The Politics of Race, Ethnicity and Immigration
POLI SCI 415-001
Spring 2017
T/TH 12:30-1:45pm
Curtain 124

Prof. Paru Shah
BOL 676
shahp@uwm.edu
Office Hours: T 2-3pm or by appointment

TA: Amanda Heideman
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M 2-3pm

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.

This course fulfills the research requirement for L&S degree:
1) Students will conduct independent and original research on a substantive question on the politics of race, ethnicity and immigration;
2) Students to review and evaluate the relevant scholarly work in order to show the importance of their own research;
3) Students will share their research with their colleagues by various means including, but not limited to, oral presentation in class, author-discussant pairing, and online discussion.

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).

**Grading Scale**

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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 24-26
What Is Race, and What Is Racism?
- T: Introductions and Overview

Week 2: Jan 31-Feb 2
Origins and the American Racial Order

Reaction Essay #1 Due

Week 3: Feb 7-9
Immigration and Whiteness; Bringing Indians, Asians, and Latinos into the American Picture
- T: (1) Daniel Tichenor, Dividing Lines, chapter 1; (2) Matthew Frye Jacobson, Whiteness of a Different Color, chapters 3, 8

Reaction Essay # 2 Due

Research Topic Due

Week 4: Feb 14-16
- T: Presentation by Political Science Librarian
- TH: Quiz 1
Part 2: CONTEMPORARY AMERICAN RACIAL AND ETHNIC POLITICS

Week 5: Feb 21-23
Identity and Interests


Reaction Essay #3 Due


Week 6: Feb 28-March 2
Identity and Interests (cont)


Reaction Essay #4 Due


Annotated Bibliography Due

Week 7: March 7-9
Representation and Empowerment


Reaction Essay #5 Due


Week 8: March 14-16
Obama: Cause and Effect


Reaction Essay #6 Due

**Literature Review Draft Due**

**Week 9: Spring Break!**

**Week 10: March 28-30**

**Responses to Ethnic and Racial Change**


**Reaction Essay #7 Due**


**Hypotheses and Data Description Due**

**Week 11: April 4-6**

**How Institutions Shape Race and Ethnicity, and Vice Versa**


• TH: Quiz 2

**Part 3: POLITICS OF RACE, ETHNICITY, AND IMMIGRATION**

**Week 12: April 11-13**

**Comparing National Dynamics of Race and Immigration**

• T: 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.

**Reaction Essay #8 Due**


**Week 13: April 17-19**

**Individual Research Project Meetings**
Week 14: April 25-27
Political Structures and Racial Contestation

Reaction Essay #9 Due

Rough Draft of Research Paper Due

Week 15: May 2-4
Coming Constructions of Race and Ethnicity

Reaction Essay #10 Due

Week 16: May 9-11
Final Research Paper presentations
Final: Monday, May 15, 12:30-2:30pm