

Winter 2010 Political Science 161 U.S. Minority Politics

Time: M, W 12:30-1:45pm; Location: NH 1109

Instructor: Pei-te Lien, Professor of Political Science

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Hours: M,W 1:50-3:30pm or by appointment

Course Description: A comparative survey of recent literature on the historical and contemporary political experiences of the four major racial and ethnic minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans) and their interactions with the dominant racial group (non-Hispanic white Americans) in the U.S. system. Major topics include racial formation, (pan)ethnic identity, citizenship, suffrage, inequality in political participation and representation, and interracial conflict and coalition building. Current politics and policy debates affecting racial/ethnic minorities such as voting rights, affirmative action, and immigration reform may be covered to the extent possible.

Required Reading:

McClain, Paula D., and Joseph Stewart Jr. 2010. *"Can We All Get Along?" Racial and Ethnic Minorities in American Politics, 5th Ed.* Boulder, CO: Westview Press (referred to as REMAP thereafter, available in Course Reserve and for purchase at the Bookstore)

Individual journal articles and book chapters can be found at the course website on Gaucho Space, the UCSB course management system, <http://gauchospace.ucsb.edu/>

Teaching/Leaning Strategies: Teaching and learning in this course will consist of lectures, discussions, and video presentations. My goal is to help each student develop a broad knowledge base and an ability to think critically of issues on race, ethnicity, and politics within the US political context and largely from the perspectives of racial and ethnic minorities themselves. Although political science is the main approach used in this class, the readings are selected from diverse origins to reflect the depth and breadth of scholarship on race and US government and politics. As we will often be discussing unfamiliar, challenging, and controversial topics, it is important that everyone comes to class having read and thought about the readings and is prepared to contribute to class discussion in a *mature* and *civilized* manner. Please be reminded that oftentimes we have to agree to disagree and be respectful of opinions that are different from our own.

Grading: Exam (2)	50% (midterm on 2/8, final on 3/17)
Reaction Paper (2)	35% (due 1/25, 3/3)
Classroom Participation	15%

Attendance/Exam/Assignment Policy: You are expected to be in class on time and to remain in class the entire time. Cell phone must remain off. Regular classroom attendance is required, as the contents of the exams/assignments will come from both assigned readings and materials presented in class. Absences make it more difficult and time-consuming for you to understand the class topics. If you have to be late or absent, you are responsible for making arrangements to obtain materials and information you missed.

Each Exam will consist of Multiple Choice, Identification, and Short Essay questions. Targeted exam dates and due dates are listed above. Any change to these will be announced in class at least one week beforehand. Late submissions and make-up exams are permitted only for

documented illness/accidents or for excused absences arranged prior to the exam time. Unexcused late submission is subject to a 20% penalty and must be completed soon as possible. The Reaction Paper invites you to critically assess the main arguments made in the assigned readings associated with the preceding five class sessions. Each paper must begin by identifying the topic(s) or issue(s) for discussion. In addition to demonstrating your familiarity with the readings and relevant comments made in class, each paper should be considered an opportunity to exercise logical reasoning and critical thinking. It should be about 4-5 pages long, **typed, double-spaced, and spell-checked**. Use short citation format (e.g., REMAP, p. 18; Barker and Jones, p. 55) to refer to the sources of information in your paper.

Students with Special Needs: The University seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Disabled Students Program, 2120 Student Resource Building, 893-2668 to make arrangements for accommodation.

Academic Misconduct: Each student is expected to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. Academic misconduct includes cheating, fabrication of information, and plagiarism. Examples of cheating include looking at another student's exam, allowing another student to look at your exam, giving cues to others on answers, referencing a "cheat sheet," making arrangements to have another student take your exam in your place, gaining unauthorized access to an exam, working with others on assignments or exams without express permission from your instructor, and submitting the same paper or substantial portions of the same paper for multiple classes without express permissions of the instructor. Examples of fabrication include creating imaginary data and/or quotations and inventing references. Examples of plagiarism include failing to cite any major idea created by some other person or entity, failing to cite and/or enclose in quotation marks all words, phrases, and sentences copied from another source, failing to cite paraphrased work of others, and acquiring a paper or project from a research service or another source and submitting it as your work for academic evaluation. All instances of academic misconduct will not be tolerated.

Course Outline* and Reading Assignments

*The dates associated with the lectures are meant to be suggestive. Actual progress may depend on class needs and may vary from the proposed schedule. Students who rely on this syllabus and do not attend class regularly may be under-prepared for exams.

Topic 1 (1/4, 6)

Introduction and Overview: Diversity and Inequality 'R' US

- a. What are the fundamental dilemmas in American politics?
- b. Now that we have elected a Black president, is race still a problem in American politics?
- c. Should a person's race be considered in the selection of a key public official?
- d. How diverse is America by race and ethnicity? How are the major nonwhite racial and ethnic groups different from non-Hispanic whites in population size/share, geographic distribution, and socioeconomic resources?

