POLS 4317-001

**Fall 2016**

**Ethnic Group Politics in the United States**

**Room: Pickard Hall 109**

**M, W & F: 1:00-1:50am**

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**Ethnic Group Politics in the United States**

This upper level undergraduate course, *Ethnic Group Politics in the United States*, is designed to examine the role of race in shaping American politics. Racial identity affects political institutions, salient public policy debates, and the political behavior and public opinion of Whites and racial minorities in the U.S. This course will examine and evaluate the contemporary influence of race in each of these domains while also looking at the historical role of race in shaping these domains.

**Prerequisites of the Course**

Students must have taken POLS 2311 and POLS 2312 to enroll in this course. While this course is designed for Political Science majors and minors, students in related disciplines are welcome. Some of the readings may be dense and technical, especially the empirical articles that refer to statistical, quantitative, and experimental methodologies. A background in these methods is NOT required. I will provide you with a basic background on these concepts, but it is your responsibility to understand the arguments and conclusions of the author(s). Thus, give yourself plenty of time to digest and comprehend the material.

**Student Learning Outcomes**: An important goal of this course is to offer you a broad understanding of the various ways that race affects crucial domains of political life. You should be able to apply the various perspectives and concepts you learn to current and past political events and understand the complex role of race and ethnicity on political behavior, institutions, and public policy. Therefore, it is my hope that by the end of the course, you will appreciate how looking at the dynamics of race and ethnicity enriches our understanding of the American political system.

Another important goal of this course is to develop and engage your critical thinking skills. Therefore, you will read the material with a critical eye, highlighting particular strengths or weaknesses of various theories, methodologies, and measurement techniques. In doing so, you will also understand political science as a discipline with theoretical traditions and various methodological approaches. To achieve these goals, essays and in-class activities, such as group exercises and debates, will help you develop your written and spoken communication skills.

**Blackboard**: We will make extensive use of our course page in Blackboard, available at:

<http://www.uta.edu/blackboard/students/index.php>

**Required Books**

Students are required to obtain the following books:

**1)** Shaw, DeSipio, Pinderhughes, and Travis, ***Uneven Roads:* *An Introduction to U.S. Race and Ethnic Politics*,** Sage Publications, 2014 ed. (ISBN: 9781604265446)

**2)** Claire Jean Kim*,* ***Bitter Fruit: The Politics of Black-Korean Conflict in New York City,***Yale University Press, 2003 (ISBN: 9780300093308).

***All other assigned readings will be available electronically on Blackboard.***

**Description of Assignments and Examinations:** In addition to taking 2 midterm exams and a final exam, students will be required to write 1 paper. Students will also be assessed for participating in class.

***Paper:*** Students will be required to write one paper. The paper will be approximately 5-7 pages in length. The paper topic will be distributed several weeks before the paper is due. Students can also formulate their own question(s) and thesis as long as they consult with me.

***Exams***: The midterm exams will not be cumulative. The first midterm exam will consist of multiple choice questions and questions soliciting short answers. The second midterm exam will be an in-class essay exam, with the prompt distributed two weeks before the exam date. The final exam will be comprehensive – it will cover all course material students have learned from the start of the term, with much of the emphasis on material covered after the second midterm. The final exam will be composed of a combination of multiple choice questions and questions soliciting short responses. Students are required to take all exams and complete them in the allotted period. For the first midterm exam and the final exam, students are required to bring a #882-E UTA scantron form and #2 pencil to each exam.

***Class Participation*:** In order for you to achieve the maximum benefits of this course, your active and informed participation is essential. Therefore, I not only expect you to attend class on a regular basis, but I also expect you *to complete the readings before class and come prepared to ask questions and share your thoughts about the material*. The instruction of the course will include a combination of traditional lectures, discussions centered on question and answer format, and in-class group work. Your grade will also be determined by your participation in activities I assign during class. Activities include mini-debates, group exercises, and in-class written assignments reflecting your reaction to and/or critique of the readings.

***Extra-credit assignments****:* Students will be given opportunities throughout the semester to complete assignments for extra credit points. Instruction for extra credit assignments and their due dates will be posted on Blackboard. Extra credit points will be added to your next exam grade.

