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 public policy 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.

Online Delivery:
Instruction will be delivered online and will take a variety of forms. I will post lectures for each of the major themes of the course. I will also post other video resources that will amplify these key points. Second, I will ask you to participate in online forums which will give you the opportunity to discuss and analyze key themes with your fellow students, the teaching assistant, and me. Third, I will ask that you do the class readings. These will come from multiple sources, including a textbook that you will need to purchase or obtain from an academic library and several book chapters and primary sources posted to the class website. Finally, you will complete three analytical essays (discussed below) that will give you the opportunity to synthesize class readings, lectures and other visual presentations, and forum discussions.

You do NOT need to come to campus for this class. Course materials other than the textbook will be accessed from the course website at http://learn.uci.edu.
You will need to ensure that you have a stable Internet connection, particularly when you are taking the quizzes. Whenever possible, use a wired connection instead of a wireless connection. Connectivity issues that arise during a quiz may prevent you from completing the quiz or may cause scoring errors.

**Course Readings:**
Readings are taken from three sources. I will ask that you read one book as well as academic book chapters/articles and primary source documents posted to the class website. The book is available at the campus bookstore and is on reserve at the library.

The book is:

IMPORTANT NOTE: You will need to do the readings **before** you review the lectures and other video presentations for which they are assigned and **before** you participate in the forum for that chapter. In order to encourage you to complete the reading early in the period for each chapter, you will take a quiz on Wednesday of each week. The lectures will make more sense if you have done and thought about the readings first. Given the fast pace of a summer class, doing things in the suggested order will save you time.

**Course Requirements and Grading**
I will evaluate your performance in the class in three ways. These include: 1) weekly quizzes on the readings and lectures; 2) three analytical essays on key ideas raised in the readings and lectures; and 3) participation in online forums.

1) **Analytical Essays**: You will complete three analytical essays. These essays should be 4 to 6 pages in length and will respond to essay prompts posted on the class web site. You can begin to think about how you want to answer each of the questions as you do the first week's readings.

The assignments will be due in week three (Monday, July 7), week five (Monday, July 21), and during the final's period on Tuesday, July 29. All essays are due by 12 noon on the due date and should be submitted online to the course web site.

Each of the analytical essays is worth 25 percent of the final grade. These essays are designed with twin purposes in mind. First, I want you to apply material presented in lectures and readings in order to describe and analyze this material in response to a specific question. You will be able to answer the questions based on class materials; you are not expected to conduct outside research. My second purpose is to encourage you to focus your writing on making an argument based on evidence from the class readings, lectures, and forum discussions. I will offer some tips about writing your analytical essays, but I would strongly encourage you to clearly state a thesis early in your essay and use the evidence you present to defend that thesis.

You will also need to submit your essay to Turnitin.com before submitting the essay to the course web site. You should complete your essay early enough to allow time to revise your essay if Turnitin.com identifies material that may appear in other sources (and to resubmit the essay to Turnitin.com for an additional review). I will distribute more specific instructions about using Turnitin.com before the due date of the first essay.
Style and Citation Rules: Your grade will be based on the quality of your answer and the quality and strength of the writing. I strongly recommend that you use a style manual that provides you with tips on good writing and the proper format for endnotes and citations.

Plagiarism in any form is a serious offense and will be punished to the full degree permitted by University regulations. I will present a brief lecture on citation rules, but if you have any questions, please consult either me or the teaching assistant before the essay is due.

2) Quizzes. You will take a weekly online quiz covering the assigned readings for the week and the lectures for the week. The quizzes will include 10 questions. Your quiz grade will be based on your four quizzes with the highest grades. Thus, you may miss one quiz without penalty. If you take all five quizzes, I will base your grade on the four highest scores.

The quizzes will be open from 6 am to 10 pm on the Wednesdays of weeks one through five. Specifically, the quiz for week one will be on June 25, for week two on July 2, for week three on July 9, for week four on July 16, and for week five on July 23. You will need to complete each week’s readings prior to taking the quiz.

Your quiz grades will be worth up to 10 percent of your final grade.

3) Forum Participation. I will ask that you participate in five online forums discussing a question that I will pose about the material covered in each week’s discussion. Your participation should include at least three posts each week. At least one of these should offer your answer to the question in which you present your own idea(s) and evidence from the readings and the lectures to substantiate your answer. The remaining posts should be responses to your fellow students and/or reactions to responses made to your initial post. Please note that it is insufficient to say that you simply agree with a fellow student’s post without explaining why you agree and how your fellow student’s observation adds to our understanding of race and ethnic politics in the United States.

The teaching assistants and I will also participate in your forums and you are encouraged to respond to our posts as well.

In order to ensure that all students have the opportunity to respond to your posts, please make your initial post by Wednesday of each week. All posts to each week’s Forum should be made by the Saturday of each week.

I will offer some guidelines on forum participation at the beginning of class. When each forum has closed, I will offer some concluding observations and summarize some key points. You should also consider the forum discussions when you are writing your analytical essays.

Each forum will be worth up to three points. The sum of your forum participation grades will be worth up to 15 percent of your final grade.

