

**POLITICAL SCIENCE 167AC
RACIAL AND ETHNIC POLITICS
IN THE NEW AMERICAN CENTURY**

FALL 2015
TUES/THURS 2:00 – 3:30
166 BARROWS HALL

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Course Description

In this course, students will learn to explore, discuss, and better understand the relationship between perceptions of racial identity, attributions of racial difference, and politics, broadly defined. Our focus is on the US today, but with an appreciation of how the racial politics of the here and now is rooted in history. There is both a specificity to the African American experience in the US and a multi-chromatic diversity to today's America, both of which matter. "Race" broadly include concepts of identity, immigration, citizenship, class, ethnicity, gender, and the like. "Politics" broadly includes elections and the decisions of elites in government, but also civic engagement, protests, political talk, organizational behavior, and the like.

Course Requirements

The course centers on intensive readings, research, reflective writings and discussion. You are expected at all classes, prepared to participate in discussions of all readings and topics. The responsibility for any missed materials during an absence is yours. More than a couple of unexcused absences will adversely affect your course grade. Your grade is based on the following components of the class:

- Class participation: Your participation grade includes both lecture and discussion; contributing to the class by actively and respectfully talking **and** listening. 10% of your course grade is based on participation in sections; 5% in lecture class.
- Policy issue papers: You will write several short papers that reflect your analysis of a central and topical question about racial/ethnic politics. There will be a total of **eight** short paper prompts during the semester; you will be responsible for responding to and writing about **four** of them (see below on "outside of class participation"). These papers should demonstrate your engagement with the relevant readings for the paper topic; specifically your ability to synthesize and critically evaluate materials, understand their analytic frameworks, and develop your own viewpoint based on this synthesis, critical evaluation, and analytic acumen. You are welcome to conduct additional research on these topics and incorporate this research (appropriately cited) into your paper. These papers should be roughly 5-7 pages in length. Each completed paper is worth **10%** of your course grade.
- Outside of class briefs: You will also submit **two** short papers describing your participation beyond the course material outside of class and its readings—that is, by attending campus lectures, presentations, conferences, films, or other activities. Your paper should do more than just describe the event and your participation in it. It

should offer a serious reflection on the content of event; also as possible, you should look for and examine connections to class material and readings and explore additional outside readings. These papers should be a couple of pages in length; each reflection is worth **5%** of your course grade. We will regularly make announcements on potentially relevant events as we hear about them. If you are unsure whether a talk or activity is fit for these papers, just check with Kris or me.

- Final exam: There is also a three-hour final exam for the remaining **35%** of your course grade. You will be given, in advance, a list of key terms and possible essay questions to study and prepare. These key terms and essay questions cover broad themes that are central to the class. All of the exam will be chosen from these key terms and list of essay questions.

Course Readings

There is also one required text: Ta-Nehisi Coates' *Between the World and Me*. The rest of the course readings will either be available via bCourses or, for a few short pieces, be distributed in class.

Rights and Responsibilities

Learning and participation is communal and collaborative. Like any other kind of community, PS167 will flourish only if its formal rules and informal rights and responsibilities are transparent, understood, respected, and accepted as a tacit social contract between students and instructors. This means you can expect your instructors to be prepared for class, professional in our attitude, productive about feedback, and accessible and responsive to course-related issues. As students, you are expected in turn to be prompt and prepared for class, professional in your attitude, attentive to course requirements and deadlines, willing to share their views with others, open to being challenged, and active and serious about your own learning. Students should not tolerate any harassment or an environment otherwise hostile to learning.

More generally, you are expected to adhere to the Honor Code that you and your fellow students have agreed to: **"As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."** In addition, students should also abide by these "house rules" that are critical to an equitable and effective learning environment:

- Deadlines: Incomplete grades, changes in exam dates, and extensions on written assignments will be approved only by your professor or GSI and only under serious medical or other extenuating circumstances. The best way to avoid scheduling conflicts, heavy workloads, and last minute deadlines is to plan ahead!
- Plagiarism and cheating: Copying someone else's work without proper citation, using someone's else insights and arguments without proper citation, having your work done by someone else, improperly using notes in exams, and other cases of plagiarism and cheating will not be tolerated. Avoid an automatic "F" for the class and further disciplinary action. The work that bears your name should be your own; take pride in it. The work that bears someone else's name should be properly respected and acknowledged. All written work for the class must be done

independently and not in collaboration with others. For additional information on cheating and plagiarism see, for example:

<http://sa.berkeley.edu/conduct/integrity/definition>

<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>

<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

- Technology: Avoid multi-tasking in lecture or section. When in class, turn off all electronics except what you need to take notes or record a class session. Close your browsers, disable your apps, put away all visual or textual material unrelated to class. The simple precept of “being in the moment” benefits you and your classmates.
- Disability: All reasonable efforts to accommodate students with disabilities will be made, in accordance with university policy. For more information about specific resources see <http://www.dsp.berkeley.edu/services> or call (510) 642-0518 or (510) 642-6376 (teletype). If you require accommodations, please notify me or Kris as soon as possible and no later than the third week of class.

