**Course Description:**
Racial politics is one of the United States’ most enduring issues. With a history that is rooted in slavery and then the Civil War, race relations have never been entirely “normalized” despite the tremendous progress of the past two generations. Well-publicized public opinion surveys provided ample evidence of the racial divide in the early 21st century. For example, racially divergent assessments of the fairness and legitimacy of law enforcement and the judicial system routinely produce polls showing that African Americans are much more likely to believe that a black suspect is innocent, while whites are more likely to believe he or she is guilty. Barack Obama’s presidency raised many more questions about race and politics, prompting some to note an “end to black politics” while others argue that race is still very central to American politics. Donald Trump’s presidency has indicated that the racial and ethnic divide is alive and well. Appeals to “build the wall,” deport millions of Mexican Americans, keep Muslims out of the country, references to “inner city people” stealing elections, and his responses to white supremacists have deepened racial divisions.

This course examines the sources and policy implications of the racial divide by analyzing a range of issues. We will examine the historical background of race relations and the current policy debates, with a focus on trying to find common-ground solutions. We will examine issues such as affirmative action in the workplace and in higher education, differences in public opinion between white and black respondents, and issues concerning multi-racial and ethnic tensions, immigration, criminal justice, and health care. The goal of this seminar is to stimulate critical thinking on this important issue and get you think about race and politics in new ways.

**Course Format**
This class is offered for 3 credits with one two-hour seminar each week. It also carries the expectation that students will work on course learning activities for about two hours out of classroom for each credit hour (that is, six additional hours a week).

**Course Evaluation:**
The grades for the course will be based on seminar attendance and participation (25%), five short (2-
reaction papers (5% each for 25%) a paper (25%), and a final exam (25%). The format of the exam will be a take-home exam of short essays. All reading material and seminar discussions will be fair game on the exam. I will pass out a handout on the paper assignment in a few weeks. Briefly, it will be a 10-12 page paper on a topic that interests you from the seminar.

**Student Responsibilities**
The class participation grade will be based on the following expectations:

(1) That you will attend each seminar.
(2) That you read the assigned readings before coming to seminar. I expect a critical reading of the material. You certainly will not agree with everything you are presented with in this class – indeed, I always try to present contrasting points of view on every topic.
(3) That you come to class prepared to make a meaningful contribution to seminar discussion.
(4) Each of you will be responsible for one class presentation of five minutes in length that will highlight a current event that is relevant for the topic we are discussing that week (if you can’t find something on the specific topic, something generally related to race and politics would be fine).

The reaction papers should be critiques rather than summaries of the readings for that week. You will not be able to discuss all of the issues raised in a given week’s readings, so pick three or four topics for each two-page paper. Challenge a claim made by an author, question their use of evidence, integrate and synthesize the various arguments presented by the authors and show how they relate to one another. These papers are good preparation for the seminar discussion, because this is the type of critical discussion we will be engaging in.

**Learning Outcomes**
Courses like this one that meet the Ethnic Studies Requirement (ESR) are expected to emphasize at least one of the following goals:

- Awareness of history’s impact on the present
- Ability to recognize and question assumptions
- A consciousness of self and other

These learning outcomes are all intended to help students achieve a final outcome articulated by the faculty, to participate effectively in a multicultural society. Our class aims to help you achieve each of those learning outcomes.

**Other Considerations**
Your success in this class is important to us. All students are strongly encouraged to visit office hours if only to introduce yourself and share how the course is working for you. We expect the classroom to be an inclusive and welcoming environment where each student has the potential to learn. For more information on diversity and inclusion the University of Wisconsin see: [https://diversity.wisc.edu/](https://diversity.wisc.edu/).

If you have a disability or circumstance that could affect your performance in class, please contact me early in the semester so that I can identify and provide reasonable instructional accommodations. The McBurney Center for Disability Services can provide official documentation of disabilities (for more
information see https://mcburney.wisc.edu/).

Academic dishonesty will not be tolerated. This includes using someone else’s words or ideas without proper attribution. I will report any cases of academic dishonesty to the Assistant Dean for Academic Integrity. Please make sure you are familiar with the policies outlined by the Dean of Students (https://conduct.students.wisc.edu/academic-integrity/).

Finally, electronic devices (laptops, phones, etc.) will not be allowed in class except for legitimate academic purposes. I will talk more about this on the first day of class.

Seminar Schedule and Reading Assignments (readings are available on the course Canvas site):

Part 1 – The Context of Race and Politics

January 27– Identity, Discrimination, and Privilege

We begin the examination of race and politics with some basic questions concerning racial identity and racial bias. To what extent are racial categories objective and to what extent are they historically and socially contingent? What is “implicit bias” and how can it be measured?

Keith Payne, Laura Niemi, John M. Doris, ”How to Think about ’Implicit Bias’,“ Scientific American, March 27, 2018.
Brendan O’Neill, ”College Codes Make ’Color Blindness’ a Microaggression,” Reason, August 5, 2015.

February 3 – Civil rights and the law

This discussion will focus on theories of racism, how the U.S. Census defines race, an overview of civil rights law, the idea of the “melting pot,” and racial redistricting.

