

Political Science 106MP U.S. Minority Politics Fall 2008

Time: T, H 9:30-10:45am; Location: South Hall 1430

Instructor: Pei-te Lien, Professor of Political Science

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Hours: T 11:00am-1:30pm or by appointment

Course Description: A comparative survey of recent literature on the historical and contemporary political experiences of the four major racial and ethnic minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans) and their interactions with the dominant racial group (non-Hispanic white Americans) in the U.S. system. Major topics include racial formation, (pan)ethnic identity, citizenship, suffrage, inequality in political participation and representation, and interracial conflict and coalition building. Current politics and policy debates affecting racial/ethnic minorities such as the presidential campaigns, affirmative action, bi-lingual education, and immigration reform may also be covered to the extent possible.

Required Reading:

McClain, Paula D., and Joseph Stewart Jr. 2006. *"Can We All Get Along?" Racial and Ethnic Minorities in American Politics, 4th Ed.* Boulder, CO: Westview Press (referred to as REMAP thereafter, available for purchase at the UCen Bookstore)

PoliSci 106MP Course Reader (referred to by individual authors thereafter, available at the Alternative Copy Shop, please call 805.968.1055 for information).

The required textbook is available for purchase at the UCen Bookstore. A copy of the required textbook and course reader is placed at the Reserve Desk of the Davidson Library.

Teaching/Leaning Strategies: The course will consist of lectures, discussions, and video presentations. My goal is to help each student develop a broad knowledge base and critical thinking ability to discuss issues of race, ethnicity, and politics within the US political context. Although political science is the main approach used in this class, the readings are from diverse disciplinary origins such as sociology, economics, social psychology, anthropology, and ethnic studies. As we will often be discussing unfamiliar, challenging, and controversial topics, it is important that everyone comes to class having read and thought about the readings and is prepared to contribute to class discussion in a *mature* and *civilized* manner. Please be reminded that oftentimes we have to agree to disagree and be respectful of opinions that are different from our own.

Grading: Exams (2)	50% (on 10/28, 12/10)
Term Paper	25% (outline due 11/4—5%, paper due 12/4)
Classroom Participation	25% (including quizzes)

Attendance/Exam/Assignment Policy: You are expected to be in class on time and to remain in class the entire time. Cell phone must remain off. Regular classroom attendance is required, as the contents of the exams will come from both assigned readings and materials presented in class. Absences make it more difficult and time-consuming for you to understand the class topics. If you have to be late or absent, you are responsible for making arrangements to obtain materials and information you missed.

Each Exam will consist of True/False, Multiple Choice, Identification, and Short Essay

questions. Targeted exam dates and due dates are listed in the syllabus. Any change to these will be announced in class at least one week beforehand. Late submissions and make-up exams are permitted only for documented illness/accidents or for excused absences arranged prior to the exam time. Unexcused late submission is subject to a 20% penalty and must be completed soon as possible.

The Term Paper invites you to critically assess a controversial racial/ethnic issue covered in this class and to demonstrate your familiarity with the assigned readings (very important). This should be considered a mini-research project, complete with a title, research question, your preferred position, supporting arguments and counter-arguments, and conclusion. The paper should be about 9 pages long, **typed, double-spaced, page-numbered, spell-checked**, and include on a separate sheet of paper a list of articles/book chapters cited (including author, chapter/article title, book title, page number, year of publication).

A total of five Quizzes will be conducted at the beginning of five randomly selected classes. It will contain brief response questions taken from materials discussed in the preceding class and assigned readings for the current week.

Students with Special Needs: The University seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Disabled Students Program, 2120 Student Resource Building, 893-2668 to make arrangements for accommodation.

Academic Misconduct: Each student is expected to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. Academic misconduct includes cheating, fabrication of information, and plagiarism. Examples of cheating include looking at another student's exam, allowing another student to look at your exam, giving cues to others on answers, referencing a "cheat sheet," making arrangements to have another student take your exam in your place, gaining unauthorized access to an exam, working with others on assignments or exams without express permission from your instructor, and submitting the same paper or substantial portions of the same paper for multiple classes without express permissions of the instructor. Examples of fabrication include creating imaginary data and/or quotations and inventing references. Examples of plagiarism include failing to cite any major idea created by some other person or entity, failing to cite and/or enclose in quotation marks all words, phrases, and sentences copied from another source, failing to cite paraphrased work of others, and acquiring a paper or project from a research service or another source and submitting it as your work for academic evaluation. All instances of academic misconduct will not be tolerated.