LECTURE TOPICS AND READING ASSIGNMENTS

CLASS 1. TH 8/27. Introduction

No readings.

CLASS 2. TU 9/1. "E Pluribus Unum?"

Sam Huntington. 2004. "The Hispanic Challenge." *For. Policy* (March/April): 30-45.
Amy Chua and Jed Rosenfeld. 2014. "What Drives Success?" *NYTimes* (January 25).
Richard Sander and Stuart Taylor. 2012. "The Painful Truth About Affirmative Action."
The Atlantic (Oct. 2).

CLASS 3. TH 9/3. "Race2012"

Watch <http://video.pbs.org/video/2289501021/>

CLASS 4. TU 9/8 Citizenship and Race-Making

Malcolm X. 1964. "The Bullet or the Ballot."
Michael Walzer. 1974. "What Does It Mean to be an American?"
Rogers Smith. 1988. "The 'American Creed' and American Identity." *W. Pol. Q*

CLASS 5. TH 9/10. Counting and Categorizing Race

Jennifer Hochschild and Brenna Powell. 2008. "Racial Reorganization and the United States Census 1850-1930." *Stud. Am. Pol. Dev.* 59-96.
Rubén G. Rumbaut. 2009. "Pigments of Our Imagination." in Cobas, Duany, and Feagin, eds., *How the U.S. Racialized Latinos*. Paradigm.
Kenneth Prewitt. 2013. "Fix the Census' Archaic Racial Categories." *NYTimes* oped.
Paper #1. "Census 2020"

CLASS 6. TU 9/15. The Slow March of Progress?

John Hope Franklin. 1965. "The Two Worlds of Race." *Daedalus* (Fall).
Ta-Nehisi Coates. 2015. *Between the World and Me*. Chapter 1.
Lawrence Bobo. 2001. Racial Attitudes and Relations at the Close of the Twentieth Century. In Neil J. Smelser, et al, eds., *America Becoming, Vol. 1*, pp. 264-301.
Pew Research Center. 2013. "King's Dream Remains an Elusive Goal; Many Americans See Racial Disparities." (<http://www.pewsocialtrends.org/>).

CLASS 7. TH 9/17. Inequality and Racism

Daria Roithmayer. 2014. *Reproducing Racism*. NYU Press, Chapter. 1.
Donald Kinder and Tali Mendelberg. 2000. "Individualism Reconsidered." In Sears, Sidanius, and Bobo, eds., *Racialized Politics*. Chicago.
Paul Sniderman, Gretchen Crosby, and William Howell. 2000. "The Politics of Race." In Sears, Sidanius, and Bobo, eds., *Racialized Politics*. Chicago.

CLASS 8. TU 9/22. Racial Discrimination, Individual-Level

Pager, Devah. 2002. "The mark of a criminal record." *Am. J. of Soc.* 108(5): 937-975.
Thierry Devos and Mahzarin Banaji. 2005. "American = White?" *J. Pers. Soc. Psych.* 88, 447-466.

CLASS 9. TH 9/24. Racial Prejudice in the Electoral Arena

Richard Ford. 2009. "Barack is the New Black." *Du Bois Review* 6(1): 37-48.
B. Keith Payne, et al. 2010. "Implicit and Explicit Prejudice in the 2008 American Presidential Election." *Journal of Exp. Social Psychology* 46 (2):367-74.
Seth Goldman. 2012. "Effects of the 2008 Obama Presidential Campaign on White Racial Prejudice." *Pub. Op. Quarterly* 76 (4): 663-687.

Paper #2. "The Obama Presidency"

CLASS 10. TU 9/29. Racial Discrimination, Institutional-Level

Daria Roithmayer. 2014. *Reproducing Racism*. NYU Press, Chapter. 5.
Daria Roithmayer. 2010. "Racial Cartels." *Mich. J. Race Law*.
U.S. Dept of Justice. 2015. "Investigation of the Ferguson Police Department."

CLASS 11. TH 10/1. Crime and Punishment

Christopher Uggen and Jeff Manza. 2002. "Democratic Contraction?" *Am. Soc. Rev.*
Mark Peffley and Jon Hurwitz. 2007. "Persuasion and Resistance" *Am. Pol. Sci. Rev.*
Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State." *Am. Pol. Sci. Rev.*

Paper #3. "Racial Profiling"

CLASS 12. TU 10/6. Boundaries of Blackness

Ismail K. White et al. 2014. "Selling Out?" *Am Pol Sci Rev.*
Cathy Cohen. 1999. *Boundaries of Blackness*. Chicago. Chapter 2.
Mary Waters. 1995. *Black Identities*. Harvard U. Press. Ch. 5.

CLASS 13. TH 10/8. An Epistolary Race

James Baldwin. 1963. "My Dungeon Shook: A Letter to My Nephew."
Ta-Nehisi Coates. 2015. *Between the World and Me*. Read the rest.
See also review essays by Melvin Rogers ("Between Pain and Despair" and "Coates Isn't Hopeful") and Lester Spence ("Coates is a Realist, Not a Pessimist") in *Dissent*.