Richard Alba, ”There’s a big problem with how the census measures race,” Washington Post, February 6, 2018.

We won’t discuss these readings, but I include them this week as resource/background reading:
Abraham Lincoln, "The Perpetuation of our Political Institutions.”
Martin Luther King, Jr., "Letter from the Birmingham Jail.”

February 10 – Affirmative action and Racial Discrimination

What is the nature of racial discrimination today? Does affirmative action provide a necessary remedy for past discrimination and help produce a path out of poverty? Or does affirmative action constitute unfair reverse discrimination while producing no real benefits for (or even harming) racial minorities? These questions continue to be debated on our nation’s campuses as affirmative action in college admissions has been upheld by the Supreme Court. We also will discuss discrimination toward Arab Americans and President Trump’s travel ban.

Racial Justice Project, Amicus brief in Fisher v. University of Texas, Austin, October, 2015.

Part 2 – Race and Politics at the Individual Level

February 17 – Public opinion and race

What is the nature of the racial divide in public opinion? How did racial considerations playing a role in Obama’s 2008 campaign and how do perceptions of Obama influence one’s opinions on other issues? How is racial resentment measured and what does it reveal about the racial divide? Is “color blindness” a legitimate ideal, or does it ignore the problem of racial bias?

February 24 – Elections, political parties, and race

This seminar will examine the racial divide in public opinion discussed in the previous week and examine how these differences play out in partisan politics. We will examine the basic contours of the racial divide in electoral politics, whether the Democratic party is an adequate vehicle for representing racial interests, the prevalence of racism, and various issues concerning race and the 2016 presidential election.


Part 3 – Race and Politics in Institutions

March 2 – The Obama Presidency

The election of Barack Obama as president in 2008 was a historical moment. But what does it mean for race and politics in the U.S.? An end to black politics, as Matt Bai suggests? How did Obama fare in attempting to pursue various racial issues while not alienating whites? What is the critique of Obama from the left and from the right? What does the Trump presidency mean for Obama’s legacy?

March 9 – Voting Rights

Changes in the laws concerning the administration of elections has become a area of partisan battles. To what extent have these “voting wars” limited the ability of people to vote? Are these laws a legitimate concern with voter fraud, or attempts at voter suppression? What is the racial motivation of these efforts? Should former felons be allowed to vote?

Nico Lang, ”The real reason black voters didn’t turn out for Hillary Clinton — and how to fix it,” Salon.com, November 10, 2016.
Alice Mirarda Ollstein, ”Republicans were wildly successful at supressing voters in 2016,” Think Progress, November 15, 2016.
Jaime Fuller, ”How has voting changed since Shelby County v. Holder?,” Washington Post, July 7, 2014.

No class on March 16 -- have a great spring break!

Part 4 – Race and Politics in Policy

March 23 – Immigration and Latino Politics

Immigration reform has been one of the hot issues of the past several years (and figured prominently in the 2016 presidential election). From the perspective of broader issues of race and politics, the issue raises some of the fundamental questions addressed in the class concerning discrimination and racial identity. It also raises difficult issues of cross-racial coalitions and tensions. We will discuss President Obama’s plan for comprehensive immigration reform, which was not taken up by the U.S. House and President Trump’s plan.

March 30 – Family, Poverty, and Health

Some of the most complicated questions concerning race are tied up in questions of poverty and health outcomes. To what extent are the problems faced by racial minorities due to discrimination and structural obstacles and to what extent should responsibility be placed on individuals?


April 6 – Residential Segregation, Housing Discrimination

Most American cities are still very segregated by race. Is this because of discrimination, or personal choice? What implications does segregation have for larger questions of race relations?


April 13 – Crime and policing

Racial disparities in policing have received a great deal of attention in the law few years with the high-profile killing of unarmed black men by police and protests from the Black Lives Matter movement. What are the structural and social bases for these patterns? What impact does the jury system have on racial bias in criminal justice?

Radley Balko, "There’s overwhelming evidence that the criminal-justice system is racist. Here’s the proof," *Washington Post*, September 18, 2018.

April 20 – Education policy and segregation in schools

Racial politics has shifted from a politics of confrontation (as in the 1960s) to a politics of avoidance (simply moving apart). This has been evident in residential segregation but also in public education. What implications does this have for the quality of education in the inner cities? The other central debate concerns the racial gap in academic achievement and how best to address it. Are KIPP schools part of the answer?

Ira Nichols-Barrer, et. al., "Does Student Attrition Explain KIPP’s Success?,” *Education Next*, Fall, 2014.
Nate Bowling, ”The Conversation I'm Tired of Not Having,” January 24, 2016.

April 27 – Various Issues and Concluding Thoughts

Our last seminar will go back to some of the big questions that we started with. Are color-blind policies possible or desirable? How can the problems of race best be addressed by the political system and by our society? What do you think of Barack Obama’s “more perfect Union”? What are new research questions concerning race that political science should be engaged in?

Barack Obama, ”Remarks by the President at Howard University Commencement Ceremony Howard University,” May 07, 2016.  

*** The final exam will be a take-home exam due on May 6th ***