

Davidson College  
Instructor: Ron Schmidt  
Spring 2013; MWF 1:30 – 2:20 pm

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Office Hours: MW 2:30 – 3:30 pm, or by appointment

## **COURSE SYLLABUS**

### **POL 226: Racial & Ethnic Politics**

#### **Course Introduction:**

What is the role of racial and ethnic identities in American political life? Why is this so often a difficult topic for Americans to engage when discussing their political views and actions? Can the United States accurately be described as a democratic country in relation to ethnic and racial divisions? If not, what more is required before such a description is accurate?

These are among the central questions that we will address in this course. The premise of the course is that racial and ethnic divisions are among the most important fault lines in American politics, and that we cannot fully understand the country's politics without a deeper understanding of the causes, effects, and meanings of these divisions and the roles they play in our politics.

Through intensive reading, discussion, critical analysis and writing, the goals of the course are: (1) to better understand the role of ethno-racial *identity politics* in American political life; (2) to better understand and critically assess the main *contours of debate* over the best *path toward democratic political incorporation* for U.S. Blacks, Latinos/Hispanics, Asian Americans, and American Indians in U.S. politics; and (3) to better understand and critically assess the *relationship between racial and ethnic identities and democratic values* in the United States.

#### **Requirements:**

1. Reading, reading, reading: Students will purchase and read several core texts, as well as read numerous book chapters, articles and essays that will be posted on the course Moodle page. The core texts for the course will be:

Schmidt, Ronald Sr., Yvette M. Alex-Assensoh, Andrew L. Aoki, and Rodney E. Hero. 2010. *Newcomers, Outsiders, and Insiders: Immigrants and American Racial Politics in the Early 21<sup>st</sup> Century*. Ann Arbor: University of Michigan Press.

Bowler, Shaun, and Gary M. Segura. 2012. *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*. Los Angeles: Sage/CQ Press.

Treuer, David. 2012. *Rez Life: An Indian's Journey Through Reservation Life*. New York: Atlantic Monthly Press.

2. Writing: Students will be required to complete several writing assignments (e.g., in-class essay exams and/or short analytic papers). In the exams students will write on two out of three prompts posted by the instructor, taken from a preparation sheet of a larger number of prompts provided in advance by the instructor. Analytic papers will require responding to an assigned prompt posted by the instructor, on which students will write and submit a 5-page essay.

Exams and papers will be graded on both substance and form. That is, students will be expected to concisely summarize information and arguments taken from the readings, lectures, and discussions, and to critically evaluate the strengths and weaknesses of both informational claims and arguments. In addition, students will be graded based on their ability to organize information concisely, to develop a coherent and insightful line of exposition and analysis, to write without spelling, grammatical, and syntax errors, and to write gracefully.

3. Discussion: Students will be required to prepare for, and participate in, a panel discussion aiming to critically explore the claims made by various political actors in relation to racial and ethnic politics in the United States. The instructor will assign both discussion topics and political “roles” which students will articulate in the panel discussion. Students will be graded on their work for the panel discussion in relation to both their preparation and their performance using a rubric provided by the instructor. In addition, students will be graded on their level and quality of participation in classroom discussions. Topics and assignments for the panel discussions will be forthcoming on the course Moodle page.

#### 4. Course Grades.

Students’ work will be evaluated as outlined above, and the course grade will be based on the following point allocations:

<u>Assignment:</u>	<u>Points Possible</u>
First Essay Exam	250
Second Essay Exam	250
Short Analytic Paper	250
Panel Discussion	150
Participation	<u>100</u>
	1000

Grade points and course grades will be based on the following criteria: A = 93% or more; A- = 90 – 92%; B+ = 87 – 89%; B = 83 – 86%; B- = 80 – 82%; C+ = 77 – 79%; C = 73-76%; C- = 70-72%; D+ = 67 – 69%; D = 60-66%; F = below 60%.

