

Political Science 61 / Chicano/Latino Studies 64 Introduction to Race and Ethnicity in U.S. Politics ICS 174

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Class Website:

Office Hours: Tuesday 2-4 pm

<https://eee.uci.edu/09f/67160>

Teaching Assistant: To be determined

Course Overview:

From its first days, the United States has faced the dilemma of how to incorporate populations different from the majority population. This dilemma continues today and appears in discussions of such issues as affirmative action, immigration and naturalization, language policy, and social welfare policy. In this course, we will examine the major theories that attempt to explain the roles of race and ethnicity in U.S. politics and the ways in which individuals use race and ethnicity as resources for political organization. We will examine the phenomenon of ethnicity and race in the political development of the United States. Finally, we will look at the political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence.

The course's substantive focus is the politics and experiences of specific groups: African Americans, Latinos, Native Americans, and Asian Americans. This examination and analysis will not only enhance our understanding of these groups' political roles, but will demonstrate that the U.S. political system cannot be adequately understood without understanding the political dynamics of ethnicity and race.

Course Readings:

Readings are taken from four sources. I will ask that you read two books, a collection of articles available from Anteater Publishing (these are identified with a "***" in the list of readings), and several primary source documents and one forthcoming article (available on the class web site). The books and many of the packet readings are available at the campus bookstore and are on reserve at the library. Please note that the readings in the packet may not appear in the exact order that they appear on the syllabus.

The books are:

DeSipio, Louis, and Rodolfo O. de la Garza. 1998. *Making Americans, Remaking America: Immigration and Immigrant Policy*. Boulder, CO: Westview Press.

Overton, Spencer. 2006. *Stealing Democracy: The New Politics of Voter Suppression*. New York: WW Norton.

I will expect that you have read the assigned readings *prior to* the class in which they are assigned. Although I will not always make explicit reference to the assigned readings in my lectures, having read them in advance will help you understand that day's topic. You are encouraged to ask questions about the readings in both class and discussion section.

Course Structure

Class time will be primary used for lecture on the topic identified on the syllabus for that day. I will sometimes not complete one day's lecture in the allotted time and return to that topic at the beginning of the next class (I will amend the class power point slides posted to the class website to reflect how far we got in the lecture). Even if I do not complete the lecture, I will expect you to do the readings for the next class session prior to that class.

I welcome questions during class about that day's readings or points made in lecture. I strongly encourage you to raise all questions that you have at any point. If you have questions, your classmates probably do as well.

You will also have the opportunity to discuss class readings in your discussion sections. Participation in discussion section is required. As I will say later, participation in discussion section will make up 10 percent of your final grade.

I will post outlines of each class on the class web site prior to each class (ideally by the evening before). These outlines are meant to be a guide to the material that I will cover in lecture, but are *not* a complete version of what will be said in class. While it might be tempting, I can assure you that you will not be able to replace class attendance with a careful review of the outlines. I will discuss specifics in class that will give you the evidence you need to answer essays and exams well.

Course Requirements and Grading

I will evaluate your performance in the class in three ways. These include: 1) two analytical essays on course readings; 2) two exams; and 3) participation in discussion section.

Essays: I will assign two analytical essay questions during the semester. These questions will ask you to evaluate arguments made in course readings and, to a lesser degree, themes raised in class discussions. You will be able to answer the questions based on the course readings/class discussions and will not have to do additional research. Each essay should be between five and seven pages. The essays will be due on October 13 and December 1.

Each of these essays will contribute 25 percent to your final grade for a total of 50 percent.

In-class Exams: Our first exam will take place in class on October 27 and the second during finals' week on December 10 from 8 to 10 am. These exams will include a combination of short answer and essay questions and will cover material from both the readings and class lectures/discussions. The first exam will include lectures and assigned readings from September 24 through October 22. The second exam will all course material, but will primarily cover lectures and assigned readings from October 29 through December 3.

Each exam will account for twenty percent of your final grade.

Discussion Section Participation: The final 10 percent of your grade will be awarded by your teaching assistant based on your participation in discussion section. The TA will indicate how these points will be awarded in section.

Extra Credit: Throughout the quarter, I will bring to your attention opportunities to attend events on campus that relate to minority politics. I can't predict in advance how many of these events there will be or when they will occur (some quarters, there have only been two or three). If you hear of an event that you think might be relevant, please bring it to my attention.

To earn extra credit, I will require that you attend the event and write a description of no more than one page summarizing the key points. You can earn up to one point of extra credit (1 percent of your final grade) for each of these summaries that you submit, up to a maximum of 5 points.

Course Assignments and Reading List

September 24 – Class Introduction and Overview

Part 1

Shared Foundations – What Links the Politics of Contemporary Minority Communities?

September 29 – The Voting Rights Act of 1965

READING: **Davidson, Chandler. 1994. "The Voting Rights Act: A Brief History." In Bernard Grofman and Chandler Davidson, eds. *Controversies in Minority Voting: The Voting Rights Act in Perspective* (pp. 7-51).

October 1 – The Immigration and Nationality Act of 1965 (and Debates over a New Immigration Law)

READING: DeSipio and de la Garza, chapters 1 and 2 (pp. 1-59).

