

POLI 100O: Perspectives on Race

Lucas de Abreu Maia

Summer session I, 2020

Instructor email labreumaia@gmail.com

Office Hours W 11 AM–1 PM (Pacific)

Office hours zoom link [REDACTED] (please email instructor in advance to make sure there are available slots)

Class time TuTh 11 AM–1:50 PM

Lecture Zoom Info Link on course's website on Canvas; [REDACTED]

TA DG Kim

TA email dak110@ucsd.edu

TA Office Hours By appointment

Course Description

This class examines historical and contemporary issues of ethnic and racial minority politics in the United States. We will pay special attention to the experiences of the four major racial minorities in the US – native Americans, 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.

In so doing, we will draw upon different social sciences, from economics to sociology. This course is as much about providing you with the knowledge of what science knows about racial diversity as it is about asking questions to which we may not have answers to.

Course Learning Objectives:

- Evaluate how race and ethnicity impact individuals' and groups' life experiences in the United States.
- 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.
- Evaluate the historical and current role of politics in both maintaining and mitigating the status of racial and ethnic minorities in the United States.
- Create personal, societal, and political solutions to the issues and perspectives presented throughout the course.
- Assess areas of current debate and unanswered questions in the study of race and ethnic politics in America.

Format

Traditionally, this course would be conducted as a seminar, with the expectation that all students would contribute to debates in class. The Covid 19 pandemic has upended everybody's lives – and some more than others. The instructor understands that students face different contexts and have different challenges. Nonetheless, in a course about diversity, it is instrumental that we learn from what everyone taking this course brings to the table. Therefore, we ask those who can do it to please attend the Zoom lectures live. For those who cannot, recordings will be available.

An online course poses significant challenges to participation. We understand that students may be in different time zones or have particular circumstances which may hinder their ability to attend classes live, as well as turn their video and microphones on during classes on Zoom. Classes will be recorded, which means that students who have their videos on and who speak during class will have their voices and images captured. We support your right to privacy. You have the right to keep your camera and microphone off. However, if you feel comfortable doing so, turning your video on and participating during class will enrich your education and the education of your colleagues. This is a course about diversity. Therefore, individual experiences contribute as much to it as scientific knowledge. You should feel free to unmute yourself at any time to ask a question or make a comment.

This is a reading-intensive course. The best way to approach all of the readings is to make sure you understand the reading's main point. If it is a theoretical piece, is the argument that the author or authors make sound? If an empirical one, what is the nature of the evidence provided? If you are able to answer those questions, then you have done the readings properly.

Requirements

You are expected to do *all* of the readings *before* class. Your grade will be based upon two reflections on topics we'll cover in lectures (20%), a midterm (30%) and a final paper (50%).

Readings

There is one required book:

- Alexander, Michelle. 2012. *The new Jim Crow: Mass incarceration in the age of color-blindness*. New York: New Press

You can access it online via UCSD Libraries: <https://ebookcentral.proquest.com/lib/ucsd/detail>
Login using UCSD VPN: <https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/>.

All other readings are available on the “Files” section of the course’s Canvas web page. Required podcasts and films are linked in this syllabus.

Reflections

20%

You are required to write two reflections based on the readings: the first due on July 9, and the other due on July 16, as described below. Both reflections should be between one and two pages long, double-spaced, typeset in 12-point font, with 1 in margins.

First Reflection

Take the Implicit Association Test. Go to: <https://implicit.harvard.edu/implicit/takeatest.html>. Select “I wish to proceed.” Take the Arab-Muslim IAT, Asian IAT, and race IAT.

What did you learn from taking the IATs about yourself and implicit bias?

Due at 10 AM (Pacific) on July 9 via the “Assignments” section of the course’s Canvas website.

Second Reflection

Reflect on what you’ve learned from reading *The New Jim Crow* and watching *13th*. How does the American criminal justice system help to maintain the social hierarchy in the United States?

Due on July 16 at 10 AM (pacific) via the “Assignment” section of the course’s Canvas website.