**In-class Discussions:** Some of the subject matter discussed in class will be controversial and/or elicit different perspectives. Thus, students are expected to express their thoughts in a civil, respectful, and professional manner. I may occasionally push students to further elaborate on a viewpoint or ask others to provide an alternative perspective. However, this does NOT reflect any attempt on my part to persuade students to adopt a particular opinion. Rather I am encouraging students to think critically and consider various sides of an issue.

**Late Paper Assignment:** The paper is due on the date specified. For each day the paper is late, I will impose a six-point deduction. If you have a special circumstance that prevents you from submitting your assignment on time, please consult with me in advance (meaning a reasonable time before the deadline) to avoid a penalty.

**Makeup Exams**: Any make-ups for the first or second midterm exams will be at the time and place of the final exam unless the student has a university-excused absence. (Making up a missed exam during the time of the final exam does NOT excuse you from also taking the final exam). If a student has an approved or university-excused absence, then the make-up for that exam will be scheduled as soon as possible after the regular exam.

**Expectations for Out-of-Class Study**: This is entirely up to you, but plan on spending an average of 4-9 hours per week reading and studying the concepts learned from lectures, the textbook, and other required readings.

**Incompletes:** Incompletes will be given only in extraordinary circumstances and at the discretion of the instructor.

**Attendance:** Although I will not take attendance in class, failure to attend will negatively impact your participation grade. Furthermore, students who do not attend class or who attend class sporadically tend, on average, to do worse on exams and assignments than students who attend class on a regular basis. As stated in the section on “Participation”, students are expected to come to class having read and thought about the material.

**Grading Breakdown:**

**Student grades will be calculated as follows:**

Midterm 1: 40 points

Midterm 2: 40 points

Paper: 50 points

Final Exam: 50 points

Class Participation: 20 points

Letter grades will be assigned as follows:

180-200 points: A

160-179 points: B

140-159 points: C

120-139 points: D

Below 120 points: F

**Grading Questions:** All questions regarding grades or exam questions must be submitted in writing and include a reasonable explanation for consideration.

**Office Hours:** I highly encourage students to come see me during my office hours with questions related to the course material and/or assessments. If you cannot meet with me during my scheduled office hours, please contact me over email so that we can set up a time that works for the both of us during university business hours.

**Electronic Devices:** Laptops and tablets are permitted in class. However, I expect you to use these devices solely for the purposes of taking notes or participating in class activities. Therefore, please refrain from using your devices to engage in activities that are unrelated to class (emailing, checking Facebook, purchasing items online, playing games, etc.). Additionally, please keep all cell phones on silent for the duration of the class.

**Recording**: Audio or video recording of the instructor’s lectures or during any portion of the class is not permitted except under special circumstances.

**Bad Weather:** Any class cancellations issued by the University as a result of bad weather will result in the scheduled topic or exam being held on the next class day.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through selfservice in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ calling 817-272-3671, is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

***Communicating with the Instructor:***

*I can only read emails from students using their MavMail accounts. Therefore, do not send me emails using non-university accounts, such as Gmail, Yahoo, or Hotmail.* I will try to respond to emails as quickly as possible during normal business hours (Monday-Friday 9am – 5pm), usually within 24 hours. However, please note that emails sent after hours, on weekends, and over University holidays may have a longer response time. Every email you send should have “Ethnic Group Politics in the US” and the specific question/concern within the subject line. If I think your question or concern cannot be adequately addressed over email, I will ask you to come to my office hours.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week**: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located immediately to the right of the classroom door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**Schedule of Topics**

