for and against the use of race as a motivator for redistricting.
 - iv. Summarize the history of legal protections and assaults on the universal suffrage.
 - v. Evaluate the justifications for the use of Voter ID laws.
 - vi. Apply the lessons from last week with political behavior to help explain the challenges of political representation.
- c. Concepts
 - i. Descriptive Representation
 - ii. Substantive Representation
 - iii. Symbolic Representation
 - iv. Trusteeship v. Delegates
 - v. Responsiveness
 - vi. Voting Rights Act of 1965
 - vii. 14th Amendment/Equal Protection Clause
 - viii. Suffrage
 - ix. Voter ID Laws
 - x. Gerrymandering
 - xi. Majority-Minority Districts
 - xii. Minority-Influence Districts
 - xiii. *Shaw v. Reno (1993)/Shaw v. Hunt (1996), Miller v. Johnson (1995), and Cooper v. Harris (2017)*
- d. Preparation:
 - i. *Reading:* Hajnal, Lejvardi and Nielson. (2017) "Voter Identification Laws and the Suppression of Minority Votes". *Journal of Politics* 79
 - ii. *Reading:* Griffin, John D. (2014) "When and Why Minority Legislators Matter." *Annual Review of Political Science* 17: 327-336
 - iii. *Reading:* Butler, Daniel M. and David E. Broockman. (2011) "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators" *American Journal of Political Science* 55: 463-477.

8. AUGUST 29- Sociological/Psychological Perspective: Role of the Media

- a. Essential Questions:
 - i. What is the state of racial and ethnic diversity in the media today?
 - ii. How does the media's depiction of racial and ethnic groups affect political opinion?
- b. Learning Objectives:
 - i. Explain how the media's use of stereotypes and scripts can impact public opinion.
 - ii. Infer how media inclusion and exclusion may play a role in participation.
 - iii. Evaluate/create solutions to presence of bias and stereotyping within the American media.
- c. Concepts:
 - i. Crime News Script
 - ii. Priming
 - iii. Agenda Setting
 - iv. Framing
 - v. Welfare Queen Script
- d. Preparation:
 - i. *Reading:* Gilliam, Franklin D. and Shanto Iyengar. 2000. "Prime Suspects: The Influence of Local Television News on the Viewing Public" *American Journal of Political Science*, Vol. 44, No. 3. pp. 560-573.
 - ii. *Reading:* Behm-Morawitz, Elizabeth, and Michelle Ortiz. (2014) "Race, Ethnicity, and the Media" in *The Oxford Handbook of Media Psychology* New York: Oxford University Press. Edited by Karen E. Dill
 - iii. *Task:* Finalize Presentations. Presentations in class today.

9. NO CLASS on SEPTEMBER 3- Happy Labor Day!

10. SEPTEMBER 5- Sociological/Political Perspective: Immigration

- a. Essential Questions:
 - i. How does immigration help to shape America's racial hierarchy?
 - ii. What has been the nature of US immigration policy since the late 19th century?
 - iii. How do race/ethnicity and citizenship status intersect in the issue of immigration?
 - iv. How does immigration attitudes affect partisanship?
 - v. Are cultural or economic concerns more important in shaping opinion about immigration?
- b. Learning Objectives:
 - i. Argue the role of immigration in the shaping of the racial hierarchy in the U.S.
 - ii. Compare and contrast US immigration policy over time
 - iii. Analyze how race/ethnicity and citizenship status intersect to problematize immigration.
 - iv. Evaluate the effects of the issue of immigration on partisanship.
 - v. Evaluate the balance cultural and economic concerns in the formation of immigration attitudes.
- c. Concepts:
 - i. Intersectionality: Race v. Citizenship Status
 - ii. Immigrant Integration
 - iii. Restrictive Era: Chinese Exclusion Act of 1882, 1917, 1921 and 1924 Immigration Acts (among others)
 - iv. Expansionary Era: 1965 Hart Cellars Act, 1986 Immigration Reform and Control Act
 - v. Bracero Program
 - vi. Modern Restrictive Era: 1996 Illegal Immigration Reform and Immigrant Responsibility Act, 2001 Patriot Act, 2008 Secure Communities
 - vii. Modern Statuses of Immigration: Lawful Permanent Resident, Temporary Immigrant, Discretionary Status (DACA), Undocumented status
 - viii. DREAM
 - ix. Criminalizing Undocumented Immigration
 - x. Arizona's SB 1070
- d. Preparation:
 - i. *Reading:* Abrajano, Marisa and Zoltan Hajnal (2015) "Introduction" *White Backlash: Immigration, Race, and American Politics*. Princeton, NJ: Princeton University Press. 1-21
 - i. *Reading:* Masuoka & Junn (2013) "Chapter 2: Development of the American Racial Hierarchy" *The Politics of Belonging- Race, Public Opinion and Immigration*
 - ii. *Reading:* Masuoka & Junn (2013) "Chapter 5: The Racial Prism of Group Identity" *The Politics of Belonging- Race, Public Opinion and Immigration*