Read: REMAP, pp. 1-12, 29-45, pp. 117-125;

- Obama, Barack. 2008 (March 18). "A More Perfect Union" Speech on Race in the Philadelphia Constitutional Center. *New York Times*.
- Steele, Shelby. 2009 (June 8). "Sotomayor and the Politics of Race." *Wall Street Journal*, A17.
- (Skim) Katel, Peter. 2008. "Race and Politics: Will Skin Color Influence the Presidential Election?" *CQ Researcher* 18(25): 577-600.

Topic 2 (1/11, 13)

Basic Concepts, Issues, and Questions; Understanding the Evolution of US Citizenship, Racial Identity, and Racial Attitudes

- a. What is race (and ethnicity)? How has it been defined by the US government? And why is the practice of racial categorization problematic for social scientists?
- b. How have US citizenship and suffrage evolved over time for Black, Indian, Latino, and Asian Americans? What legal barriers did each group face?
- c. How do average Americans think of the issue of race? What have changed and not changed since the mid-1960s?
- d. Is America still a *herrenvolk* democracy or is it a color-blind society now? What explains the persistence of racism?

Read: REMAP, pp.12-27, (Skim) 235-241;

Omi, Michael. 1999. "Racial Identity and the States: Contesting the Federal Standards for Classification." Pp. 25-33 in Paul Wong ed., *Race, Ethnicity, and Nationality in the United States*. Westview Press.

Winant, Howard. 1995. "Dictatorship, Democracy, and Difference: The Historical Construction of Racial Identity." In *The Bubbling Cauldron*, pp. 31-49. Minnesota.

Bobo, Lawrence. 2001. "Racial Attitudes and Relations at the Close of the Twentieth Century." Pp. 264-301 in Neil Smelser, William Julius Wilson, and Faith Mitchell eds., *America Becoming: Racial Trends and Their Consequences*. National Academy Press.

Topic 3 (1/20--no class on 1/18)

Understanding Race and Governance in the US Context: Competing Theories of Governance

- a. Why are traditional theories of pluralism and assimilation limited in explaining the political experience of nonwhite Americans?
- b. What are the Internal Colonialism and Two-tiered Pluralism?

Read: REMAP, pp. 67-70;

Barker, Lucius, and Mack Jones. 1994. "The Nature of the System" Pp. 50-67 in *African Americans and the American Political System*, 3rd Ed. Prentice-Hall.

Hero, Rodney. 1992. "Theoretical perspectives and Latino politics." Pp. 11-30 in *Latinos and the U.S. Political System*. Temple UP.

****First paper due 1/25, in class****

Topic 4 (1/25, 27)

Black or African Americans: Seeking Liberty and Equality Through Protest and Electoral Politics

- a. What is Structural Racism and its manifestations for African Americans? How have

- Blacks responded to it historically? What are the problems in opposition politics?
- What new protest approaches, as suggested by Marable, may be used to revitalize the Black social protest movement?
 - According to Wilson, what is the relationship between structure and culture in accounting for persistent Black poverty? What is Obama's approach to this issue?
 - How distinctive are Blacks in their group identity, political ideology, and partisanship from other nonwhite Americans?

Read: REMAP, pp. 45-53, 70-76, 80-85, 125-127, (skim) 243-251;

Marable, Manning. 2004. "The Political and Theoretical Contexts of the Changing Racial Terrain." Pp. 224-234 in Maria Krysan and Amanda E. Lewis eds, *The Changing Terrain of Race and Ethnicity*. New York: Russell Sage Foundation.

Wilson, William Julius. 2009. "More Than Just Race: Being Black and Poor in the Inner City." *Poverty & Race* 18(3): 1-2, 9-11.

Topic 5 (2/1, 3)

American Indians or Native Americans: Striving for Survival and Sovereignty

- What is unique about the concept of governance and political status of American Indians? How does having "Treble citizenship" mean for them?
- What is the changing relationship between American Indians and the US federal government? How did "subjects" become "citizens"? What are the guiding principles of federal Indian politics and law?
- What characterize the nature and goal of American Indian activism? What is the legacy of AIM?
- How do American Indians think of their political ideology, partisanship, and goal of political participation? How much and in what ways are they politically engaged?

Read: REMAP, pp. 56-57, 79-80, 90-91, 126-129, (skim) 251-257;

Wilkins, David E. 2009. "Measured Sovereignty". *Perspectives on Race, Ethnicity, and Religion: Identity Politics in America*, pp. 102-120. Oxford UP.

Stubben, Jerry. 2006. "Native American Political Activism." In *Native Americans and Political Participation*, pp. 53-54, 65-73. ABC-CLIO.