Midterm

30%

The midterm will be on July 23, during class, through the “Quizzes” feature of the course website on Canvas. Students who cannot take the exam during class must reach out via email to the instructor as soon as possible, so that other arrangements may be made.

The midterm will include multiple-choice and short-answer questions. Part of the 7/21 class will be devoted to a review and preparation for the midterm. That review section will be your study guide.

Final Assignment

50%

There are two prompts for the final assignment: one policy-based and one research-based. You must indicate which of the two prompts you are responding to on the top of the first page of your essay .

Your paper must cite at least five academic works from the course readings, covering at least three different lectures.

Regardless of the prompt you respond to, your final assignment must be six pages long, contain a references section, be double-spaced, and typeset on 12 pt font with 1 in margins. Citations should follow any widely accepted academic format, such as APA or Chicago. Essays must be uploaded to the “Assignments” page on the course’s Canvas website no later than July 31 at 6 PM (Pacific).

Prompt 1: Public Policy

Describe one of the problems that was presented in this course and create a policy plan to solve the problem at the international, national, state, or local level. In your answer:

- Concretely identify and explain the problem.
 - Identify and explain the causes/sources of the problem.
- Create and lay out your solution:
 - Note the relevant actors in the solution (voters, politicians, civil society organizations, bureaucrats, etc)
 - Note the reach of the solution (international, national, state, or local)
- Critique and evaluate your solution:
 - What are its strengths?
 - What are its weaknesses? How can you overcome these weaknesses?

Prompt 2: Research Design

Identify an unanswered research question in the topics we have covered in this course – it could be a gap in the literature, an existing controversy, or an unexplored or overlooked topic altogether. Propose a research design to try to get at this question.

- Concretely identify and explain the question:
 - What have scholars so far said about the topic?
 - Why have they failed to answer this question?
- Create and lay out your design:
 - What are your hypotheses?
 - What data are you proposing to use (e.g., experimental data, surveys, interviews, election data, etc)
- Critique and evaluate your design:

- What are its strengths? How will it help answer the question?
- What are its weaknesses? How can you overcome these weaknesses? What additional questions cannot be answered by your proposed design?

Course Policies

Disability Accommodations

If you have a disability that requires special accommodations, please email me as soon as possible and present your certification to me and to Natalie Ikker (nbikker@ucsd.edu).

Regrade Policy

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.

Academic Integrity

All students are expected to abide by UCSD's academic integrity guidelines. Please consult <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2> for UCSD's Academic Integrity Policy. Students in this course are expected to comply with this policy. Any student in violation of UCSD's policy will automatically fail this class.

Course Schedule

Tuesday, June 30: What Is Race and Ethnicity

Readings

- Appiah, Anthony. 1994. "Race, culture, identity: Misunderstood connections." In *Color conscious: The political morality of race*, edited by Kwame Anthony Appiah and Amy Gutmann. Princeton University Press
- Bowler, Shaun, and Gary Segura. 2012. *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*. Thousand Oaks, CA: CQ Press
 - Chapter 2
- Masuoka, Natalie, and Jane Junn. 2013. *The politics of belonging: Race, public opinion, and immigration*. University of Chicago Press
 - Chapter 2
- Krauss Whitbourne, Susan. 2010. *In-Groups, Out-Groups, and the Psychology of Crowds*. Psychology Today, December 7. <https://www.psychologytoday.com/blog/fulfillment-any-age/201012/in-groups-out-groups-and-the-psychology-crowds>
- chou, Vivian. 2017. *How Science and Genetics are Reshaping the Race Debate of the 21st Century*. Science in the News, April 17. <http://sitn.hms.harvard.edu/flash/2017/science-genetics-reshaping-race-debate-21st-century/>
- Achenbach, Joel. 2009. "Study Finds Africans More Genetically Diverse Than Other Populations" (April 30). <http://www.washingtonpost.com/wp-dyn/content/article/2009/04/30/AR2009043002485.html>

