

Politics 352
Race and Ethnicity in American Politics
Law Hall 403

Professor Hans Hassell

Email: hhassell@cornellcollege.edu

Office: South Hall 304

Office Hours: I'm generally in my office between 8am and 4 pm, unless I'm in class (TTH 9:30-11; 1:30-3; MWF 9-10) or at a lunch. If that's not sure enough for you, send me an email with a specific time you're going to drop by and I'll confirm whether that works.

Consulting Librarian: Megan Yamanishi

Office: Cole 308

Email: myamanishi@cornellcollege.edu

Course Description:

This is an advanced course about interplay between racial/ethnic identity and politics. How do race and ethnicity become politicized? What role does ethnic or racial identity play in one's political behavior and decision-making processes? To what extent do political institutions and institutional design reinforce the salience of ethnic or racial identity in politics? These are just some of the questions that we will explore, as well as some of the methodological challenges involved in studying the politics of race and ethnicity.

Learning Objectives

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on Knowledge, Citizenship, Inquiry, Reasoning, and Communication

Course Requirements, Assignments, and Grading:

1. Class Participation (10%)

You must do the reading assignments before class and prepare to discuss them in class. Being a student at Cornell means you have a responsibility not only to learn for yourself, but to teach each other in class discussion and conversation. Reading and attending class are not alternatives for the same thing. Rather than regurgitating what was said in the readings in class, we should use it as a basis for discussion that will give us the opportunity to look at the idea from different angles. We also will have many in-class assignments, *and I reserve the right to give an occasional quiz*. Your participation and completion of these assignments is a component of your class participation grade.

Because this is a small class and class discussion is so important, please **do not** have a laptop, cell phone, or other electronic devices open in class. This will increase engagement and improve the experience of everyone in the class. Please see me about necessary exceptions.

2. Weekly Reading Quizzes (10%)

Each week we will have a short quiz over the readings. These are not meant to be difficult and if you are doing the readings they will not be. These will be graded on a 3 point scale. Students receive a 3 for a brief but complete answer, a 2 for a generally correct answer, and a 1 for putting your name on the paper. If you miss the class you will not be allowed to make up these quizzes under any circumstances.

3. *Two Short Essays (30% or 15% each)*

1000-1500 words in response to a prompt that I provide in advance

4. *Research Proposal (40%)*

The culminating project of this course is to come up with a proposal for a research project or experiment that you could theoretically carry out investigating an aspect of race and ethnic politics stemming from course discussions, readings, or other aspect of interest. Over the course of the block you will turn in various aspects of the project in a way that you can receive feedback. Each of these parts of the project needs to be turned in for you to pass the class. Your overall grade on the research proposal will be dependent on your grade in each of the individual components due during the course of the semester.

Part 1: I will post a roster on Moodle. Please register your topic as soon as you have selected it. You do not have a topic until you have registered it and you may not register a topic that has already been registered by another student (5%)

Part 2: Annotated Bibliography of relevant literature and Abstract of topic (5%)

Part 3: Completed Literature review and situation of your question in the literature (10%)

Part 4: Completed Research Proposal including: (70%)

- i. Statement of significance and question
- ii. Literature review and location in the literature of your question
- iii. Hypotheses
- iv. Research plan

Part 5: Re-write of paper (10%)

5. *Proposal Presentation (10%)*

Academic Honesty:

Above grades or any other indication of prestige the academic community puts a premium on honesty and integrity. Your accomplishments are only valid if they are the result of your own actions. I expect that you will take responsibility for your own work, and to not claim credit for what is not your own.

“Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his own work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in the Cornell College Course Catalogue.

Disabilities

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information please see www.cornellcollege.edu/disabilities/documentation/index.shtml

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan.

At the beginning of each course, the student must notify me (the instructor) within the first three days of the term of any accommodations needed for the duration of the course.

Other Accommodations

If you have any other needs for accommodation (religious, or other special needs), please let me know and we can talk about it and make necessary arrangements.

Books:

The following books are available at the Bookstore:

Garcia Bedolla, Lisa. 2005. *Fluid Borders: Latino Power, Identity and Politics in Los Angeles*.

Grose, Christian. 2011. *Congress in Black and White: Race and Representation in Washington and at Home*.

Klinker, Philip A. and Rogers M. Smith. 1999. *The Unsteady March*.

Readings and Class Schedule

Readings that need to be read before class are listed under the date. Online readings are marked with an asterisk and are available or will be available on Moodle.