4) Extra Credit (optional). Many of the topics that we discuss in the class will also be discussed in the media during the class. You may earn up to three points of extra credit by identifying up to three articles in the print media (one point each) that discusses a topic that we
have analyzed. Although you may use an article from any newspaper, I would strongly encourage you to look at major newspapers that do much of their own reporting, such as the New York Times (http://www.nytimes.com/), the Wall Street Journal (http://online.wsj.com/home-page), the Los Angeles Times (http://www.latimes.com/), or La Opinion if you read Spanish (http://www.laopinion.com/).

To earn extra credit, you will need to review these articles and find examples of themes raised in my lectures, class readings, or forum discussions. When you have found such an example, you will need to write a description of how the article offers evidence of the phenomenon raised in the class discussions (or a discussion of why you think an article offers evidence that contradicts such a phenomenon). These descriptions can be brief – no more than 150 words.

You may earn up to three points of extra credit, up to one point for each submission. Three points is quite important because that share of your grade will usually raise your grade to the next level (e.g. from B to B+ or A- to A).

Please submit your extra credit exercises at the end of the class as one file.

Disability Services. If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. Please contact the DSC directly at (949) 824-7494 or TDD (949) 824-6272. You can also visit the DSC’s website: http://www.disability.uci.edu/. The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.
Course Assignments and Reading List

Week One (June 23-June 27) – Shared Foundations
- Why do we study minority politics?
- The foundations of a "minority" politics that links the interests of contemporary minority communities?
  - The Voting Rights Act of 1965
  - The Immigration and Nationality Act of 1965
- The emergence of pan-ethnicity as an organizing principle of U.S. race/ethnic politics

READINGS: Bowler and Segura, chapters 1 and 2 (pp. 1-44)


Shaw, Todd. Forthcoming. “Introduction: Race as an Uneven Road.” – Posted to the class web site

Pinderhughes, Dianne. Forthcoming. “Voting Rights in American Life.” – Posted to the class web site

Primary Documents (posted to the class web site):


Week One Quiz: Wednesday, June 25, 6 am – 10 pm.

Week Two (June 30-July 4) – Separate Stories, Similar Patterns: Citizenship Denial, Abrogation, and Reassertion
- The 14th and 15th Amendments and their abrogation
- Territorial minorities and the violation of treaty rights: Native Americans, Mexican Americans, and Puerto Ricans
- Immigration restriction, Chinese exclusion, and contested citizenship
- The African American, Latino, and Asian American civil rights movements and the assertion of equal protection of the laws

READINGS (all posted to the class web site):


Shaw, Todd. Forthcoming. “Asian Americans.”

Primary documents:
13th, 14th, and 15th Amendments to the U.S. Constitution. [Available on the class web site or http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html].

*El Plan Espiritual de Aztlán* [Available on class web site or http://www.umich.edu/~ac213/student_projects05/ip/plandeaztlan1.html].

Week Two Quiz: Wednesday, July 2, 6 am – 10 pm.

Week Three (July 7-July 11) – Minority Political Values, Attitudes, and Behaviors & Minority Electoral Participation, Representation, and Influence
- Minority communities and influence on civic and electoral outcomes
- Values and attitudes that shape minority civic and electoral participation
- Barriers to civic and electoral participation
  - How have the barriers changed in recent years?
  - Do these barriers disproportionately limit the minority voice?
- Minority communities and representation on electoral bodies
  - What difference does it make to have minority electoral officeholders?

READINGS: Bowler and Segura, chapters 3-10 (pp. 45-232)


Analytical Essay #1 due Monday, July 7 by noon. The essay should be submitted to TurnItIn.com for review and to the class web site for grading.

Week Three Quiz: Wednesday, July 9, 6 am -10 pm.

Week Four (July 14- July 18) – The 2012 Elections & Building a Minority Political Agendas
- Candidate and party outreach to minority electorates in the 2012 elections
- Minority influence on national and state electoral outcomes
- Education, affirmative action, and empowerment
- The future of the Voting Right Act
- Looking forward to the 2014 midterm elections

READINGS (all posted to the class web site):

Week Four Quiz: Wednesday, July 16, 6 am – 10 pm.

**Week Five (July 21-July 25) – Minority Political Agendas**
- A new America? Immigrant naturalization and immigrant settlement
- Congressional debates on immigration reform and the future of U.S. race/ethnic politics
- Is there a “Rainbow Coalition?”

**READINGS:**
- Bowler and Segura, chapter 11 (pp. 233-258)

**Primary Documents (posted to the class web site):**
Outline of the “Group of Eight” Senate Proposal on comprehensive immigration reform.

Analytical Essay #2 due Monday, July 21 by noon. The essay should be submitted to TurnItIn.com for review and to the class web site for grading.

Week Five Quiz: Wednesday, July 23, 6 am – 10 pm.

**Final Exam Week (July 28) – Demographic Futures and the Changing Face of American Politics**
- Thinking critically about the title of the text
  - “The Future Is Ours”?

**READINGS:**
- Bowler and Segura, chapters 12-13 (pp. 259-285)

Analytical Essay #3 due Tuesday, July 29 by noon. The essay should be submitted to TurnItIn.com for review and to the class web site for grading.
A Note on Sources: The “Forthcoming” readings by Shaw, Pinderhughes, Travis, and DeSipio are from a book that will be published in 2014 by Congressional Quarterly Press entitled *Uneven Roads: An Introduction to U.S. Race and Ethnic Politics*. The chapter from DeSipio and de la Garza will appear in a book on immigration policy making that will also be published in 2014. The authors would appreciate any comments you have on the forthcoming chapters.