October 6 – Large Scale Immigration and the Emergence of Pan-Ethnicity in Law and in Political Organizing

READING: ** Junn, Jane, and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context. *Perspectives on Politics* [December 2008], pp. 729-740.

Part Two Citizenship Denial, Abrogation, and Reassertion

October 8 – The 14th and 15th Amendments and their Abrogation

READING: ** Foner, Eric. 2005. *Forever Free: The Story of Emancipation and Reconstruction*, chapter 7 (pp. 189-213).

October 13 – Territorial Minorities and the Violation of Treaty Rights: Native Americans, Mexican Americans, and Puerto Ricans

READINGS: ** Deloria, Jr., Vine, and David E. Wilkins. 1999. *Tribes, Treaties, and Constitutional Tribulations*, chapter 7 (excerpt) and 8 (pp. 139-150 & 156-62).

** Griswold de Castillo, Richard. 1990. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, chapter 5 (pp. 62-86).

First Analytical Essay Due at the Beginning of Class

October 15 – Immigration Restriction, Chinese Exclusion, and Contested Citizenship

READING: ** Gyory, Andrew. 1998. *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*, chapter 12 (pp. 242-259).

October 20 – The African American, Latino, and Asian American Civil Rights Movements and the Assertion of Equal Protection of the Laws

READINGS (Primary documents):

King, Martin Luther. "I Have a Dream." August 28, 1963. Washington, D.C. [Available on class web site or http://www.sojust.net/speeches/mlk_dream.html].

Kennedy, Robert. "On the Death of Martin Luther King, Jr." April 4, 1968. Indianapolis, IN [Available on class web site or http://www.sojust.net/speeches/rfk_mlkc.html].

October 22 – Legacies and Nationalism

READINGS (Primary documents):

Malcolm X. "The Ballot or the Bullet." April 3, 1964. Cleveland, OH

[Available on class web site or http://www.sojust.net/speeches/malcolm_x_ballot.html].

Gonzales, Rodolfo Corky. *I Am Joaquin*

[Available on class web site or <http://www.latinamericanstudies.org/latinos/joaquin.htm>].

El Plan Espiritual de Aztlán

[Available on class web site or at <http://carbon.cudenver.edu/MEChA/plan-aztlan.html>].

October 27 – 1st Exam

Part Three

Minority Political Values, Attitudes, and Behaviors

October 29 – Minority Political Attitudes and Civic Participation

READINGS: Overton, Introduction and chapter 1 (pp. 11-41)

November 3 – Minority Electoral Participation

READING: Overton, chapters 2 and 3 (pp. 42-86)

November 5 – Minority Voting Rates and Barriers

READINGS: Overton, chapters 4 and 5 (pp. 87-147)

** Barreto, Matt, Stephen Nuño, and Gabriel R. Sanchez. 2009. "The Disproportionate Impact of Voter-ID Requirements on the Electorate – New Evidence from Indiana." *PS* [January 2009] (pp. 111-116).

November 10 – The Obama Election and the New Meanings of Minority Politics in the United States

READINGS: Lopez, Mark Hugo, and Paul Taylor. 2009. *Dissecting the 2008 Electorate: Most Diverse in U.S. History*. Washington, D.C.: The Pew Research Center. *Posted to class web site.*

November 12 – The Locus of Minority Competition: Elections in Multi-Ethnic Cities

READINGS: Overton, chapters 6, conclusion, and afterword (pp. 148-197)

** Sonenshein, Raphael J. 2005. "Latino Incorporation Reaches the Urban Summit: How Antonio Villaraigosa Won the 2005 Los Angeles Mayor's Race" *PS*, [October 2005] (pp. 713-721).

November 17 – Gender and race/ethnic participation

READINGS: ** Philpot, Tasha S., and Hanes Walton, Jr. 2007. "One of Our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science* 51 [1] [January]: 49-62.

Part Four
Policy Issues and Intergroup Cooperation:
Is There a Rainbow Coalition?

November 19 – Redressing Past Wrongs

READINGS: Johnson, Lyndon. "To Fulfill These Rights" Commencement Address at Howard University. June 4, 1965. Washington, D.C. [Available on class web site or <http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650604.asp>].

** Shapiro, Thomas. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press. Chapter 2: "The Cost of Being Black and the Advantage of Being White," pp. 42-59.

November 24 – The Changing Face of U.S. Minority Politics: Immigrant Naturalization and Immigrant Settlement

READING: DeSipio and de la Garza, chapter 3-4 (pp. 61-124).

December 1 – Congressional Debates on Immigration Reform and the Future of U.S. Race/Ethnic Politics

READING: ** DeSipio, Louis. 2010 [Forthcoming]. "Drawing New Lines in the Sand: A Retrospective Evaluation of the Failure of Immigration Reform From 2006 to the Beginning of the Obama Administration." In Kim Voss and Irene Bloemraad, eds. *Drawing New Lines in the Sand: A Retrospective Evaluation of Immigration Reform's Failure in 2006 and 2007*. Available on class web site.

Analytical Essay #2 due at the beginning of class

December 3 – Demographic Futures and Exam Review

READINGS: DeSipio and de la Garza, chapter 5 (pp. 125-134)

Final – December 10, 8-10 am