

**Political Science 61 / Chicano/Latino Studies 64**  
**Introduction to Minority Politics**  
**ICS 174**

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Class Website:

Office Hours: Tuesday 3-5  
  
<https://eee.uci.edu/07f/67085/>

Teaching Assistants:  
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One additional teaching assistant to be named (I will circulate a revised list of TAs, TA offices, emails, and office hours as soon as I have the complete information).

***Course Overview:***

From its first days, the United States has faced the dilemma of how to incorporate populations different from the majority population. This dilemma continues today and appears in discussions of such issues as affirmative action, immigration and naturalization, language policy, and social welfare policy. In this course, we will examine the major theories that attempt to explain the roles of race and ethnicity in U.S. politics and the ways in which individuals use race and ethnicity as resources for political organization. We will examine the phenomenon of ethnicity and race in the political development of the United States. Finally, we will look at the political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence.

The course's substantive focus is the politics and experiences of specific groups: African Americans, Latinos, Native Americans, and Asian Americans. This examination and analysis will not only enhance our understanding of these groups' political roles, but will demonstrate that the U.S. political system cannot be adequately understood without understanding the political dynamics of ethnicity and race.

***Course Readings:***

Readings are taken from three sources. I will ask that you read two books as well as a collection of articles available from Anteaater Publishing (these are identified with a "\*\*\*" in the list of readings). The books and many of the packet readings are available at the campus bookstore and are on reserve at the library. Please note that

the readings in the packet do not appear in the exact order that they appear on the syllabus.

The books are:

DeSipio, Louis, and Rodolfo O. de la Garza. 1998. *Making Americans, Remaking America: Immigration and Immigrant Policy*. Boulder, CO: Westview Press.

Reeves, Keith. 1997. *Voting Hopes or Fears: White Voters, Black Candidates and Racial Politics in America*. New York: Oxford University Press.

I will expect that you have read the assigned readings *prior to* the class in which they are assigned. Although I will not always make explicit reference to the assigned readings in my lectures, having read them in advance will help you understand that day's topic. You are encouraged to ask questions about the readings in both class and discussion section.

### **Course Structure**

Class time will be primary used for lecture on the topic identified on the syllabus for that day. I will sometimes not complete one day's lecture in the allotted time and return to that topic at the beginning of the next class (I will amend the class power point slides posted to the class website to reflect how far we got in the lecture). Even if I do not complete the lecture, I will expect you to do the readings for the next class session prior to that class.

I welcome questions during class about that day's readings or points made in lecture. I strongly encourage you to raise all questions that you have at any point. If you have questions, your classmates probably do as well.

You will also have the opportunity to discuss class readings in your discussion sections. Participation in discussion section is required. As I will say later, participation in discussion section will make up 10 percent of your final grade.

I will post outlines of each class on the class web site prior to each class (ideally by the evening before). These outlines are meant to be a guide to the material that I will cover in lecture, but are *not* a complete version of what will be said in class. While it might be tempting, I can assure you that you will not be able to replace class attendance with a careful review of the outlines. I will discuss specifics in class that will give you the evidence you need to answer essays and exams well.

### **Course Requirements and Grading**

I will evaluate your performance in the class in three ways. These include: 1) two analytical essays on course readings; 2) two exams; and 3) participation in discussion section.

Essays: I will assign two analytical essay questions during the semester. These questions will ask you to evaluate arguments made in course readings and, to a lesser degree, themes raised in class discussions. You will be able to answer the questions based on the course readings/class discussions and will not have to do additional research. Each essay should be between five and seven pages. The essays will be due on October 16 and November 27.

Each of these essays will contribute 25 percent to your final grade for a total of 50 percent.

In-class Exams: Our first exam will take place in class on October 30 and the second on December 6. These exams will include a combination of short answer and essay questions and will cover material from both the readings and class lectures/discussions. The first exam will include lectures and assigned readings from September 28 through October 25. The second exam will cover lectures and assigned readings from November 1 through December 4.

Each exam will account for twenty percent of your final grade.

Discussion Section Participation: The final 10 percent of your grade will be awarded by your teaching assistant based on your participation in discussion section. The TA will indicate how these points will be awarded in section.

Extra Credit: Throughout the quarter, I will bring to your attention opportunities to attend events on campus that relate to minority politics. I can't predict in advance how many of these events there will be or when they will occur (some quarters, there have only been two or three). If you hear of an event that you think might be relevant, please bring it to my attention.

To earn extra credit, I will require that you attend the event and write a description of no more than one page summarizing the key points. You can earn up to one point of extra credit (1 percent of your final grade) for each of these summaries that you submit, up to a maximum of 5 points.

## Course Assignments and Reading List

September 28 – Class Introduction and Overview

### Part 1 Foundations

October 2 – The Voting Rights Act of 1965

**READING:** \*\*Davidson, Chandler. 1994. "The Voting Rights Act: A Brief History." In Bernard Grofman and Chandler Davidson, eds. *Controversies in Minority Voting: The Voting Rights Act in Perspective* (pp. 7-51).

