

Political Science 108

Politics of Race, Immigration, and Ethnicity in the U.S.

MWF, 9:10 am -10 am, Watkins Hall 1101

Loren Collingwood, Assistant Professor

loren.collingwood@ucr.edu

collingwoodresearch.com

2229 Watkins Hall

Office Hours: M/W 10:00 am - 11:00 am

Syllabus is subject to change as course develops

Course Description: This course examines American politics in light of shifting demographics, historical racial hostilities, and conflict played out in the political, social, and economic spheres. We begin with understanding racial and ethnic politics as group-based politics, where certain groups are placed hierarchically upon other groups, and favored by government policy. Dominant groups therefore seek to maintain their status by controlling resources, institutions of intellectual thought – including notions of colorblindness, residential access, preferential access to education – whereas subordinate groups either seek acceptance into dominant group society by adopting to its norms or push to upend the status quo, often through appeals to the same government that initially spawned the hostilities against their group. These strategies and experiences will vary by group, and the racial hostilities directed at that group. We will also spend some time considering implicit bias and association, stereotypes, and prejudice from a psychological perspective.

Note: The study of race and ethnic politics is necessarily controversial and potentially uncomfortable. We strive for an honest and open conversation in the classroom, which should be, as much as possible, informed by the literature, not assumption. I encourage everyone, including myself, to identify and challenge assumptions of your own knowledge and world view. In so doing, you will become a stronger critical thinker.

Teaching Philosophy:

I begin with the premise that each student enrolled in this course is intelligent and capable and we have high expectations for both your academic commitment and personal behavior. You are responsible for your success in this course and the course is designed such that if you work hard, participate, and consider the material, you may do well. The course has all the ingredients necessary to engage and challenge you.

I expect students to refrain from engaging in any distracting or disruptive behavior such as, but not limited to, using cell phones, texting, surfing the web, taking pictures, and talking to classmates. I will not tolerate any disruptive behavior and will refer egregious cases to Student Judicial Affairs.

Required Text(s): *The Future is Ours*

Author(s): Bowler, Shaun and Segura, Gary

Required Text(s): *Blind Spot: Hidden Biases of Good People*

Author(s): Banaji & Greenwald

Required Text(s): *Deep Roots: How Slavery Still Explains Southern Politics*

Authors: Archarya, Blackwell, Sen

Required Text(s): *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

Author(s): Alexander, Michelle

Additional Readings posted to course website or ilearn.

Please note: A few copies of the texts will be placed on reserve at Rivera library. Please be careful with them.

Course Requirements:

First, students must attend lectures and come to class having completed the assigned readings. While attendance is not recorded each time, it is required. Please consult the course website for updates and assignments: <http://www.collingwoodresearch.com/posc-108-winter-19.html>

If you have any questions about the lecture or reading materials, or if you have scheduling or personal problems, please come by my office hours or contact me via email (although see below). If the question is more pressing or involves significant questions please visit me in my office hours.

See below for a list of important deadlines. There will be an in-class midterm examination, a term paper, and a final examination. See the course website for paper topics. Students will select one topic, and write a 6-page paper. Paper must be submitted in class or by 5pm in my office or in my box, and on safe assign, on the due date. Exams are short answer, where say students will be given approximately 7 exam questions a week out and evaluated on 4 (just as an example).

Email/Office Hours Policies:

- Give a greeting when writing an email (e.g., Hi Professor Collingwood, Hi Professor, etc.)
- Logistical questions found on syllabus won't be answered via email. That is, I won't respond to your email.
- Substantive questions should be addressed in office hours or in class (e.g., a concept)
- Email me within a week of the beginning of class if you have standing conflict with office hours
- Please afford up to 24 hours for email response.
- Emails within 24 hours of an exam will not necessarily be given a response
- During office hours, if I'm talking with someone a while, feel free to pop in and remind me you're there. I don't want you having to wait around if you don't have to.
- Don't ask, "Are you busy?" I'm always busy.
- Please come speak to me during office hours, I want to hear your views about the course, and politics in general. I often learn a great deal from my students.

Grading:

Grading for the course is based on two exams, a paper (12 point font, 1 inch margins, double-space 6 pages, no silly stuff with title pages counting, be an adult), and participation.¹ The total number of points is 100.

Grades for each assignment will be posted to i-learn (as a percent) once the grading is complete, and a grade distribution is posted to the course website. With midterms this is usually about a

¹Students needing assistance with their writing should visit the Writing Center (<http://arc.ucr.edu/tutoring/tutoringservices.html>). Note that one must make an appointment prior to visiting so plan to write your paper at least a week in advance of the due date.

week. With papers, two weeks. Participation is primarily centered around lecture (included but not limited to asking questions).