Thursday, July 2: Major Racial and Ethnic Groups in the United States

Readings

- Coulthard, Glen. 2010. "Place against empire: Understanding Indigenous anti-colonialism." *Affinities: A Journal of Radical Theory, Culture, and Action*
- Black, Jason Edward. 2002. "The "mascotting" of Native America: Construction, commodity, and assimilation." *American Indian Quarterly*: 605–622
- Gates, Henry Louis. 2019. "How Reconstruction Still Shapes American Racism." *Time* (April 2). <https://time.com/5562869/reconstruction-history/>
- NAVARRO, MIREYA. 2012. "For Many Latinos, Racial Identity Is More Culture Than Color." *The New York Times* (January 14): A14. <https://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?module=ArrowsNav&contentCollection=U.S.&action=keypress%C2%AEion=FixedLeft&pgtype=article>
- Kim, Claire Jean. 1999. "The racial triangulation of Asian Americans." *Politics & Society* 27 (1): 105–138
- Barbaro, Michael. 2020. *The History and Meaning of Juneteenth*. The Daily. Podcast. The New York Times, June 19. <https://www.nytimes.com/2020/06/19/podcasts/the-daily/juneteenth-emancipation-day-black-lives-matter.html>

Tuesday, July 7: Racial Discrimination

Readings

- Alexander, Michelle. 2012. *The new Jim Crow: Mass incarceration in the age of color-blindness*. New York: New Press

– Chapter 1

- Bertrand, Marianne, and Sendhil 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
- Terkildsen, Nayda. 1993. “When white voters evaluate black candidates: The processing implications of candidate skin color, prejudice, and self-monitoring.” *American Journal of Political Science*: 1032–1053
- Bouie, Jamelle. 2015. “Persistent Racism in Housing Is a Tax on Blackness.” *Slate Magazine* (May). <https://slate.com/news-and-politics/2015/05/racism-in-real-estate-landlords-redlining-housing-values-and-discrimination.html>

Thursday, July 9: Racial Bias

- Perez, Efrén. 2016. *Expert Explains the Power of Implicit Bias*. Youtube. Video, September 29. <https://www.youtube.com/watch?v=psYGbxi9m0A>
- Pérez, Efrén O. 2016. *Unspoken politics: Implicit attitudes and political thinking*. Cambridge University Press

– Chapters 1, 2, and 9

- Penman, Maggie, Shankar Vedantam, and Max Nesterak. 2016. *#AirbnbWhileBlack: How Hidden Bias Shapes The Sharing Economy*. Hidden Brain. Podcast. NPR, April 26. <http://www.npr.org/2016/04/26/475623339/-airbnbwhileblack-how-hidden-bias-shapes-the-sharing-economy>
- Murray Law, Bridget. 2009. “Retraining the biased brain.” *Monitor on Psychology* (October). <http://www.apa.org/monitor/2011/10/biased-brain.aspx>

Assignment

Take the Implicit Association Test. Go to: <https://implicit.harvard.edu/implicit/takeatest.html>.

Select “I wish to proceed.” Take the Arab-Muslim IAT, Asian IAT, and race IAT.

What did you learn from taking the IATs about yourself and implicit bias?

Due at 10 AM (Pacific) on July 9 via the “Assignments” section of the course’s Canvas website.

Tuesday, July 14: Race, Ethnicity, and Inequality

Readings

- Alesina, Alberto, Edward Glaeser, and Bruce Sacerdote. 2001. *Why doesn't the US have a European-style welfare system?* Technical report. Washington, DC: National bureau of economic research
- Blank, Rebecca M. 2001. “An overview of trends in social and economic well-being by race.” In *America Becoming: Racial trends and their consequences*, edited by Neil J Smelser, William Julius Wilson, and Faith Mitchell. National Academy Press
- *Demographic Trends and Economic Wellbeing*. 2016. Pew Research Center, June 27. <http://www.pewsocialtrends.org/2016/06/27/1-demographic-trends-and-economic-well-being/>
- Vega, Tanzina. 2016. “Why the racial wealth gap won’t go away.” *CNN Money* (January 26). <https://money.cnn.com/2016/01/25/news/economy/racial-wealth-gap/>

