

POLS 4930/5130
American Race Relations
Fall 2015

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McGannon 122

Course Description

This course examines the various controversies that surround the role of race and ethnicity in American society. These controversies, or issues, affect public opinion, political institutions, political behavior, and salient public policy debates. This course will assess and evaluate the contemporary influence of race and ethnicity in each of these domains while also exploring their historical antecedents. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? How do other identities such as gender, class, and sexual orientation impact racial formation? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can we use these institutions to overcome the points of division in American society?

Required Text

Readings will be available on Blackboard and through the PIUS Library journal database. If you are assigned a journal article that is not posted to Blackboard, I expect that you will access the article through the PIUS journal database. I will post readings from books will be posted to Blackboard.

Academic Integrity Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your

faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Title IX Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> www.slu.edu/here4you .

Student Success Center Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Course Structure

This is a seminar course. Critical discussion of the assigned readings is major component of the course. Students are to come to class prepared to participate in the class dialogue and discussion. Students will also be expected to be discussion leaders for at least two sessions.

Course Objectives

This course is designed to help students broaden their knowledge, skills and values so that they will be able to:

- understand the importance of race and ethnic identity in the shaping of the American political system
- critique and assess scholarly theories and evidence
- discuss and defend ideas orally
- engage in meaningful and productive dialogue with others
- evaluate, critique, and synthesize competing theoretical explanations in race and ethnic politics and produce a comprehensive review of the scholarly literature
- produce original research that investigates political processes pertaining race and ethnic politics in the United States in a methodologically-sound and persuasive manner and contribute to ongoing scholarly debates
- present the results of their research in public forums

Course Requirements

Attendance and Participation: 25%

This course is reading and discussion intensive. You are expected to be an active participant in our discussions and classroom activities. An emphasis will be put not only on quantity of participation, but the quality of comments. If speaking in class is difficult for you, come see me. Class attendance is required. You will be allowed one unexcused absence over the course of the semester. After that, each additional unexcused absence will lower your attendance grade by one letter grade. **If you miss more than 4 classes, you will fail the course.** If you know you will be missing a class, please let me know as soon as possible. This class is a discussion-based course and I want to minimize disruption. If you are not in class by 4:20pm, please do not walk in and interrupt the conversation. You will be marked absent no exceptions. The instructor can also institute pop quizzes as part of your participation grade if it becomes clear that students are not reading.

Final Paper: 40%

You will write a 10 page (undergraduate) research design or 20-page (graduate) research paper on a topic relating in some way to race/ethnicity in American Politics. Undergraduates may also write research papers if they choose, but it is not required. Papers are due in class on December 2. Late papers will not be accepted except under extraordinary circumstances. I do not accept papers emailed to me. They must be turned in during the class period. You will also be required to present your research to your colleagues during the last two class sessions. You should prepare a 10-minute presentation outlining your theory, expectations, and analysis. As this is an upper division/graduate seminar, I expect work of the highest caliber. Writing is a process; therefore it

cannot be accomplished in the final week before the assignment is due. I have scheduled the week of November 18th for paper meetings. By the meeting I expect you have solid draft of your paper. The quality of the draft will also be assessed as part of your final paper grade.

Each student will bring in a full rough draft that we will go over together. You should also plan on meeting with me earlier in the semester to discuss a paper topic.

Final Exam: 35%

There will be an in-class written final exam. The final exam will be held during the assigned period: December 9th, 2015 from 4PM-5:50PM. This will be a cumulative examination on material covered throughout the semester.

Final Grade Scale

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	≥ 92.5	B-	≥ 79.5	D+	≥ 66.5
A-	≥ 89.5	C+	≥ 76.5	D	≥ 62.5
B+	≥ 86.5	C	≥ 72.5	D-	≥ 59.5
B	≥ 82.5	C-	≥ 69.5	F	< 59.5

Note-Taking for Readings

As you do the readings, you should keep the following questions in mind (this is also how you will want to be taking notes):

- **TYPE:** What type of reading is this? Is it a theoretical piece? Is it a literature review? Is it an empirical piece?
- **PROPOSITIONS/HYPOTHESES:** What are the propositions, or hypotheses, advanced by the author?
- **EVIDENCE:** If it is a theoretical piece, what are the justifications? If it is a literature review, what are the sources? If it is an empirical piece, what data are analyzed?
- **CONCLUSIONS:** What are the conclusions that the author reaches? Are they justified given the evidence presented?
- **REMARKS:** What are your reactions to this piece? What questions does it answer? What does it leave unanswered? If you have criticisms, how would you improve upon the piece?

TENTATIVE SCHEDULE:

The schedule is subject to change based on the needs of the class

Week 1 (8/26): Introduction

Week 2 (9/2): NO CLASS-APSA Annual Meeting

Week 3 (9/9): The Meaning of Race/Ethnicity.

- Michael Omi. 2001. "The Changing Meaning of Race." In Smelser, Wilson, and Mitchell, eds. *America Becoming*, National Academy Press.
- [Diamond, Jared. 1994. *Race Without Color, Daiscover*](#)
- Jennifer Lee and Frank Bean. 2004. "America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification." *Annual Review of Sociology* 30:221-42.
- Frantz Fanon (1992). "Fact of Blackness" in David Theo Goldberg, *Anatomy of Racism*. Pp 108-126.
- Lin, Scarlett S. and Jennifer L. Kelsey (2000). Use of Race and Ethnicity in Epidemiologic Research: Concepts, Methodological Issues, and Suggestions for Research. *Epidemiologic Reviews*. Vol. 22, No. 2.
- Delgado, Richard and Jean Stefancic. *Critical Race Theory: An Introduction*
- <http://www.understandingrace.org/history/>
- Gould, Stephen J. 1981. *The Mismeasure of Man*, New York: W. W. Norton. 1972 (Chapter 2)

Week 4 (9/16): Meaning of Race in the United States

- Gossett, Thomas F. (1963) *Race: The History of an Idea in America*. Chap 1 & 2.
- Hirschman, Charles, Richard Alba, Reynolds Farley. (2000). The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future Author(s): *Demography*, Vol. 37, No. 3 (Aug., 2000), pp. 381-393
- <http://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html>
- Sharfstein, Daniel J. (2003). The Secret History of Race in the United States. *The Yale Law Journal*. Vol. 112: 1473.

- <http://www.theroot.com/views/why-biracial-means-black>
- Hartman, Andrew (2004). The rise and fall of whiteness studies, *Race Class* 2004 46: 22.

Week 5 (9/23): Meaning of Race in Outside of the U.S.

- Degler, Carl N. 1971. Neither Black Nor White: Slavery and Race Relations in Brazil and the United States. Chap 1 & 2.
- Bailey, Stanley R. (2008). Unmixing for Race Making in Brazil. *AJS* Volume 114 Number 3 (November 2008): 577–614
- Torres-Saillant , Silvio. (1998). The Tribulations of Blackness: Stages in Dominican Racial Identity
- Latin American Perspectives, Vol. 25, No. 3, Race and National Identity in the Americas. (May,1998), pp. 126-146.

Week 6 (9/30): Race/Ethnicity and the American Political Experience

- Smith, Rogers. 1993. Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America. *American Political Science Review*. v87 n3.
- Myrdal, Gunnar. 1996 (1944). *An American Dilemma*. Transaction Publishers. Original edition, Harper and Row. Ch. 1 & 2.
- Thernstrom, Stephan and Abigail Thernstrom. 1999. *American in Black and White: One Nation, Indivisible*. New York: Simon & Schuster. Introduction and Ch. 1
- [The Hispanic Challenge \(to America\) By Samuel P. Huntington](#)

Week 7 (10/7): Are Blacks, Latinos and Asians Political Groups?

- Bobo, Lawrence and Vincent L. Hutchings. 1996. “Perceptions of Racial Group Competition: Extending Blumer’s Theory of Group Position to a Multiracial Social Context.” *American Sociological Review*. (Dec 1996). Pp. 951-972.
- Michael Dawson (1994). Behind the Mule: Race and Class in African-American Politics. Pp 3-15
- Yen Le Espiritu (1992). Asian American Panethnicity. Ch 1-2
- Pei-te Lien (2001). Making of Asian America through Political Participation. Pp 170-197

- Pew Hispanic Center (2004). The 2004 National Survey of Latinos: Politics and Civic Participation. On the web at: <http://pewhispanic.org/files/reports/33.pdf>
- Peter Skerry (1997). "E Pluribus Hispanic?" In Pursuing Power: Latinos and the Political System, F. Chris Garcia (Editor), pp 16-30
- Hutchings, Vincent L., Cara Wong, James Jackson, Ronald Brown. 2008. *Whose Side are You on? Explaining Perceptions of Racial Threat in a Multi-Racial Context*. Unpublished Manuscript.