#### 5. Other Requirements.

Timeliness: work turned in late will be penalized (10 points per day of lateness). Avoiding a penalty is only possible if you can convince your instructor (typically with documentation) that you could not reasonably have been expected to avoid the events leading to your tardiness.

Attendance: since student participation is a vital part of the course, attendance will be taken each day of class. You will get two unexcused absences “for free”; after that, you will be penalized 25 points per day missed. This means that six unexcused absences will lower your course grade by one full grade. Receiving an “excused” absence will involve convincing your instructor – usually with documentation – that your health and the health of your classmates required your absence from class.

Class decorum: students will be expected to actively engage in the class proceedings by attentive listening, respectful participation, and quiet note taking. Checking email, social media pages, browsing the Web, texting on your mobile phone, etc., are not to be done during class time. Mobile phones are to be turned off before class begins. Engaging in disrespectful behavior toward other students, or toward the instructor, will not be tolerated. This is especially important in a course that – by its very nature – engages our involvement in a deep and often emotional way.

Eating or drinking (except water) is not allowed during class.

Honor Code: students in this course will be expected to meet both the spirit and the letter of the Davidson College Honor Code. If in doubt about what this means, do not hesitate to contact the instructor for guidance.

### **Schedule of Topics, Readings, and Assignments:**

(Note: NOI = *Newcomers, Outsiders, & Insiders*; B&S = Bowler & Segura)

Week 1 (Jan 14-18): Course Introduction

Readings: Moodle Readings #1-8; NOI, Intro; B&S, Ch 1.

Week 2 (Jan 21-25): Course Introduction (cont.)

Readings: B&S, Ch 2; NOI, Ch 1-2; Moodle Readings #9-14.

Week 3 (Jan 28 – Feb 1): The Standard Model: Historical Background

Readings: Moodle Readings #15; NOI, Ch 3

Week 4 (Feb 4 – 8): The Standard Model: Ethno-Racial Stratification

Readings: NOI, Ch 4; Moodle Readings #16-18

Friday, Feb 8: Student Panel #1

Week 5 (Feb 11-15): The Standard Model: Access & Participation

Readings: NOI, pp. 125-175; B&S, Ch 4, 6-7

Friday, Feb 15: Student Panel #2

Week 6 (Feb 18-22): The Standard Model: Representation & Governing Coalitions

Readings: NOI, pp. 175-225; B&S, Ch 3, 8

Week 7 (Feb 25 – Mar 1): The Standard Model: Public Policy & Scenarios  
Readings: NOI, pp. 225-268; B&S, Ch 5, 9-12; Moodle Readings #19.  
 FIRST EXAM: Friday, March 1

Week 8 (Mar 4-8): SPRING BREAK – NO CLASS

Week 9 (Mar 11-15): Critiques: Assimilation & American Nationalism  
Readings: Moodle Readings #20-24.  
Friday, March 15: Student Panel #3

Week 10 (Mar 18-22): NOTE: NO CLASS ON MAR 22 – PROFESSOR AT CONFERENCE;  
 Critiques: Ethno-Nationalism & Social Democracy.  
Readings: Moodle Readings #25-31.

Week 11 (Mar 25 -29): PROFESSOR AT CONFERENCE – NO CLASS ALL WEEK.

Week 12 (April 1-5): NOTE: NO CLASS ON APRIL 1 – EASTER BREAK  
 Critiques: Feminism & Intersectionality  
Readings: Moodle Readings #32-35.  
Friday, April 5: Student Panel #4.

Week 13 (April 8-12): Critiques: Egalitarian Integration & “Agonistic” Diversity  
Readings: Moodle Readings #36-44.  
Friday, April 12: Student Panel #5.

Week 14 (April 15-19): Critique: Transnationalism  
Readings: Moodle Readings #45-47.  
 EXAM 2 – Friday, April 19

Week 15 (April 22-26): American Indian Politics  
Readings: Moodle Readings #48-50; Treuer, Intro, Ch. 1-2.