Day 1- What is race? How do we conceptualize race and identity? How is race political?

- Michael Omi. 2001. "The Changing Meaning of Race." In Neil Smelser et al. *America Becoming: Racial Trends and their Consequences**
- Lee, Taeku. 2008. "Race, Immigration, and the Identity-to-Politics Link." *Annual Review of Political Science*. 11: 457-478*
- Garcia Bedolla, Chapter 1.

Day 2- Historical Origins of Race Inequality: Slavery and Segregation

- Klinker and Smith, Chapters 1-3

Day 3- Historical Origins of Race Inequality: Civil Rights

- Klinker and Smith, Chapters 4-6

Day 4- Trends in Economic Well Being

- Klinker and Smith, Chapters 7-9

Day 5- Challenges of Different Racial Groups

- Excerpt from *Behind the Mule: Race and Class in African-American Politics* by Michael Dawson
- Marisa A. Abrajano and R. Michael Alvarez, *New Faces, New Voices : The Hispanic Electorate in America*, Chapter 1
- Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society*. 27:10-138.

First Paper Due Saturday by noon

Day 6- Minority Participation

- Garcia Bedolla, Chapters 4-5
- Fraga, Bernard. 2015. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout." *American Journal of Political Science*

Day 7- Minority Voting

- McConaughy, Corrine M. et al. 2010. "A Latino on the Ballot: Explaining Co-Ethnic Voting among Latinos." *Journal of Politics*
- Gary M. Segura. 2012. "Latino Public Opinion and Realigning the American Electorate." *Deadalus*.
- MORE ON MINORITY VOTE CHOICE

Day 8- Substantive Representation

- Grose, Chapters 2-3
- Hajnal, Zoltan. 2009. "Who Loses in American Democracy? A Count of Votes Demonstrates the Limited Representation of African Americans." *American Political Science Review*

Day 9- Descriptive Representation

- Grose, Chapters 4-6
- Broockman, David E. 2014. "Distorted Communication, Unequal Representation: Constituents Communicate Less to Representatives Not of Their Race." *American Journal of Political Science**

Day 10- Discrimination

- Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *Quarterly Journal of Economics*
- Butler, Daniel M. and David E. Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents?" A Field Experiment on State Legislators."
- Dan Hopkins, 2009. "No More Wilder Effect, Never a Whitman Effect: When and Why Polls Misdlead about Black and Female Candidates." *The Journal of Politics*.

Second Paper Due Saturday by Noon

Day 11- White Attitudes and White Racial Policy Views

- Sniderman, Paul M. and Edward Stiglitz. 2009. "Race and the Moral Character of the Modern American Experience" *The Forum*
- Sniderman, Paul M. et al. 1996. "Beyond Race: Social Justice as a Race Neutral Ideal." *American Journal of Political Science*.
- Gilens, Martin. 1995. "Racial Attitudes and Opposition to Welfare." *Journal of Politics*

Day 12- Immigration Attitudes

- Hopkins, Daniel. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition" *American Political Science Review*.
- Brader, Ted, Nicholas Valentino and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues and Immigration Threat." *American Journal of Political Science*

- Huntington, Samuel. 2004. "The Hispanic Challenge." *Foreign Policy* (March/April)

Paragraph about Topic and Annotated Bibliography Due Before Class on Wednesday

Day 13- Political Behavior

- LaPiere, Richard. 1934. "Attitudes vs. Actions" *Social Forces*
- Hassell and Visalvanich. 2015. "Call to (In)action" *Political Behavior*
- Excerpts from *White Backlash* by Marisa A. Abrajano and Zoltan Hajnal.

Day 14- Voting Behavior

- Highton, Benjamin. 2004. "White Voters and African American Candidates for Congress." *Political Behavior*
- Terkildsen, Nayda. 1993. "When White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring. *American Journal of Political Science*

Day 15- Racial Politics Going Forward

- Ehrenfreund, Max. 2016. "Americans now think it's okay to say what they really think about race" Wonkblog. <https://www.washingtonpost.com/news/wonk/wp/2016/06/17/americans-now-think-its-okay-to-say-what-they-really-think-about-race/>
- Sides, John 2016. "How political science helps explain the rise of Trump: the role of white identity and grievances" Monkey Cage blog. <https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/03/how-political-science-helps-explain-the-rise-of-trump-the-role-of-white-identity-and-grievances/>

Research Question Paper Due Saturday by Noon

Day 16- Presentations

Day 17-Presentations

Day 18- **Research Paper Due**