

**Race, Ethnicity, and Politics in the United States  
Spring 2017**

**Wednesdays: 2:00PM – 4:50PM  
Location: Bunche 2150**

Professor Lorrie Frasure-Yokley

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**Office Hours:** Wednesday 11:00-1:00 PM (or by appointment)

Sign up via doodle poll link: <http://doodle.com/poll/wmtam42f9r8zx7zb>

**Course Description:**

This upper division undergraduate course examines the historical and contemporary role of racial and ethnic minority groups in U.S. political system. We examine the social, economic, and political experiences of several racial and ethnic minority groups (American Indians, Blacks or African Americans, Latinos or Hispanic Americans, and Asian Americans) and their interactions with the historically dominant racial group (non-Hispanic white Americans) in the U.S. system. Some topics include racial formation, group identity, citizenship, voting rights, political participation and representation, immigration policy, religion and politics, criminal justice, as well as competition and coalition building within and among minority groups.

**Required Books:**

Shaw, Todd; Louis DeSipio, Dianne Pinderhughes; and Toni-Michelle Travis. 2015. Uneven Roads: An Introduction to U.S. Race and Ethnic Politics. Los Angeles, CA: Sage, Congressional Quarterly Press.

There is no course packet for purchase. SEVERAL additional required readings from related books and journal articles will be available on the course webpage (look for CWP sign in syllabus) or via JSTOR/online electronic resources links.

\*\*\*Arrive on time and do not leave early\*\*\*  
\*\*\*Students are not allowed to enter after class starts\*\*\*

## Course Requirements:

### Assignments (30%)

#### a) Reading Critiques (RC) Guide (20%)--Two RC's: Week 4 and Week 7

Please submit Reading Critiques (RC) via TURNITIN (WORD format only)

This is not a book report. Reading Critiques provide further critical analysis of key concepts or theoretical frameworks covered in the course. You should comment on the theory, concept, data or methods used, as well as its relation to other course materials covered. Thus, your RC should incorporate required readings and while you are welcomed to *focus* your RC on one particularly reading, your RC must *reference* as least three readings/course materials. Example: The first RC can use any of the readings from weeks 1-4 (course documents, course essays, etc.). You may also use other related materials such as films/documentaries viewed in the class as references.

Each RC should be typed, DOUBLE-SPACED, using 12-point font, Times New Roman and one-inch margins. Your RC must be 2 complete pages. Use appropriate parenthetical citations or endnotes formatting (i.e. Kruse 2007:34 or According to Kruse (2007)....(34).

Do not write out entire citation in text or use footnotes, which waste page space. RC's are about quality not quantity and should be kept to 1-2 double-spaced pages. Provide your list of citations on an additional page via endnotes and/or a reference list. Should your RC fail to follow these guidelines, it will be returned to you without a grade.

#### RC's grading criteria (counts toward a part of your participation grade)

V+ (check plus)	Excellent (exceeds expectations)
V (check)	Good (meets expectations)
V- (check minus)	Poor (does not meet expectations)

- b) **Facilitation and Discussion Format (10%):** Student discussion leaders will each present for 15-20 minutes and propose a sequence of *possible* questions for discussion. Rather than simply summarizing the materials, presenters should identify and frame the major issues addressed in the readings and provide some critical reflections on how the themes for the week, relate to the broader themes of the course. **The presenters should prepare a handout outlining the key points of their presentation to be distributed to the class at the start of the seminar.** Outlines must also include at least two *possible* discussion questions. The number of times students present will depend upon the size of the seminar.

**The goal is to present some of the core aspects of the work in 15-20 minutes.**

- a. What is the puzzle or research problem?
- b. What are some of the core concepts and research questions in the work?
- c. What theories serve as a basis for the authors work?
- d. What is the author's methodological approach?
- e. What is the author's central finding or contribution?
- f. Does the method allow the author to effectively answer the research question(s)? If so, how and if not, why not.

***c) Research Paper (10-12 text pages): (50%)***

**(A handout with additional information will be posted on the CWP)**

Students are required to write a research paper, 10-12 pages in length. Research papers should be typed, double-spaced, using 12-point font, Times New Roman and one-inch margins. Page length does not include title page, graphs, tables, charts, endnotes or reference page.

Final papers will be submitted via TURNITIN (WORD format only), Wednesday, June 7 11:59 PM.

***d) Active Seminar Participation: (20%)***

Given the seminar format, students are expected to attend all seminar meetings, read the required readings and actively participate in the discussions.

**\*\*\* (IMPORTANT) Submission Format for All Submitted Work \*\*\***

Please submit each assignment via TURNITIN in WORD format by 11:59 pm on the submission date. Submissions should be typed, double-spaced, using 12-point font, Times New Roman and one-inch margins. Page number should be placed at the bottom right of page. Submissions not having this format will be returned ungraded. It is your responsibility to ensure that your file is submitted in compatibility format that can be opened and viewed. No excuses.

**Grading Scale**

Grade	Score
A+	98-100
A	92-97
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69

D	62-67
D-	60-61
F	<60

### **Attendance Policy**

Attendance at each seminar is mandatory. Excused absences will be granted for medically documented emergencies or illnesses (this requires a doctor's letter) or a note from a UCLA administrator explaining your extenuating circumstances. Absences are unexcused for all other reasons. Everyone gets one free unexcused absence. After your free unexcused absence, every additional unexcused seminar that you miss will lower your final letter grade in this course by one full grade.