Course Outline* and Reading Assignments

*The dates associated with the lectures are meant to be suggestive. Actual progress may depend on class needs and may vary from the proposed schedule. Students who rely on this syllabus and do not attend class regularly may be under-prepared for quizzes and exams.

Week 1, 9/25 Introduction and Overview: Diversity and Inequality 'R' US
 a. How significant is race (and ethnicity) to you and people different from you?
 b. How important is race in American politics?

Read: (Recommended)

Katel, Peter. 2008. "Race and Politics: Will Skin Color Influence the Presidential Election?" *CQ*

Researcher 18(25): 577-600.

Week 2, 9/30-10/2 Basic Concepts, Issues, and the Landscape at the dawn of the 21 Century

- a. How has race been defined by the US government and why is it problematic?
- b. What are the fundamental dilemmas in American politics?
- c. How have US citizenship and suffrage evolved over time for Black, Indian, Latino, and Asian Americans? What obstacles did each group face?
- d. How different are the major nonwhite racial and ethnic groups as compared to non-Hispanic whites in their population size/share, geographic distribution, and socioeconomic resources?

Read: REMAP, pp.1-46, 223-228;

Omi, Michael. 1999. "Racial Identity and the States: Contesting the Federal Standards for Classification." Pp. 25-33 in Paul Wong ed., *Race, Ethnicity, and Nationality in the United States*. Westview Press.

McCool, Daniel, Susan Olson, and Jennifer Robinson. 2007. "From Vanishing American to Voter: The Enfranchisement of American Indians." Pp. 1-20 in *Native Vote: American Indians, the Voting Rights Act, and the Right to Vote*. Cambridge.

Week 3, 10/7-9 Understanding Race and Politics in the US Context: Competing Theories and Patterns of Public Opinion

- a. How do average Americans think of the issue of race? What have changed and not changed since the mid-1960s?
- b. Why are traditional theories of pluralism and assimilation limited in explaining the political experience of nonwhite Americans?
- c. What are the alternative theories?

Read:

Bobo, Lawrence. 2001. "Racial Attitudes and Relations at the Close of the Twentieth Century." Pp. 264-301 in Neil Smelser, William Julius Wilson, and Faith Mitchell eds., *America Becoming: Racial Trends and Their Consequences*. National Academy Press.

Barker, Lucius, and Mack Jones. 1994. "The Nature of the System" Pp. 50-67 in *African Americans and the American Political System*, 3rd Ed. Prentice-Hall.

Hero, Rodney. 1992. "Theoretical perspectives and Latino politics." Pp. 11-30 in *Latinos and the U.S. Political System*. Temple.

Week 4, 10/14-16 Black or African Americans: Seeking Liberty and Equality Through Protests and Politics

- a. How have Blacks transformed themselves from former slaves to political actors? What are the various political tactics and strategies adopted by Blacks?
- b. How do Blacks consider their group identity, political ideology, and partisanship as compared to American Indians, Latinos, and Asian Americans?

Read: REMAP, pp. 47-54, 67-91, 118-123, 230-236;

Walton, Hanes, Jr., and Robert C. Smith. 2005. 'Universal Freedom Declared, Universal

Freedom Denied.” Pp. 1-20 in *American Politics and the African American Quest for Universal Freedom, 3rd Ed.* Pearson Longman.

Walton, Hanes, Jr. 2003. “Protest Politics.” Pp. 63-115 in Minion Morrison ed., *African Americans and Political Participation*. ABC-CLIO.

Week 5, 10/21-23 American Indians or Native Americans: Striving for Survival and Sovereignty

- a. What is the changing relationship between American Indians and the US federal government?
- b. What is tribal sovereignty?