******Midterm on 2/8, in class******

Topic 6 (2/10, 17—no class on 2/15)

Latinos or Hispanic Americans: Resisting Colonization and Struggling for Integration:

- What is the scope and changing shape of the Latino population and its current and potential impact on American politics?
- What are the major historical milestones of Latino immigration and emergence in American politics?
- What is the relationship between Latinos and the two major parties? What is the pattern of political partisanship and ideology across major Latino ethnic groups?
- In the example of La Raza Unida Party, what are the potentials and constraints of a third party for Latinos (and other minorities)?

Read: REMAP, pp. 53-55, 76-78, 85-88, 125-127, (skim) 257-268;

Affigne, Tony. 2000. "Latino Politics in the United States: An Introduction." *PS: Political Science and Politics* 33(3): 523-527.

Monforti, Jessica L., and Lisa Garcia Bedolla. 2009. "The Influence of Context and History on the Policy Positions and Partisanship of Hispanics in the United States." In *Perspectives on Race, Ethnicity, and Religion: Identity Politics in America*, pp. 138-152. Oxford UP.

Santillan, Richard. 1999. "The Cloning of La Raza Unida Party for the 21st Century." In *Latino Social Movements*, pp. 181-207. Routledge.

Watch PBS video: The Latino Vote 2008 <<http://www.pbs.org/now/shows/402/>>

Topic 7 (2/22)

Fighting Exclusion and the Model Minority Myth: Asian (Pacific) Americans

- a. What is racial formation theory? In what ways did each major group of Asian Americans become racialized prior to the late 1960s?
- b. What is the Asian American construct? What explains its emergence and maintenance after the 1960s? Why "model minority" is not a desirable label?
- c. What are the patterns of political ideology, partisanship, political participation of Asian Americans at the dawn of the 21st century?

Read: REMAP, 55, 78-79, 88-90, 126-129, (skim) 269-273;

Chan, Kenyon, and Shirley Hune. 1995. "Racialization and Panethnicity: From Asians in America to Asian Americans." In *Toward a Common Destiny*, pp. 205-233. Jossey-Bass.

Lien, Pei-te, Christian Collet, Janelle Wong, and Karthick Ramakrishnan. 2001. "Asian Pacific American Politics Symposium: Public Opinion and Political Participation." *PS: Political Science & Politics* XXXIV (3): 625-30.

Topic 8 (2/24)

From Political Participation to Political Representation

- a. In the post-civil rights era, should we extend the **right to vote** (having equal participation or ballot access) to the **right to represent** (having equal representation or opportunity to govern)?
- b. What are the major types of minority political representation?
- c. Should nonwhite minorities elect their own to represent the minority community? What are the benefits and drawbacks for minority elected officials to represent their own community?

Read: REMAP, pp. 57-63, 184-5, 91-117(125), 135-165;

Whitby, Kenny. 2007. "Dimension of Representation and the Congressional Black Caucus." Pp. 195-211 in Wilbur Rich ed., *African American Perspectives on Political Science*. Temple.

****Second paper due 3/3, in class****

Topic 9 (3/1, 3)

Agenda-Setting and Public Policy Issues

- a. What are the major steps in the American public policy progress?
- b. What is affirmative action? Why is this policy or other group-based policies so controversial?
- c. Should we take a race-central or race-neutral approach towards resolving problems of racial inequality? Is the concept of affirmative opportunity a better alternative?
- d. What have been the major legal successes and remaining challenges in achieving educational equality for Black, Latino, Asian, and American Indian students?

Read: REMAP, pp. 133-135, 165-184;

Katel, Peter. 2008. "Affirmative Action." *The CQ Researcher*, 18 (36): 841-64 (October 17).

Wilson, William Julius. 2009. "From Racial Preference to Affirmative Opportunity." Pp. 95-116 in *The Bridge Over the Racial Divide*. University of California Press.

Topic 10 (3/8, 10)

Intergroup Conflict and Coalition-Building: Lessons from Los Angeles

- a. In a racially stratified society, what are the prerequisites of cross-racial coalitions?
- b. Why can't we get along? What were the sources of intergroup competition and conflicts (in Los Angeles)?
- c. How can we get along? The rise and demise of the Bradley Coalition
- d. What should minority communities do to improve their chances of achieving liberation in a multicultural democracy? Should they look beyond racial identity politics?

Read: REMAP, pp 188-216, 217-230;

Chang, Edward. 1994. "America's First Multiethnic 'Riot'." In *The State of Asian America*, pp. 101-117. South End Press.

Marable, Manning. 1994. "Building Coalitions among Communities of Color: Beyond Racial Identity Politics." In *Blacks, Latinos, and Asians in Urban America*, pp. 29-43. Praeger.

******Final Exam** on 3/17, 12:30-2:30pm****