

## Race and Ethnic Politics

Political Science 4070

3 credits

Instructor: Dukhong Kim

Office Hours: M W: 9:30-11:30, 2:00-3:00 and by appointment (SO 384B)

### Contact Information

Email: [dkim4@fau.edu](mailto:dkim4@fau.edu); Phone: 561-297-3216

**Pre-requisite:** Government of the U.S. (POS 2041)

**Course Description:** This class explores the role of race and ethnicity in American politics. The class covers three major parts. The first one is the examination of the development of race and racism in the U.S. politics. This part includes exploration of the beginning and development of slavery, how blacks became targets of racism, how the issue of slavery became a politically critical one to divide the country, how the Civil War and Reconstruction addressed slavery and failed to solve the problem, and how the civil rights movement changed the rules of the game in politics and affected individuals' attitudes toward blacks. The second part deals with changing immigration policies and a brief examination of the incorporation of various racial and ethnic groups into American politics. They include Native Americans, ethnic whites, African Americans, Latinos, and Asians. The third part addresses group members' political behaviors. Under this theme, we will explore what accounts for major racial and ethnic group members' public opinions, attitudes toward policies, and political participation. Furthermore, the possibilities and results of minority group members in terms of coalition building to achieve their common goals will be covered.

**Course Objectives:** After this class, students will understand the role of race and racism in the United States, how immigrants and the receiving society interact to achieve (or fail to achieve) a more integrated society, how racial and ethnic group members perceive each other, and what roles racial prejudice, racial identity, opportunity, political elites, and socioeconomic conditions play in accounting for racial and ethnic group members' political behaviors.

**Course Requirement:** Students are required to read the assigned reading in advance of each class, to participate actively in the class discussions, and to execute various assignments including writing a paper (or essays), taking midterm and final exams, and presenting their work on the assigned readings. Although it is not a prerequisite to take a research methods class (POS 3936) such knowledge will help you significantly in understanding materials in this class.

**Teaching format:** The class will be a combination of lecture and discussion. I will lecture based on the reading materials, covering the main points of the studies and providing illustrations from the readings or current news sources. To encourage discussion, I will regularly ask questions of the class. Students are strongly encouraged to bring their own

questions, comments, and ideas to participate in the discussion.

**Evaluation:** Grades will be determined as follows.

- Midterm exam (20%)
- Final exam (25%)
- Paper or critical essay (35%)
- Attendance/participation/presentation (20%)

**Exams:** There will be two exams - midterm and final. Both exams will include short identification and essay questions. The final will not be cumulative. The questions will be drawn from the books, the readings and lectures.

**Paper:** Each student must write a research paper on the questions they choose. The paper should be no more than 15 pages double spaced using 12 font size and one-inch margins. The paper needs to address the question directly with coherent arguments and evidence to support your main thesis. The due date of the completed paper is Nov. 15th. Prior to that you must also submit a draft of your paper that shows the progress you are making with your research topic and a literature review. These deadlines and the requirements for each step will be posted on Blackboard. Students should submit both a hard copy of the essay to the instructor and an electronic version of the final paper to the "SafeAssign" on Blackboard by the end of the class on the due date. The paper topic will be discussed as class progresses. Late submission of the paper will result in a deduction of 5 points per day out of 100 possible points.

**Essay:** Alternative to a research paper, students can opt to write a critical essay. The essay should be no more than 6 pages double spaced using 12 font size. The essay questions will be posted on Blackboard. Students need to identify major facts or points that authors argue, explain how they reach their conclusions and evaluate their studies in comparison with other studies on the topic -e.g., what are the contributions or limitations of these studies?

**Attendance, Discussion and Presentation:** Attendance is mandatory, and I will check it in every class. Students are allowed to have 2 exemptions throughout the semester without losing points. But attending the class will not guarantee full credit for participation unless students participate in the discussion and presentation. I believe in the exchange of ideas, discussions, and debates as important tools for learning about the topics. Thus, it is important to engage in constructive debates in the class as well as to make good comments on the subjects and issues. It is necessary to read the text and the other books in advance to prepare and participate in the discussions. Each student will have at least one chance to present topics that they choose for themselves. The format of the presentations is informal. We will organize the presentation schedule as the class progresses.

**Electronics:** Students should turn off their cell phones and other electronic devices before class, and should refrain from surfing the internet, responding to email, texting, or IM during class.

**General rules of conduct in the class room:** Students must inform instructor in advance if they have to leave early. Also, there are other behavioral issues (e.g., eating during the class, packing before the end of the class, surfing websites, reading newspapers during the lecture, and others) that I do not list in detail here, but they should be avoided to create a favorable learning environment.

**Grading standard:** Letter grades will be assigned according to the following scoring scheme. A(94-100), A-(90-93), B+(87-89), B(83-86), B-(80-82), C+(77-79), C(73-76), C-(70-72), D+(67-69), D(63-66), D-(60-62), F: below 60

**Emergencies:** If an emergency arises during the semester that makes fulfillment of class requirements difficult, please discuss the situation with me as early as possible, so we can discuss how to resolve the problem and maintain your good standing.

**Makeup exam policy:** In general, I do not allow makeup exams except in cases of medical or unmanageable emergencies. In these cases, students need to document the situation.

**Students with disabilities:** In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) - and follow all OSD procedures. For more information, see <http://osd.fau.edu/>. If you need special assistance, you need to inform me on the first day of class.

**Academic integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

## Required and Recommended Reading Materials and Tentative schedule<sup>1</sup>

---

<sup>1</sup> This schedule and material is subject to change according to the progress of the class.

## **Introduction and organization:**

### **I. Race and Racism: Origins of Racial Order :**

Questions to think about:

- What are the definitions of race, ethnicity, and racism?
- What are the origins of racism?
- How did racial order in the U.S. emerge and evolve over time?