Read: REMAP, pp. 56-57, 237-241;

Thornton, Russell. 2001. “Trends Among American Indians in the United States.” Pp. 135-169 in Neil Smelser, William Julius Wilson, and Faith Mitchell eds., *America Becoming: Racial Trends and Their Consequences*. National Academy Press.

Wilkins, David E. 2002. “Indian Political Participation”. In *American Indian Politics and the American Political System*, pp. 41-62.

Week 6, 10/28 Midterm Exam

10/30 Resisting Colonization and for Integration: Latinos or Hispanic Americans

Week 7, 11/4 (Continued)

- a. What are the likely political impacts of the Latino emergence in population?
- b. Why are the two major parties limited in their ability to incorporate minorities?
- c. What are the potentials and constraints of a third party for Latinos (and other minorities)?

Read: REMAP, pp. 54-56, 85-88, 242-251;

Affigne, Tony. 2000. “Latino Politics in the United States: An Introduction.” *PS: Political Science and Politics* 33(3): 523-527.

Geron, Kim. 2005. “The Emergence of New Voices.” Pp. 35-64 in *Latino Political Power*. Lynne Rienner.

Garcia, F. Chris, and Gabriel Sanchez. 2007. “Political Parties and Political Ideology.” Pp. 182-197 in *Hispanics and the U.S. Political System*. Pearson Prentice Hall.

Week 7, 11/6 Fighting Exclusion and the Forever Foreigner: Asian (Pacific) Americans

Week 8, 11/13 (Continued)

- a. Through which pieces of legislation were Asians excluded from immigration and citizenship? Through which legislation and court cases were they able to gain citizenship and immigration?
- b. What separate Asians from Blacks, Latinos, and American Indians in the movement for liberation and empowerment?

Read: REMAP, 56, pp. 252-255;

Lien, Pei-te, M. Margaret Conway, and Janelle Wong. 2004. *The Politics of Asian Americans*:

Diversity and Community, pp. 1-18.

Geron, Kim, Enrique de la Cruz, Leland T. Saito, and Jaideep Singh. 2001. "Asian Pacific Americans' Social Movements and Interest Groups." *PS: Political Science and Politics* 34 (3): 619-624.

Nakanishi, Don. 1993. "Surviving Democracy's 'Mistake': Japanese Americans and the Enduring Legacy of Executive Order 9066." *Amerasia Journal* 19(1): 7-35.

Week 9, 11/18-20 From Political Participation to Political Representation

- a. In the post-civil rights era, should we extend the **right to vote** (having equal participation or ballot access) to the **right to represent** (having equal representation or opportunity to govern)?
- b. What are the major types of minority political representation?
- c. What are the opportunities and constraints for a minority elected officials to represent the minority community?

REMAP, pp. 57-63, 174-5, 92-118, 129-157;

Whitby, Kenny. 2007. "Dimension of Representation and the Congressional Black Caucus." Pp. 195-211 in Wilbur Rich ed., *African American Perspectives on Political Science*. Temple.

Week 10, 11/25 Agenda-Setting and Public Policy Issues

- a. What are the major steps in the American public policy progress?
- b. What is affirmative action? Why is this policy or other group-based policies so controversial?
- c. Should we take a race-central or race-neutral approach towards resolving problems of racial inequality?

Read: pp. 127-129, 158-177

Jost, Kenneth. 2003. "Affirmative Action." *The CQ Researcher*, 13(32), September 19.

Week 11, 12/2-4 Intergroup Conflict and Coalition

- a. What are the prerequisites of cross-racial coalitions (Carmichael and Hamilton, 1967)?
- b. Why can't we get along? Sources of intergroup competition and conflicts
- c. How can we get along? Cross-racial coalition-building potentials and constraints

Read: REMAP, pp 181-206; 209-218.

Ramirez, Deborah A. 1998. "It's Not Just Black and White Anymore." In *The Latino/a Condition: A Critical Reader*, pp. 478-487. New York University Press.

Marable, Manning. 1994. "Building coalitions among communities of color: Beyond racial identity politics." In *Blacks, Latinos, and Asians in Urban America*, pp. 29-43.

Final Exam on 12/10 9:00am-10:45am