October 4 – The Immigration and Nationality Act of 1965 (and Debates over a New Immigration Law)

**READING:** DeSipio and de la Garza, chapters 1 and 2 (pp. 1-59).

October 9 – Large Scale Immigration and the Emergence of Pan-Ethnicity in Law and in Political Organizing

**READINGS:** \*\*Prewitt, Kenneth. 2006. "Immigrants and the Changing Categories of Race." In Taeku Lee, S. Karthick Ramakrishnan, and Ricardo Ramírez, eds. *Transforming Politics, Transforming America* (pp. 19-31).

\*\* Lien, Pei-te; M. Margaret Conway; and Janelle Wong. 2003. "The Contours of Ethnic Identity Choices Among Asian Americans." *Social Science Quarterly* 84 [2] [June]: 461-481.

### Part Two Citizenship Denial, Abrogation, and Reassertion

October 11 – The 14<sup>th</sup> and 15<sup>th</sup> Amendments and their Abrogation

**READING:** \*\* Foner, Eric. 2005. *Forever Free: The Story of Emancipation and Reconstruction*, chapter 7 (pp. 189-213).

October 16 – Territorial Minorities and the Violation of Treaty Rights: Native Americans, Mexican Americans, and Puerto Ricans

**READINGS:** \*\* Deloria, Jr., Vine, and David E. Wilkins. 1999. *Tribes, Treaties, and Constitutional Tribulations*, chapter 7 (excerpt) and 8 (pp. 139-150 & 156-62).

\*\* Griswold de Castillo, Richard. 1990. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, chapter 5 (pp. 62-86).

***First Analytical Essay Due at the Beginning of Class***

October 18 – Immigration Restriction, Chinese Exclusion, and Contested Citizenship

**READING:** \*\* Gyory, Andrew. 1998. *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*, chapter 12 (pp. 242-259).

October 23 – The African American, Latino, and Asian American Civil Rights Movements and the Assertion of Equal Protection of the Laws

**READING:** \*\* Kotz, Nick. 2005. “Shining Moments” in *Judgment Days: Lyndon Baines Johnson, Martin Luther King Jr., and the Laws that Changed America*, chapter 12, (pp. 315-337).

October 25 – Legacies and Nationalism

**READING:** Reeves, Foreword, introduction and chapter 1 (pp. xiii-xv, 3-24).

**October 30 – 1<sup>st</sup> Exam**

### **Part Three Minority Political Values, Attitudes, and Behaviors**

November 1 – Minority Political Attitudes

**READINGS:** \*\* Pantoja, Adrian. 2005. “More Alike than Different: Explaining Political Information Among African Americans and Latinos” In Gary M. Segura and Shaun Bowler, eds. *Diversity in Democracy: Minority Representation in the United States* (pp. 29-50).

November 6 – Minority Political Participation

**READING:** Reeves, chapters 2-4 (pp. 25-75).

November 8 – Voting Rates and Barriers

**READING:** Reeves, chapters 5-6 (pp. 76-111).

November 13 – Elections in Multi-Ethnic Cities

**READING:** \*\* Kaufmann, Karen. 2004. *The Urban Voter: Group Conflict & Mayoral Voting Behavior in American Cities*. Ann Arbor: The University of Michigan Press. Chapter 7 “Down But Not Out: A Liberal Revival in 2001,” pp. 167-193.

\*\* Sonenshein, Raphael J. 2005. “Latino Incorporation Reaches the Urban Summit: How Antonio Villaraigosa Won the 2005 Los Angeles Mayor’s Race” *PS*, [October 2005] (pp. 713-721).

November 15 – Gender and race/ethnic participation

**READINGS:** \*\* Scola, Becki, and Lisa García Bedolla. 2006. “Race, Gender, and the Recall Vote.” In Shaun Bowler and Bruce E. Cain, eds. *Clicker Politics: Essays on the California Recall* (pp. 143-154).

\*\* Philpot, Tasha S., and Hanes Walton, Jr. 2007. "One of Our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science* 51 [1] [January]: 49-62.

**Part Four**  
**Policy Issues and Intergroup Cooperation:**  
**Is There a Rainbow Coalition?**

November 20 – Redressing Past Wrongs

**READINGS:** \*\* Shapiro, Thomas. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*. New York: Oxford University Press. Chapter 2: "The Cost of Being Black and the Advantage of Being White," pp. 42-59.

November 27 – Immigration Reform, the Immigrant Response, and Race/Ethnic Coalitional Politics

**READING:** \*\* Zolberg, Aristide. 2006. *A Nation By Design: Immigration Policy in the Fashioning of America*. Cambridge and New York: Harvard University Press and Russell Sage Foundation Press. "Conclusion: National Design in a Globalizing World," pp. 432-459.

***Analytical Essay #2 due at the beginning of class***

November 29 – Immigrant Naturalization and Immigrant Settlement

**READING:** DeSipio and de la Garza, chapter 3-4 (pp. 61-124).

December 4 – Demographic Futures and Exam Review

**READINGS:** DeSipio and de la Garza, chapter 5 (pp. 125-134)

\*\* Tienda, Marta. 2006. *Multiple Origins, Uncertain Destinies: Hispanics and the American Future*, chapter 6 (pp. 115-128).

**December 6 – 2<sup>nd</sup> Exam**