Fredrickson, George. *Racism: A Short History*: Introduction, Ch 2, Ch3, Epilogue

McClain and Stewart Jr. *Can we all get along?* : ch. 1

Edmund Morgan, *American Slavery, American Freedom*, chs. 1, 15-18

The Constitution of the United States, Article II

### **II. Theories of Racial Relations :**

Questions to think about:

- How do we analyze and study race relations?
- What are the main arguments of racial pluralism, liberalism, and racial hierarchy?
- What are the differences of these theories, and which theory best captures the reality of racial relations in the U.S.?

*Pluralism and Liberalism:*

Fuchs, *The American Kaleidoscope*, part I: The civic culture and voluntary pluralism (1-75)

reference: Dahl, Robert. 1961. *Who Governs?*

Rogers Smith, "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America," *American Political Science Review*, September 1993, 549-566.

*Racial Order :*

Omi and Winant, *Racial formation in the United States*: (ch 4-5)

Kim, Claire, 1999. "The Racial triangulation of Asian Americans", *Politics and Society* 27(1): 105-138.

### **III. Racial and Ethnic Group's Incorporation :**

Questions to think about:

- How have various racial and ethnic groups adjusted to the receiving society?
- What are the differences among racial and ethnic groups in terms of their resources and motivations as immigrants?
- How has the receiving society reacted to these different groups?
- Do blacks differ from other racial and ethnic groups as to their social and political experiences in the U.S.?

*White immigrants*

Daniel Tichenor, *Dividing Lines*, ch 5 (progressivism, war, and scientific policymaking: the

rise of the national origins quota system, 1900-1928), pp 207-218 (postwar immigration politics)

#### *Native Indians*

Fredrick Hoxie, *A Final Promise: The campaign to Assimilate the Indians, 1880-1920*: ch 1 (the appeal of assimilation), ch 5 (the emergence of a colonial land policy), ch 7 (redefining Indian Citizenship)

#### *Blacks*

Fuchs, ch 5 (African Americans and Caste Pluralism), ch 8 (black Americans' attack on caste), ch 9 (the assertion of black ethnic identity)  
Film: Eyes on the prize (PBS documentary)

#### *Latinos*

Fuchs, Mexicans; pp 119-127, 134-148, ch 13  
ref. David Montejano, *Anglos and Mexicans in the Making of Modern Texas, 1983-1986*, ch 8 (segregation, 1920-40; the Mexican problem), ch 10 (the culture of segregation), ch 13 (Integration: 1940-86; a time of inclusion)  
Film: Chicano! (PBS documentary)

#### *Asian*

Lien, ch 1 (charting a hidden terrain: Historical Struggles for Inclusion and Justice Prior to the Era of Civil Rights and Electoral Politics), ch 2 (contemporary movements toward liberation and empowerment - after 1965)  
Fuchs, Asians (pp 111-117, 128-133, ch 12)  
Film: Becoming American: The Chinese Experience (PBS documentary)

### **IV: Political behaviors of major racial and ethnic groups:**

#### *Whites' racial attitudes:*

Kinder and Sanders. *Divided by Race*, ch 5 (subtle prejudice for modern times) and ch 6  
Sniderman, Crosby, Howell, "The politics of race" (ch 8 in racialized politics: the debate about racism in America)  
ref. Oliver and Mendelberg, 2000: "Reconsidering the Environmental Determinants of White Racial Attitudes" *American Journal of Political Science* 44(3):574-89.  
Gilens, *Why Americans hate welfare*, ch 5 (the news media and racialization of poverty), ch 6 (media distortions)

*Blacks' political behavior: class, group identity, political participation:* Oct 29/31/ Nov 5  
Dawson, Michael. 1995. *Behind the Mule*, (The politicization and African American Racial Group Interest; pages 45-68, 71-95, ch 8)  
Wilson, Williams J. 1980. *The Declining Significance of Race*, ch (TBA)  
Gay, Claudine. 2004. "Putting Race in Context" *American Political Science Review* 98(4):

547-562.

*Latinos: identity, political participation:*

Marquez, Latino Identity Politics Research, in *Latino Politics* (chs 2-4); Leal, Latino Public Opinion; Jones-Corea: Fuzzy Distinctions and Blurred Boundaries.

Barreto, Matt. 2007. "Si Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review*. 101 (August)

McClain et al. 2006. "Racial Distancing in a Southern City: Latino Immigrants' views of Black Americans?" *Journal of Politics*

*Asians' political behavior:*

Junn and Masuoka, 2008. "Asian American Identity," *Perspectives on Politics*.

Wong et al. 2011. *Asian American Political Participation*, ch 1 and 7.

**V. Other themes in racial politics:**

*Coalition building:*

Kim, Bitter Fruit (ch 3 and 4)

Lien, ch 4 (How can we get along).

Warren and Moreno, "Power without a program: Hispanic incorporation in Miami", in *Racial Politics in American Cities*, Browning, Marshall, Tabb, 2003.

Sonenshein, "The prospects for multiracial coalition" (ch 12); Browning, Marshall, and Tabb, "Has political incorporation been achieved? Is it enough?"

*Opportunity and Identity*

Chong and Kim. 2006. "The Experiences and Effect of Economic Status Among Racial and Ethnic Minority Groups." *APSR*, 100(3):335-351.

*Immigration and reaction of receiving society*

Huntington, 2004, The Hispanic Challenge, *Foreign Policy*; Citrin and others, 2007. Testing

Huntington: Is Hispanic Immigrant a threat to American Identity? *Perspectives on Politics*,

Richard Alba, *Blurring the Color Line: The New Chance for an Integrated America*, chapters 3, 4.

**Final exam:**