To be clear, this attendance policy means that if you have missed one seminar section with no excused absence and you are earning a B+ in the class and then you miss another discussion section with no excused absence, your final grade in this course will be lowered to a C+.

### **Academic Honesty**

All of the written work you do in this course is expected to be your own ideas and your own words. If you are unfamiliar with the University's policy on academic dishonesty and associated penalties, see <http://www.deanofstudents.ucla.edu>. Lying to a faculty member or teaching assistant about anything relating to this course constitutes academic dishonesty and requires reporting to the Dean.

### **Learning Disabilities**

Students with University documented learning disabilities should inform the instructor as soon as possible of their needs. If you suspect you have a learning disability and have not been tested for one, contact the UCLA Office for Students with Disabilities (310) 825-1501.

## **Course Outline and Reading Assignments\***

\*Subject to change depending on the progression of the course and at the Professor's discretion

### **Week 1 (4/5)**

#### **America's Racial Dilemmas and Citizenship**

UR Chapter 1 Introduction: Race as an Uneven Road

### **Section I: Historical Foundations**

### **Week 2 (4/12)**

#### **American Indians or Native Americans**

UR 2 Native Americans: The Road from Majority to Minority, 1500s–1970s

#### **Recommended:**

(CWP) Wilkins, David E. 2009. "Measured Sovereignty". In Valerie Martínez-Ebers and Manochehr Dorraj, eds., *Perspectives on Race, Ethnicity, and Religion: Identity Politics in America*. New York: Oxford University Press.

(CWP) Stubben, Jerry. 2006. "Native American Political Activism." In *Native Americans and Political Participation*, pp. 53-54, 65-73.

### **Week 3 (4/19)**

#### **Blacks or African Americans**

UR 3 The African American Political Journey, 1500s–1965

(CWP) Waters, Mary C., Philip Kasinitz and Asad L. Asad. "Immigrants and African Americans." *Annu. Rev. Sociology*. 2014. 40:369-390.

#### **Recommended:**

(CWP) Hochschild, Jennifer L., and Weaver, Vesla. The Skin Color Paradox and the American Racial Order *Social Forces* - Volume 86, Number 2, December 2007, pp. 643-670.

(CWP) Frasure Yokley, Lorrie. 2010. "The Burden of Jekyll and Hyde: Barack Obama, Racial Identity and Black Political Behavior." In *Whose Black Politics: Cases in Post-Racial Black Leadership*. Andra Gillespie (Ed.) Routledge Press.

## **Week 4 (4/26)**

### **Latinos or Hispanic Americans**

UR 4 The Road toward Contemporary Latino Politics, 1500s–1970s

#### **Recommended:**

(CWP) Monforti, Jessica L., and Lisa Garcia Bedolla. 2009. "The Influence of Context and History on the Policy Positions and Partisanship of Hispanics in the United States." In *Perspectives on Race, Ethnicity, and Religion: Identity Politics in America*, pp. 138-152. Oxford UP.

(CWP) Luis R. Fraga, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, Gary M. Segura 2012. *Latinos in the New Millennium An Almanac of Opinion, Behavior, and Policy Preferences*. Cambridge University Press. (selections TBA)

## **Week 5 (5/3) Asian (Pacific) Americans**

UR 5 Different and Common Asian American Roads, 1800s–1960s

(CWP) Janelle Wong, S. Karthick Ramakrishnan, Taeku Lee, Jane Junn. (2011) *Asian American Political Participation: Emerging Constituents and their Political Identities*. Russell Sage Foundation. (selections TBA)

#### **Recommended:**

(CWP) Lien, Pei-te, Christian Collet, Janelle Wong, and Karthick Ramakrishnan. 2001. "Asian Pacific American Politics Symposium: Public Opinion and Political Participation." *PS: Political Science & Politics* XXXIV (3).

## **Week 6 (5/10) Whites or Caucasian Americans**

UR 6 Whiteness and the Shifting Roads of Immigrant America, 1780s–1960s

(CWP) Lipsitz, George. 1995. "The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies." *American Quarterly* 47: 369-87.

#### **Recommended:**

(CWP) Harris, Cheryl I. 1995. "Whiteness as Property." In *Critical Race Theory*, eds. Kimberle Crenshaw, Neil Gotanda, Gary Peller and Kendall Thomas. New York: The New Press.

(CWP) Tesler, Michael. 2013. "The Return of Old Fashioned Racism to White Americans' Partisan Preferences in the Early Obama Era." *Journal of Politics* 75: 110-123.

## **SECTION II: Political, Policy and Social Issues**

### **Week 7 (5/17)**

UR 7 Voting Rights in American Life

UR 8 Group Identity, Ideology, and Activism

### **Week 8 (5/24)**

UR 9 Political Behavior and Representation: Minorities' Growing Voice

UR 11 Immigration Policy: The Road to Settlement and Citizenship

### **Week 9 (5/31)**

(CWP) Public Opinion, Participation and Political Incorporation of Muslims in the U.S.  
(selected readings)

### **Week 10 (6/7)**

UR 13 Beyond Race: Intersections of Race, Gender, Class, and Sexual Orientation