The Politics of Race, Ethnicity and Immigration
POLI SCI 415-001
Spring 2017
M/W 11-12:15pm

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BOL 676
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Course Overview
This course brings together several disciplines – history, sociology, and political science. The topics range from individual attitudes, political behavior, demographic stratification, historical development, contemporary institutions, public policy, and normative goals. Most importantly, the course brings into direct contact with one another several robust academic literatures that have largely developed independently of one another—studies of American racial dynamics, American ethnic and immigration politics, and some comparative ethnic and immigration politics. We will begin examining the history and theory of the American racial order. Next, we will look at contemporary racial and ethnic politics, particularly as it relates to identity and representation. The last third of the class will focus how the dynamics of immigration influence racial identities and politics.

Questions we will consider include:
What is the overall historical trajectory of different racial groups? How do small minorities operate in a majoritarian political system? What institutions shape, maintain, constrain, or destroy racial hierarchy? Why do some observers see increasing equality among groups while others see persistent stratification? Where are the crucial political dividing lines?

Course Learning Objectives
Upon successful completion of this course, students will be able to:
• Identify the major theories and arguments of racial categories and hierarchies in the US.
• Analyze critically evidence of political difference and commonality among the largest racial groups in the US.
• Understand how immigration has shaped and continues to shape racial and ethnic politics in the US.

Readings:
All readings will be available on D2L.

Course Requirements
Participation and Discussion (25pts)
Each class meeting will involve in-class discussion of assigned readings. The discussions are an opportunity for you to clarify uncertainties and synthesize your understanding of concepts and ideas presented in the lectures and readings. The discussions also provide a forum in which to examine critically concepts and policy issues that are relevant to the course. Discussions thus present important learning opportunities in the class. You will of course need to be present to participate in discussion, but beyond this you will be evaluated for your ability to: (a) add content and insight into the discussion, and (b) pose relevant questions that contribute to the discussion.
Reaction Essays (80pts)
Reaction essays are brief responses to a prompt regarding one or more assigned readings (350-400 words). These are opportunities for you to reflect on the readings, and ensure you are prepared to discuss them in class.

Reaction essays must be typed in 12 point font and free of grammatical and spelling errors. The essays are due by the start of class and MUST be uploaded into D2L. You are required to complete eight (8) essays and will have ten (10) opportunities to write them. I will not accept any reaction essays that are submitted late.

Quizzes/Exams (200 pts)
There will be two (2) quizzes (50pts each) during the term that serve as checkpoints for course readings, and include multiple choice, short answer and essay questions. Students will be asked questions that require them to define major critical terms and connect various facets of the course including lectures, readings, films, and class discussion. The final exam (100pts) during finals week will cover material from the full course.

Final Research Paper and Presentation (100 pts)
Students will write a research proposal, 15 to 18 pages in length, outlining a research agenda on some topic related to the course. The research proposal should include a brief literature review and some set of hypotheses to be explored. In other words, it would include all the elements of a published article, except for the empirical section. Students should meet with me early in the semester to discuss the research proposal. Information on the individual components and presentation requirements will be provided in class.

Professionalism and Late Work
You will be expected to behave professionally in this class. That is to say, you will be expected to arrive on time and to attend all meetings. You will be prepared for each class and actively participate in discussion. I will not tolerate disruptive behavior, including, but not limited to, reading newspapers, conversing during lectures, insulting classmates or the instructor, or leaving early. I also will not tolerate students who do not put forth every effort.

Late work will not be accepted for credit (unless there is a major and substantiated complication which prevents completion of which I am aware immediately and prior to the due date, and the determination about whether or it is “major and substantiated” will be made solely at the discretion of the instructor.) I know all the excuses, so please do not test me. Do note that full documentation of illness or death in the family is necessary for excused absences and extensions. To repeat, I require notification BEFORE the missed assignment/exam unless that is impossible due to documented emergency. Sincerely-held religious beliefs are exempt from the documentation policy, though I still require advance notification of absence/conflict with a religious observance.

Work Load
This is a three-credit course, and as such you should average about nine hours of work per week to achieve the learning goals of this course. Obviously, you will work more in some weeks than in others, but you should average about nine work hours per week.

Special Needs
Any students with special needs due to a physical or learning disability should see me as soon as possible. Every effort will be made to accommodate your needs.
Other University Policies
Other University guidelines (including policies on sexual harassment, grade appeals, incompletes, and military call-ups) can be found here: [http://www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf).

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Students are encouraged to keep track of their progress in the course and consult with me in person should they have questions or concerns about their performance. Please note I will not discuss grades via email or telephone.
Topics and Readings

Part 1: THE HISTORY AND THEORY OF THE AMERICAN RACIAL ORDER

Week 1: Jan 23-25
What Is Race, and What Is Racism?
George Fredrickson, *Racism: A Short History*, Introduction, chapters 2, 3, Epilogue
http://www.historycooperative.org/journals/ahr/108.5/hollinger.html

Week 2: Jan 30-Feb 1
Origins and the American Racial Order
Edmund Morgan, *American Slavery, American Freedom*, chapters 1, 15-18

Week 3: Feb 6-8
Immigration and Whiteness
Daniel Tichenor, *Dividing Lines*, chapter 5 and pg. 207-218
Aristide Zolberg, *A Nation by Design*, chapter 1
Matthew Frye Jacobson, *Whiteness of a Different Color*, chapters 3, 8

Week 4: Feb 13-15
Bringing Indians, Asians, and Latinos into the American Picture
Fredrick Hoxie, *A Final Promise*, chapters 1, 5, 7
Bill Ong Hing or R. Takaki chapters TBD

Wednesday, Feb 15: Quiz 1

Part 2: CONTEMPORARY AMERICAN RACIAL AND ETHNIC POLITICS

Week 5: Feb 20-22
Identity and Interests
Michael Dawson, *Behind the Mule*, pp. 45-63, 75-95
Zoltan Hajnal and Taeku Lee, *Why Americans Don’t Join the Party*, chapter 4

Week 6: Feb 27-March 1
Identity and Interests (cont)
**Week 7: March 6-8**

**Representation and Empowerment**
Michael Jones, "The Priority of Racial Constituency over Descriptive Representation" *Journal Of Politics*, July 2011, 73 (3): 899-914

**Week 8: March 13-15**

**Obama: Cause and Effect**

**Week 9: Spring Break!**

**Week 10: March 26-28**

**Responses to Ethnic and Racial Change**

**Week 11: April 3-5**

**How Institutions Shape Race and Ethnicity, and Vice Versa**
John Skrentny, *The Minority Rights Revolution*, chapter 4

**Wednesday, April 5: Quiz 2**
Part 3: POLITICS OF RACE, ETHNICITY, AND IMMIGRATION
Week 12: April 10-12
Comparing National Dynamics of Race and Immigration
Anthony Marx, *Making Race and Nation*, chapters 5, 6, 7
Nancy Foner and Richard Alba, “Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion?” *International Migration Review*, 42 (2), 2008: 360-392

Week 13: April 17-19
Political Structures and Racial Contestation
Nolan McCarty, Keith Poole, and Howard Rosenthal, *Polarized America*, chapter 4

Week 14: April 24-26
Coming Constructions of Race and Ethnicity
Jennifer Hochschild and Vesla Weaver. “‘There’s No One as Irish as Barack O’Bama’: The Politics and Policy of Multiracialism in the United States,” *Perspective on Politics*, 2010

Week 15: May 1-3
Final Research Paper presentations

Final: Date TBD