INTRODUCTION TO RACE, ETHNICITY, AND POLITICS

POLITICAL SCIENCE 280A
FIELD SEMINAR I

FALL 2017

THURSDAY 1:00-3:50
LOCATION: BUNCHE 4357

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Office Hours: Tuesdays 1-3 P.M.
Please must sign up for my office hours using the Doodle Poll link (or by appointment):
https://doodle.com/poll/bzvbkbq2pm7u56yw

Course Description
Political Science 280A-B is a two-quarter survey of Race, Ethnicity, and Politics (REP), designed for first and second year Ph.D. students. The course has two primary goals. First, we aim to help you understand what the discipline has learned about some of the most important questions in REP. By the end of the course, you should show basic familiarity with the state of knowledge regarding these topics. Second, this course is designed to help develop students of Race, Ethnicity, and Politics into strong researchers in political science and the social sciences more broadly.

In the first quarter (280A), we will focus broadly on theories, methodological approaches, and the development of paradigms in REP; in the second quarter (289B) more specifically on various research methods used in the study of REP, such as content analysis, survey research, field work, experiments, etc.

Central concerns: What is the relationship between the way we see the world and the methods used to produce and express knowledge about those understandings? How do we conceptualize the relation between race and other analytic categories and modes of research? How do we view the various theoretical, and methodological debates in REP, political science and social science more broadly? Can we create new methods or combine methods so as to bridge the divides between different approaches and generate new concepts in REP? How does the work we read and our own work, contribute to the field of REP, our substantive area (i.e. Black politics, Latino politics, racial attitudes), social science in general, and the field of political science?
Course Requirements:

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

Submit each assignment via TURNITIN in WORD format prior to 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.

In addition to active, professional and collegial participation in seminar discussions, students will be asked to complete all assignments on time and with professional level quality.

Requirements:

Weekly memos (10%) (Beginning Week 2):
Weekly 1-page memos should be posted to the course website. They must be posted by the Wednesday before the class in question by 11:59pm. Memos posted after this time will count as a 0 toward your grade. Timely completion of the memos is essential for professional development and to facilitate a healthy discussion. There are no excuses for late or absent memos.

Active Seminar Participation and Discussion Facilitation: (30%)
Given the seminar format, students are expected to attend all seminar meetings, read the required readings and actively participate in the discussions. In addition everyone will have an opportunity to co-facilitate a discussion.

Student discussion leaders will present for 15-20 minutes and propose an agenda or sequence of questions for discussion. 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 discussion questions. The number of times students present will depend upon the size of the seminar.

The goal is to present core aspects of the work in 15-20 minutes. This will include answering the following:

What is the puzzle or research problem?
What are the core concepts and questions in the work?
What theories serve as a basis for the authors work?
What is the author’s methodological approach?
What is the author’s central finding or contribution?
Does the method allow the author to effectively answer the research question(s)? If so, how and if not, why not.
What are some possible alternatives to the approach taken by the author?
Literature Review (4-5 pages): (30%)
The review should develop the central theoretical and substantive claims in your selected area of research. The review should clearly identify the theoretical, substantive and methodological DEBATES in your key area of research. An effective analysis of those debates should identify the limitations or gaps in the existing literature. What steps need to be taken to address these gaps in the literature?

Research Design Proposal (5 pages): (30%)
Having developed a clear research question or set of research questions, students will be asked to develop a research design. What method or methods will be used to answer the overarching question and smaller questions generated by the literature review? What data will be used? How will it be collected? What are the alternatives to the argument advanced in the literature review and how will you adjudicate between your argument and the plausible alternative explanations empirically? What is evidence that you are right? What might be some inconvenient facts that would suggest you are wrong?

COURSE SCHEDULE AND OUTLINE OF READINGS
(Subject to amendments based on direction of course)

Week 1: Introduction to the Study of Race and Ethnicity
October 5


Recommended
Week 2: Race and Ethnicity in American Political Development
October 12


Week 3: Race, Identity, Citizenship, and Political Theory
October 19


Week 4: Race, Ethnicity, Gender, and Political Behavior
October 26

Week 5: Racial, Ethnicity and Group Identity
November 2


Week 6: Race, Ethnicity and Political Attitudes
November 9


Recommended


Week 7: Race, Ethnicity, and Metropolitan Politics
November 16


Week 8:
November 23 (NO CLASS)
Week 9: Race, Ethnicity, and Comparative Politics I
November 30


Week 10: Race, Ethnicity, and Comparative Politics II
December 7


Week 11: Race, Ethnicity, and International Relations
December 14