Participation	20%	(mix of lecture, section)
Midterm Exam	20%	
Final Exam	30%	
Final Paper	30%	

Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	<= 59	F

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Late Assignments are NOT ACCEPTED without both prior approval and documented evidence of a University Approved Excuse (e.g., medical emergency, etc.).

Re-grading and other relevant Policies:

- Any student wishing to challenge a paper/exam grade must complete a one page single spaced argument before I will consider a challenge within one week of receiving the grade. You must specify why you think the grading was unfair. The specific areas will then be re-examined with the possibility of the grade going down.
- If you have an existing time conflict regarding my office hours please email me and let me know the first week of class.
- Concerns related to credit and graduation circumstances will not be taken into consideration in evaluating performance in this class
- Student athletes please let me know about any conflicting dates. I am more than happy to work with you but expect the same out of you as anyone else (I was one myself...humblebrag).

Plagiarism and Academic Misconduct:

This section is taken from the Academic Integrity Brochure for Students (<http://conduct.ucr.edu/>).

“At the University of California, Riverside (UCR) honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The academic culture requires that each student take responsibility for learning and for producing work that reflect their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge their use of others’ words, research results, and ideas, using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Misunderstanding of the appropriate academic conduct will not be accepted as an

excuse for academic misconduct. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct.”

Plagiarism is the “copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one’s own efforts. Plagiarism means using another’s work without giving credit. Examples include but are not limited to:

- Copying information from computer-based sources, i.e., the Internet
- Allowing another person to substantially alter or revise your work and submitting it entirely as your own.”

Other forms of academic dishonesty include cheating by “copying from another student’s examination, quiz, . . . or homework assignment.” Note that the definition of cheating also includes “submitting for academic advancement an item of academic work that you have previously submitted for academic advancement” without prior authorization from the faculty member supervising the work. “Unauthorized collaboration” is also considered inappropriate.

If I suspect you have committed an act of academic misconduct, I will discuss it with you and file a report with the Student Conduct & Academic Integrity Programs (SCAIP). You may receive a zero on the assignment and an “F” for the course. Further disciplinary action may also be taken by SCAIP. If you ever have a question about plagiarism or other academic conduct, please ask me before you turn in any work that may be problematic.

Students with Disabilities: If you have a physical, psychiatric, emotional, medical, or learning disability that may impact your ability to carry out assigned coursework, I urge you to contact the staff in Student Special Services (<http://specialservices.ucr.edu/>), who will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentation are confidential. I will sign the necessary documentation during my office hours.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. Usually I run behind.

Week	Content
Week 1	<ul style="list-style-type: none"> • Understanding Race and Ethnic Politics • B&S, Ch. 1-3
Week 2	<ul style="list-style-type: none"> • Understanding Race and Ethnic Politics • B&S, Ch. 4-8
Week 3	<ul style="list-style-type: none"> • Understanding Race and Ethnic Politics • B&S, Ch. 10-12 • MLK Monday, Class Cancelled January 21, 2019
Week 4	<ul style="list-style-type: none"> • Psychological Bases of Racism and Prejudice • B&G Ch. 1-3
Week 5	<ul style="list-style-type: none"> • Psychological Bases of Racism and Prejudice • Banaji & Greenwald, Ch. 4-6 • Midterm on February 8, 2019
Week 6	<ul style="list-style-type: none"> • The Legacy of Slavery: Behavioral Path Dependence • ABS, Ch. 1-3 • Class Cancelled Friday (2/15)
Week 7	<ul style="list-style-type: none"> • The Legacy of Slavery: Behavioral Path Dependence • ABS, Ch 4-6 • Final Paper Due in print, by 5pm, and on safe assign, February 22, 2019
Week 8	<ul style="list-style-type: none"> • Maintaining the Racial Order: Mass Incarceration • Alexander, Ch. 1-3
Week 9	<ul style="list-style-type: none"> • Maintaining the Racial Order: Mass Incarceration • Alexander, Ch. 4-6
Week 10	<ul style="list-style-type: none"> • Profit Over Morals: Rise and Maintenance of the Immigrant Detention Industrial Complex • Collingwood, Morín, & El-Khatib (2018); Collingwood and Morín (Working); Collingwood, El-Khatib, & Gonzalez O'Brien (2018)
Week 11	<ul style="list-style-type: none"> • Finals Week • Final March, 22, 2019 3:00 pm - 6:00 pm same room