

**Race, Ethnicity, and Politics
Winter 2013**

**Tuesdays: 1:00PM – 3:50PM
Location: Bunche 4276**

**Professor Lorrie Frasure-Yokley
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Office Hours: Thursdays 11:30AM-1:30PM (beginning week 2)**

Course Description:

This course examines the historical and contemporary role of racial and ethnic minority groups in U.S. political system. We examine the political experiences of several racial and ethnic minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans) as well as Muslim Americans and their interactions with the historically dominant racial group (non-Hispanic white Americans) in the U.S. system. Some major topics include racial formation, (pan)ethnic identity, citizenship, political participation and representation, public opinion, as well as interracial conflict and coalition building. We also cover some current politics and policy debates affecting racial/ethnic and religious minorities in the United States.

Required Books:

McClain, Paula D., and Joseph Stewart Jr. 2010. *"Can We All Get Along?" Racial and Ethnic Minorities in American Politics*, 5th Ed. Boulder, CO: Westview Press (referred to as REMAP)

Schmidt Sr., Ron and Yvette M. Alex-Assensoh, Andrew L. Aoki, and Rodney E. Hero. 2009. *Newcomers, Outsiders, and Insiders: Immigrants and American Racial Politics in the Early Twenty-first Century*, University of Michigan Press (referred to as NOI)

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 (15%)--Three RC's: Week 4, Week 7 and Week 10

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 (15%):** I will do an overview to help situate the readings. Student discussion leaders will then 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.

Research Paper (10-12 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.

Students will submit sections of this research paper throughout the quarter, with a final submission during finals week. Final papers will be submitted via TURNITIN (WORD format only) AND one hard copy delivered to the Political Science main office by 4:30 PM on due date.

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. 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 (1/9) Introduction and Overview

Week 2 (1/16) America's Racial Dilemmas and Citizenship

REMAP, Chapter 1 "America's Dilemmas"

NOI, Introduction and Chapter 1, "The "New Immigration" and U.S. Ethnoracial Politics"

Obama, Barack. 2008 (March 18). "A More Perfect Union" Speech on Race in the Philadelphia Constitutional Center. New York Times.

Week 3 (1/23) Historical and Social Contexts

REMAP, Chapter 2 "Resources and the Status of America's Racial Minorities"

NOI, Chapter 3 "The Historical Context of U.S. Ethnoracial Politics" and Chapter 4 "The Persistence of Racial Segregation in a Diverse America"

Week 4 (1/30) The Actors, Interests and Strategies

REMAP Chapter 3, "America's Racial Minorities in the Contemporary Political System: Actors"

NOI Chapter 5, "Political Participation, Descriptive Representation, and the Quest for Political Power"

Week 5 (2/6) Blacks or African Americans

REVIEW REMAP, pp. 45-53, 70-76, 80-85, 125-127, (skim) 243-251

(CWP) Cohen, Cathy. 2012. *Democracy Remixed: Black Youth and the Future of American Politics*. Oxford University Press. (selections TBA)

(CWP) Dawson, Michael. 2011. *Not in Our Lifetimes: The Future of Black Politics*. University of Chicago Press. (selections TBA)

(CWP) Frasure, Lorrie. 2009. "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 p.133-154.

Week 6 (2/13) American Indians or Native Americans

REVIEW REMAP, pp. 56-57, 79-80, 90-91, 126-129, (skim) 251-257;

(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 7 (2/20) Latinos or Hispanic Americans

REVIEW REMAP, pp. 53-55, 76-78, 85-88, 125-127, (skim) 257-268;

(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)

(CWP) García Bedolla, L. 2009. *Latino Politics*. Cambridge, UK: Polity. (selections TBA)

(CWP) Lavariega Monforti, J. and L. García Bedolla. 2009. "The Influence of History on the Policy Positions and Partisanship of Hispanics in the United States." In Valerie Martínez-Ebers and Manochehr Dorraj, eds., *Perspectives on Race, Ethnicity, and Religion: Identity Politics in America*. New York: Oxford University Press.

Week 8 (2/27) Asian (Pacific) Americans

REVIEW REMAP, 55, 78-79, 88-90, 126-129, (skim) 269-273

(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). (selections TBA).

(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)

Week 9 (3/6) Muslim Americans

- (CWP) Jamal, A. (2005). The Political Participation and Engagement of Muslim Americans Mosque Involvement and Group Consciousness. *American Politics Research*, 33(4), 521-544.
- (CWP) Ayers, J. W., & Hofstetter, C. R. (2008). American Muslim political participation following 9/11: Religious belief, political resources, social structures, and political awareness. *Politics and Religion*, 1(01), 3-26.
- (CWP) Barreto, M. A., & Bozonelos, D. (2009). Democrat, Republican, or None of the Above? The Role of Religiosity in Muslim American Party Identification. *Politics and Religion*, 2(1), 1-31.
- (CWP) Ayers, J. W. (2007). Changing sides: 9/11 and the American Muslim voter. *Review of Religious Research*, 187-198.
- (CWP) Zahedi, D. (2008). Political Attitudes and Patterns of Political Participation of Iranian Americans in California. *Working Papers, Institute of Governmental Studies, UC Berkeley*.

Week 10 (3/13) The Future of American Racial and Ethnic Politics

REMAP Chapter 5, “Coalitions or Competition? Patterns of Interminority Group Relations” and Chapter 6, “Will We “All Get Along”

NOI Chapter 6, “Political Incorporation, Governing Coalitions, and Public Policy” and Chapter 7, “Immigrants and the Future of American Ethnoracial Politics”