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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:

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)
  - Due 8/8 at 8am: IAT Reflection
  - Due 8/20 at 8am: Alexander Reflection
- Discussion Post (on TritonEd’s Discussion Forums) (5%)
  - Due 8/12 at Noon: 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 competed 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:
      
         1. Read pages 11-36 (only the top of 36)
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)
   
   [video link]
   
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)
   
   
   
   
iv. **Reading:** Bridget Murray Law. *Retraining the Biased Brain*
   
   
   1. **Optional:** Read original study by Devine et al. (2012)
   
   [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/)
   
v. **Task:** IAT Tests – take home assignment & Reflection (due at 11am on 8/8); go to [https://implicit.harvard.edu/implicit/takeatest.html](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
   
   
   
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:
      iii. Task (Due August 12th at noon) Discussion Post Blank v. Thernstroms
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
   iv. Reading: Dembry (2013) “For People of Color, A Housing Market is Partially Hidden From View” Code Switch, NPR
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:  
      http://scholarship.law.cornell.edu/lsrp_papers/41  
      iii. Task: Reflection on Alexander Reading. (Due at 11am 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.
   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
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

d. Preparation:
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:**

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
   v. Bracero Program
   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: