Overview. This course is an introduction to race and ethnic politics, broadly construed. The class is roughly divided into four parts. In Part 1, we will explore the historical context within which the American racial order was created. In Part 2, we will explore what it means to be a racial or ethnic minority, paying specific attention to political implications of racial and ethnic identification. Part 3 explores how mainstream society views, incorporates, or places hurdles before racial and ethnic minorities. Finally, in Part 4, we will explore various contemporary issues affecting racial and ethnic minorities, including the economy, education, and immigration. Throughout, we will draw on a variety of academic disciplines – political science, law, education, economics, public health, and public policy.

Prerequisites. There are no prerequisites for this course. Some of the readings might be dense and technical, particularly the legal cases and the empirical academic articles; please give yourself ample time to work through the readings. Statistical expertise is not a prerequisite, but you will still be expected to understand the arguments and conclusions of the more technical articles.

Class Format and Class “Discussants.” The small size of the class means that we can spend more time on discussion and less on lecture. Each student must sign up to be a “Discussant” for one class meeting. Each class meeting, I will begin with about 30-40 minutes of lecture to introduce and contextualize the material. We will then have the Student Discussant for that day (1) introduce and summarize the readings, (2) raise questions to the class, and (3) initiate the discussion. From time to time, we will engage in in-class debates. I will post any lecture notes following each class meeting either on Blackboard or on my website. There will be no class on April 11 due to the Midwest Political Science Association Conference.
Grading. Your grade in this class will be composed of

- Paper #1 (5–7 pages, due in hard copy at start of class on February 19) – 20%
- Midterm (in class on March 7) – 20%
- Paper #2 (5–7 pages, due in hard copy at start of class on April 9) – 20%
- Final (May 10) – 25%
- Class Participation – 15%

Both the midterm and the final will be a combination of IDs, short answer, and essay. They will be closed-book and closed-note. We will not take attendance; the class participation component of your grade will hinge on your participation as class discussant (above), coming to class, participating in debates and discussions, and volunteering to explain concepts.

Office hours and email. I have an open-door office policy, meaning I don’t take appointments but you are welcome to stop by at any point between approximately 9:30am and 5pm Monday through Friday, excluding around noon for lunch. However, for those who prefer office hours, I have office hours Wednesdays 10am to noon; I’ll definitely be in my office then. I’m always available by email. I encourage everyone to stop by and be in touch.

Paper Extension Policy. Hard copies of papers must be turned in at the start of class on the due date. (Emailed versions of papers will not be accepted due to the additional burden this places on the teaching staff – sorry.) Attempting to turn a paper in late is extremely unfair to your colleagues. Extensions will be granted only in case of (1) a death in the family or (2) a unforeseen medical emergency. In case of such an emergency, please let me know as soon as possible; in some cases, I may require supporting documentation (e.g., a doctor’s note) out of fairness to the other students. Also in the interest of fairness, unsubstantiated requests for extensions will be denied summarily.

If you do not have an extension, and you turn in a paper late, you will be docked one third of one letter grade for every 24 hours that the paper is late. Thus, if your paper earned a “B+,” but you turned it in six hours late, you will be receive a “B”. If you turn it in 30 hours late, you will receive a “B-”. Late penalties begin accruing from the start of class (11:05am) the day the paper is due.

Exam Policy. Both exams are closed book and closed note (and, by extension, no Internet and no cell phones). The midterm and final exam dates are firm. Missed exams may only be re-taken under the following circumstances: (1) a death in the family, (2) participation in a University-sponsored academic or sporting event (extra-curricular events do not count), (3) unforeseen medical emergency. In the case of (1) and (2), you must inform me within 24 hours of the exam that you will miss it. In some cases, we may require supporting documentation out of fairness to the other students.
Academic Honesty. We encourage you to discuss the course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with one another. The two papers will require citations and a “Works Cited” section following the Chicago Manual of Style format (or some other consistently used format), and both exams will be closed book, closed note, and closed Internet (no cell phones, etc.). Lastly, all class activities must be performed in accordance with the University of Rochester's Academic Honesty Policy (http://www.rochester.edu/college/honesty). Under UR rules, I must report possible policy violations to the Board on Academic Honesty. Your reputation is the most important thing you have, especially at this stage of your academic career; please do not tarnish it.

University of Rochester CARE Network. The primary goal of the CARE network is to identify students in, or heading toward distress. As a faculty member, I've been encouraged to submit CARE reports on behalf of students who appear to be struggling academically or personally, and who may need inclusive, multi-layered support from the campus community. The CARE administrator shares information only with staff who need to know it in order to help you. More information about CARE can be found at http://www.rochester.edu/care. Please don’t hesitate to reach out to me or to someone you trust if you are struggling or feel overwhelmed.

Readings. We will read excerpts from the following texts:

- Philip A. Klinker and Rogers M. Smith, The Unsteady March
- Tali Mendelberg, The Race Card
- Michael Tessler and David O. Sears, Obama’s Race: The 2008 Election and the Dream of Post-Racial America

If you buy one book, it should be The Unsteady March (Klinker and Smith). We will also read various articles and excerpts of court cases. Most of the readings (including book excerpts and court cases) will be posted on Blackboard. If you wish to buy hard copies of these books, they will are available for purchase on Amazon.com and at other online retailers.
Part I: Historical Origins

January 17:  Introduction and Class Overview

January 22:  Colonial Era, Independence, and Civil War

- Philip A. Klinker and Rogers M. Smith, The Unsteady March, Chapters 1-2.

January 24:  Reconstruction through Plessy

- Philip A. Klinker and Rogers M. Smith, The Unsteady March, Chapter 3.

January 29:  Plessy through Jim Crow

- Philip A. Klinker and Rogers M. Smith, The Unsteady March, Chapters 4 and 5.

January 31:  History of Immigration

- Ronald Takaki, A Different Mirror: A History of Multicultural America, Chapter 8.

February 5:  Legal Standards for Race and Ethnicity


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1Note: This schedule is subject to change, depending on how far we get in each class and how much discussion the topics generate.
February 7:  *Brown* and Post-*Brown*


February 12:  Voting Rights and Redistricting


**Part II: Contemporary Understandings**

February 14:  What is Race? What is Ethnicity?


February 19:  The Latino Experience


**FIRST PAPER DUE IN CLASS**

February 21:  Asian Americans and the Model Minority Stereotype

February 26:  Minority-Minority Relationships and Multiculturalism
  - Oliver, J. Eric, and Janelle Wong. 2003. “Inter-group Prejudice in Multiethnic Set-
    tings.” *American Journal of Political Science*.
  - Jennifer Hochschild and Vesla Weaver. 2010. “There’s No One as Irish as Barack
    O’Bama’: The Politics and Policy of Multiracialism in the United States.” *Perspective
    on Politics*.

February 28:  Political Behavior I: Political Affiliations and Voting
  - Gary M. Segura. 2012. “Latino Public Opinion and Realigning the American Elec-
    torate.” *Deadalus*.
  - Katherine Tate. 2011. Political Incorporation and the Transformation of Black Public
    Opinion, Chapter 1.

March 5:  Political Behavior II: Linked Fate
    Politics. Chapters 3 and 4.
  - Corrine M. McConnaughy et al. 2010. “A Latino on the Ballot: Explaining Co-Ethnic
    Voting among Latinos.” *Journal of Politics*.

March 7:  Midterm

March 9-17:  Spring Break

Part III: Discrimination and Bias

March 19:  Introduction to Discrimination and Implicit Bias
    of Economic Perspectives*.
    Foundations.” *California Law Review*.

March 21:  Implicit Bias within Law and Economics
    Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrim-
    ination.” *Quarterly Journal of Economics*. 
March 26: Implicit Bias within Politics


March 28: Public Opinion: Welfare


April 2: Public Opinion: The Race Card


April 4: Racial Politics in the Age of Obama


Part IV: Race, Ethnicity, and Policy

April 9: Immigration Politics


SECOND PAPER DUE IN CLASS

April 11: NO CLASS: Midwest Political Science Association Conference
April 16: Educational and Health Disparities


April 18: Affirmative Action in Higher Education


April 23: Race and Criminal Justice


April 25: Race and the Death Penalty


April 30: Conclusion