CLASS 14. TU 10/13. For or Against Reparations?

Ta-Nehisi Coates. 2014. "The Case for Reparations." *The Atlantic*. (May 21).
Mari Matsuda. 1987. "Looking to the Bottom." *Harvard CRCL L. Rev* 22 (323).

Paper #4. "Reparations for African Americans"

CLASS 15. TH 10/15. 10/27. Brown Tide Rising

Cristina Mora. 2014. *Making Hispanics*. Chicago. Chapters 1, 2, 4.

Luis Fraga, et al. 2011. *Latinos in the New Millenium*. Cambridge. Chapters. 3 and 4.

CLASS 16. TU 10/20. Illegal, Undocumented, and Pathways to Citizenship

Michael Jones-Correa and Els de Graauw. 2013. "The Illegality Trap." *Daedalus*.

Irene Bloemraad. 2013. "Being American/Becoming American." *Stud. Law, Pol, Society*.

Elizabeth Cohen. 2011. "Reconsidering US Immigration Reform." *Pers. on Politics*.

CLASS 17. TH 10/22. Of Honorary Whites and Perpetual Foreigners

Leti Volpp. 2001. " 'Obnoxious To Their Very Nature.' " *Citizenship Studies* 5: 57-71.

Claire Jean Kim. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society* 27 (1): 105-138.

Pew Research Center. 2013. "The Rise of Asian Americans." (pewsocialtrends.org/)

CLASS 18. TU Model Minority: Success or Stereotype?

Amy Chua and Jed Rosenfeld. 2014. *The Triple Package*. Chapter 1.

Tomás R. Jiménez and Adam Horowitz. 2013. "When White is Just Alright." *American Sociological Review* 78: 849-871.

Jennifer Lee & Min Zhou. 2014. "From Unassimilable to Exceptional." *New Diversities*.

Paper #5. "Affirmative Action and Asian Americans"

CLASS 19. TH 10/29. Grassroots Mobilization and Protest Politics

Chris Zepeda Millan. 2014. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the South." *Critical Sociology*.

Fredrick Harris. 2015. "The Next Civil Rights Movement?" *Dissent*.

CLASS 20. TU 11/3. The Absence of Presence?

James Baldwin. 1984. "On Being White ... And Other Lies." *Essence*.

Evan Osnos. 2015. "The Fearful and the Frustrated." *The New Yorker* (Aug. 31).

Eric Knowles, et al. 2014. "Deny, Distance, or Dismantle? How White Americans Maintain a Privileged Identity." *Perspectives on Psychological Science* 9, 6: 594-609.

CLASS 21. TH 11/5. Identity: Multiracialism

Lauren Davenport. Forthcoming. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics." *American Political Science Review*.

Pew Research Center. 2015. "Multiracial in America." (www.pewsocialtrends.org/).

CLASS 22. TU 11/10. Identity and Political Representation

Jane Mansbridge. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics* 61, 3: 628-57.
Griffin, John D. and Brian Newman. 2013. "Voting Power, Policy Representation, and Disparities in Voters' Rewards." *Journal of Politics* 75, 1: 52-64.

Paper #6. "Latino Representation"

CLASS 23. TH 11/12. Racial Redistricting

Abigail Thernstrom. 1995. "More Notes from a Political Thicket." *Emory Law J.* 44.
Claudine Gay. 2001. *The Effect of Minority Districts and Minority Representation on Political Participation in California*. PPIC Report.
Matt Barreto, Gary Segura, and Nathan Woods. 2004. "The Mobilizing Effect of Majority-Minority Districts on Latino Turnout." *Am. Pol. Sci. Rev.* : 65-75.

CLASS 24. TU 11/17. Race and Political Parties

Paul Frymer. 2006. "Race, Parties, and Democratic Inclusion." In Hero, et al.
Hajnal and Lee. 2011. *Why Americans Don't Join the Party*. Princeton. Chapter 3.
Clarence Walker. 2011. "'We're Losing Our Country': Barack Obama, Race, and the Tea Party." *Daedalus* (Winter).

Paper #7. "2016 Voter Outreach"

CLASS 25. TH 11/19. Race and Voter Mobilization

Lisa Garcia Bedolla and Melissa Michelson. 2012. *Mobilizing Inclusion*. Chapters 4-6.
Matt Barreto, Stephen Nuno, and Gabriel Sanchez. 2009. "The Disproportionate Impact of Indiana Voter ID Requirements on the Electorate." *PS*.

CLASS 26. TU 12/1. Representing Race in the Mass Media

Tali Mendelberg. 1997. "Executing Hortons." *Pub Op Quarterly* 61: 134-157.
Otto Santa Ana. 2002. *Brown Tide Rising*. U. of Texas Press. Chapter 3.
Hana Brown. 2013. "Race, Legality, and the Social Policy Consequences of Anti-Immigrant Mobilization." *Am Soc. Review* 78 (2): 290-314.

Paper #8. "Media and the 2016 Election"

CLASS 27. TH 12/3. Review and Discussion