Week 8 (10/14): Voting Rights

- Bruce Cain (1992). "Voting Rights and Democratic Theory: Toward A Color Blind Society" in Grofman and Davidson, *Controversies in Minority Voting: The Voting Rights Act in Perspective*. Pp 261-277
- Lani Guinier (1992) "Voting Rights and Democratic Theory: Where Do We Go From Here?" in Grofman and Davidson, *Controversies in Minority Voting: The Voting Rights Act in Perspective*. Pp 283-292
- Luis R. Fraga (1992) "Latino Political Incorporation and the Voting Rights Act" in Grofman and Davidson, *Controversies in Minority Voting: The Voting Rights Act in Perspective*. Pp 278-282
- Abigail Thernstrom (1995). "Rule of Law: Racial Gerrymanders Come Before the Supreme Court" *Wall Street Journal* April 12 pg A15

Week 9 (10/21): Minority Voting

- Tate, Katherine. 1993. *From Protest to Politics: The New Black Voters in American Elections*. Russell Sage and Harvard University Press. Ch 4-6.
- Barreto, Matt A., Gary Segura and Nathan Woods. 2004. "The Effects of Overlapping Majority-Minority Districts on Latino Turnout." *American Political Science Review* 98(1):65-75.
- Keele, Luke & Ismail White African-American Turnout in Majority-Minority Districts.
- Bobo, Lawrence and Franklin Gilliam, Jr. 1990. "Race, Sociopolitical Participation and Black Empowerment." *American Political Science Review*. (June, 1990). Pp. 377-394.
- McConaughy, Corrine M., Ismail K. White, David L. Leal and Jason P. Casellas. (2010). "A Latino on the Ballot: Explaining Co-Ethnic Voting Among Latinos and the Response of White Americans." (2010) *Journal of Politics*, Vol. 72, no. 4. (October):1199-1211.

Week 10 (10/28): White Attitudes

- Lawrence Bobo (2001). "Racial Attitudes and Relations at the Close of the Twentieth Century" In Neil Smelser et al, *America Becoming: Racial Trends and Their Consequences* Vol I. Pp 264-301
- Paul Sniderman and Edward Carmines (1997). *Reaching Beyond Race*. Pp 99-139.
- Donald Kinder and Lynn Sanders (1996). *Divided By Color: Racial Politics and Democratic Ideals*. Pp 12-34, 92-127.
- McConaughy, Corrine M. & Ismail White. "Identity Politics Complicated: Race, Gender, and Election 2008."
- Kinder, D. R., & Winter, N. (2001). Exploring the racial divide: Blacks, whites, and opinion on national policy. *American Journal of Political Science*, 45, 439–456.
- Oliver, J. Eric, and Tali Mendelberg. 2000. "Reconsidering the Environmental Determinants of White Racial Attitudes." *American Journal of Political Science* 44(3): 574-589.

Week 11 (11/4): Black and Latino Attitudes

- Gay, Claudine. 2004. "Putting Race in Context: Identifying the Environmental Determinants of Black Racial Attitudes." *American Political Science Review* 94(4):547-562.
- Sniderman, Paul M., and Thomas Piazza. 2002. *Black Pride and Black Prejudice*. Princeton: Princeton University Press. Ch. 1 & 2 (Pp. 1-60).
- White, Ismail (2007) "When Race Matters and When it Doesn't: Racial Group Differences in Response to Racial Cues." *American Political Science Review*, 101(2): 339-354.
- White, Ismail K., Laird, Chryl N, and Troy D. Allen(2014). *Selling Out?: The Politics of Navigating Conflicts between Racial Group Interest and Self-interest*. *American Political Science Review*, 108, pp 783-800.
- Luis R. Fraga, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers and Gary M. Segura, *Making it Home: Latino Lives in America* (forthcoming; under advanced contract with Temple University Press).
- Sanchez, Gabriel R. (2006). The Role of Group Consciousness in Latino Public Opinion. *Political Research Quarterly*, Vol. 59, No. 3 (Sep., 2006), pp. 435-44

Week 12 (11/11): Race, Crime and The Legal System

- Bobo, Lawrence D. and Devon Johnson. 2004. "A Taste for Punishment: Black and White Americans' Views on the Death Penalty and the War on Drugs." *Dubois Review* 1(1):151-180.
- Peffley, Mark and Jon Hurwitz. 2007. "Persuasion and Resistance: Race and the Death Penalty in America." *American Journal of Political Science* 51(4): 996-1012.
- Thernstrom, Stephan and Abigail Thernstrom. 1999. *American in Black and White: One Nation, Indivisible*. New York: Simon & Schuster. Ch. 10 (pg.258-285).
- Gilens, Martin. 1996 'Race-Coding' and White Opposition to Welfare." *American Political Science Review*. 90:593-604.

Week 13 (11/18): Paper Meetings

Week 14 (11/25): NO CLASS-THANKSGIVING BREAK

Week 15 (12/2): Papers Due in Class. Research Presentations

Week 16 (12/9): IN-CLASS FINAL EXAM