Thursday, July 16: Criminal Justice System

- DuVernay, Ava. 2016. *13th*. Filme. Netflix, United States. <https://www.youtube.com/watch?v=krfcq5pF8u8>

- Alexander, Michelle. 2012. *The new Jim Crow: Mass incarceration in the age of color-blindness*. New York: New Press
- Chapters 2-6

Assignment

Reflect on what you've learned from reading *The New Jim Crow* and watching *13th*. How does the American criminal justice system help to maintain the social hierarchy in the United States?

Due on July 16 at 10 AM (pacific) via the “Assignment” section of the course’s Canvas website.

Tuesday, July 21: Immigration + Midterm Review

Readings

- Abrajano, Marisa, and Zoltan L Hajnal. 2017. *White backlash: Immigration, race, and American politics*. Princeton University Press
- Introduction
- Hajnal, Zoltan, and Michael U Rivera. 2014. “Immigration, Latinos, and white partisan politics: The new democratic defection.” *American Journal of Political Science* 58 (4): 773–789
 - Masuoka, Natalie, and Jane Junn. 2013. *The politics of belonging: Race, public opinion, and immigration*. University of Chicago Press
- Chapter 5
- Adida, Claire L, Adeline Lo, and Melina R Platas. 2018. “Perspective taking can promote short-term inclusionary behavior toward Syrian refugees.” *Proceedings of the National Academy of Sciences* 115 (38): 9521–9526

- Gjelten, Tom. 2015. “Should Immigration Require Assimilation.” *The Atlantic* (October). <https://www.theatlantic.com/politics/archive/2015/10/should-immigration-require-assimilation/406759/>

Thursday, July 23: Midterm + The Role of Institutions

Readings

- Gutmann, Amy. 1994. “Must Public Policy be Color Blind?” In *Color conscious: The political morality of race*, edited by Kwame Anthony Appiah and Amy Gutmann. Princeton University Press
- Hajnal, Zoltan, Nazita Lajevardi, and Lindsay Nielson. 2017. “Voter identification laws and the suppression of minority votes.” *The Journal of Politics* 79 (2): 363–379
- Griffin, John D. 2014. “When and why minority legislators matter.” *Annual Review of Political Science* 17:327–336
- 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 (3): 463–477

Tuesday, July 28: Behavior, Mobilization and Participation

Readings

- Dawson, Michael C. 1995. *Behind the mule: Race and class in African-American politics*. Princeton University Press
 - Chapter 3
- Michelson, Melissa R. 2005. “Meeting the challenge of Latino voter mobilization.” *The Annals of the American Academy of Political and Social Science* 601 (1): 85–101

- Gao, George. 2016. *The challenges of polling Asian Americans*. Pew Research Center, May 11. <http://www.pewresearch.org/fact-tank/2016/05/11/the-challenges-of-polling-asian-americans/>

Thursday, July 30: The Role of Race in Trump’s Election and the Future of Race and Ethnic Politics in America

- Tesler, Michael, and John Sides. 2016. “How political science helps explain the rise of Trump: The role of white identity and grievances.” *The Washington Post*
- Mutz, Diana C. 2018. “Status threat, not economic hardship, explains the 2016 presidential vote.” *Proceedings of the National Academy of Sciences* 115 (19): E4330–E4339
- Lajevardi, Nazita, and Marisa Abrajan. 2019. “How Negative Sentiment toward Muslim Americans Predicts Support for Trump in the 2016 Presidential Election.” *The Journal of Politics* 81 (1): 296–302
- Cohen, Patricia. 2019. “What Reparations for Slavery Might Look Like in 2019.” *The new York Times* (May 23). <https://www.nytimes.com/2019/05/23/business/economy/reparations-slavery.html?smid=nytcore-ios-share>

Friday, July 31: Final Due via the “Assignments” Section of the Course’s Canvas Website