Week 16 (April 29 – May 3):  
Readings: Treuer, Ch 3-5; Moodle Readings #51-53.  
Friday, May 3: Student Panel #6.

Week 17 (May 6 – 10): NOTE: MAY 8 IS LAST DAY OF CLASS  
Readings: Treuer, Ch 6 & Eulogies

Week 18 (May 10 – 16): FINAL EXAMS

**List of Course Readings Posted on Moodle: (Abbreviated Titles)**

- 01-2012 Pres Election Exit Polls.pdf
- 02-BrownsteinLAT-DividedNation.pdf
- 03-SBanks-KumbayaEraUnravelsInCampaignLAT.pdf
- 04-SBanks-Column a catalyst for debate on race and politics -- latimes.com.pdf
- 05-Wu-Yellow2002.pdf
- 06-Kim-RacialTriangulationOfAsianAmericans-99.pdf
- 07-Bonilla-Silva04-BiRacial-to-TriracialUSA.pdf
- 08-Beltran-LatinosNotAMonolith.pdf
- 09-Dawson-NO&Tragedy&PoliSci.pdf
- 10-Leaders Craft Black Agenda.pdf
- 11-Suarez-Hispanics and National Politics.pdf
- 12-Lee&Ramakrishnan-Asian Americans turn Democratic - latimes.com.pdf
- 13-Who is a Cherokee-lat.pdf
- 14-NiLP FYI/ The Post-Racial Illusion - AP Poll Finds Increased Prejudice.pdf
- 15-Schmidt-US Diversity-History
- 16-PewSDT-Wealth-Report\_2011\_7-26 FINAL.pdf
- 17-CAP-Racial Inequality & Recession.pdf
- 18-IPS-Recession and Native America.pdf
- 19-RSchmidt-RacialEquality&Policy2011.pdf
- 20-Steele-Race-Holding.pdf
- 21-LindaChavez1991.pdf
- 22-AReed-The Puzzle of Black Republicans - NYTimes.com.pdf
- 23-Schlesinger-DisunitingAmerica.pdf
- 24-Huntington-The Hispanic Challenge - ForeignPolicy.pdf
- 25-Malcolm X - The Ballot or the Bullet-1964.pdf
- 26-MalcolmX-BlackNationalism.pdf
- 27-Carmichael&Hamilton.pdf
- 28-Barrera\_Aztlan 12.pdf
- 29-Wilson-TrulyDisadvantaged.pdf
- 30-Wilson-BridgeOverRacialDivide.pdf
- 31-Wilson-Race&Poverty.pdf
- 32-Crenshaw1991-StanfordLawReview
- 33-Intersectionality-Intro-2007.pdf
- 34-Intersectionality-Hancock-2007.pdf
- 35-Intersectionality-Garcia-Bedolla-2007.pdf
- 36-MLK-Integration.pdf
- 37-MLK-The Black Power Defined-1967.pdf
- 38-Anderson-IntegrationImperative2011.pdf
- 39-Anderson-Integration-Ch6.pdf
- 40-bell hooks - loving blackness.pdf
- 41-Schmidt-PluralisticIntegration2000.pdf
- 42-Beltran 2009-Arendt & Immigrants & SpacePT.pdf
- 43-BoytePT2010- Critique of Beltran.pdf
- 44-Beltrán-PT2010-ReplyToBoyte.pdf

45-Chang-Racial&TransnatPolitics.pdf

46-Smith&Bakker-Transnat.pdf

47-CIS-Renshon-dualcitizenship.pdf

48-California Indian Tribes Eject Thousands of Members - NYTimes.com.pdf

49-Elizabeth Warren's Birther Moment - NYTimes.com.pdf

50-Pevar-HistoryIndianPolicy.pdf

51-Indian Country Looks Forward With Optimism After Record Turnout Beats Voter ID,  
Other Barriers.pdf