**Syllabus Changes**: As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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| Date | Topic | Readings |
| **Week 1:** Aug 26 (F) | Introduction, syllabus, discuss class expectations |  |
| **Week 2:** Aug 29 (M) | Race Still Matters | **Textbook**: *Uneven Roads*   1. “Introduction: Race as an Uneven Road” (pgs. 1-30)   **Blackboard**:   1. ***Optional Reading***: Hutchings, Vincent L., and Nicholas A. Valentino. "The centrality of race in American politics." *Annual Rev. Polit. Sci.* 7 (2004): 383-408. |
| Aug 31 (W) | Historical Overview: Native Americans | **Textbook**: *Uneven Roads* Chapter 2: Native Americans: The Road from Majority to Minority, 1500s-1970s (pgs. 31-67) |
| Sept 2 (F) | Historical Overview: African Americans | **Textbook**: *Uneven Roads* Chapter 3: The African American Political Journey, 1500s-1965 (pgs. 69-108) |
| **Week 3:** Sept 7 (W) | Historical Overview: Latino(a) Americans | **Textbook:** *Uneven Roads*  Chapter 4: The Road toward Contemporary Latino Politics, 1500s-1970s (pgs. 111-140) |
| Sept 9 (F) | Historical Overview: Asian Americans | **Textbook:** *Uneven Roads*  Chapter 5: Different and Common Asian American Roads, 1800s-1960s (pgs. 141-172) |
| **Week 4:** Sept 12 (M) | Voting Rights | **Textbook:** *Uneven Roads*  Chapter 7: Voting Rights in American Life (pgs. 199-233) |
| Sept 14 (W) | Political Attitudes | **Textbook:** *Uneven Roads*   1. Finish Chapter 7 (pgs. 199-233) 2. Chapter 8: Group Identity, Ideology, and Activism (pgs. 235-246) |
| September 16 (F) | Political Attitudes | **Blackboard:**   1. Dawson, Michael C. from *Behind the Mule: Race and Class in African-American Politics*. Princeton University Press, 1995 (pgs. 109-121) 2. McClain, Paula D., et al. "Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics?." *Annual Review of Political Science* 12 (2009): 471-485. |
| **Week 5:** Sept 19 (M) | Intergroup Relations and Prospects for Coalition | **Book:**  Kim, Claire Jean. 2000. *Bitter Fruit: The Politics of Black-Korean Conflict in New York City*. New Haven, CT: Yale University Press (pgs. 1-52) |
| Sept 21 (W) | Intergroup Relations and Prospects for Coalition | **Book:**  Continue *Bitter Fruit* reading (pgs. 109-155) |
| Sept 23 (F) | Intergroup Relations and Prospects for Coalition | **Book:**  Finish Bitter Fruit (pgs.156-187)/  Review for Midterm 1 |
| **Week 6:** Sept 26 (M) | No Class | |
| Sept 28 (W) | **Midterm Exam 1** | Covers material before *Bitter Fruit* |
| Sept 30 (F) | A New Kind of Racism? | **Blackboard:**  Kinder, Donald R., and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals.* University of Chicago Press. Ch. 5 (pgs. 93-127) |
| **Week 7**:  Oct 3 (M) | A New Kind of Racism? | **Blackboard:**  Finish *Divided by Color,* Chapter 5 |
| Oct 5 (W) | A New Kind of Racism? | **Blackboard:**  Sniderman, Paul M., and Philip E. Tetlock. "Symbolic Racism: Problems of Motive Attribution in Political Analysis." *Journal of Social Issues* 42.2 (1986): 173-187. |
| Oct 7 (F) | Race, Campaigns and the Media | **Blackboard:**  Mendelberg, Tali. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm Of Equality*. Princeton University Press, 2001. Chapter 1 (pgs. 1-27) |
| **Week 8:**  Oct 10 (M) | Race, Campaigns and the Media | **Blackboard:**   1. *The Race Card*, Chapter 6 (pgs. 169-188) 2. Max Ehrenfreund, “Americans now think it’s okay to say what they really think about race”, *The Washington Post: Wonkblog,* July 17, 2016 |
| Oct 12 (W) | Race and Legislative Institutions | **Textbook:** ***Uneven Roads***   1. Chapter 9: Political Behavior and Representation: Minorities’ Growing Voice (pgs. 286-291)   **Blackboard:**   1. Swain, Carol Miller. *Black Faces, Black Interests: The Representation of African Americans in Congress*. Harvard University Press, 1995. Chapter 3 (pgs. 47-73) |
| Oct 14 (F) | Race and Legislative Institutions | **Blackboard:**   1. Swain, Carol Miller. *Black Faces, Black Interests* Chapter 9 (pgs. 193-206) 2. Tate, Katherine. *Black Faces in the Mirror: African Americans and their Representatives in the US Congress*. Princeton University Press, 2003. Chapter 1 (pgs. 1-22) |
| **Week 9**: Oct. 17 (M) | Race and Legislative Institutions | **Blackboard:**  Tate, Katherine. *Black Faces in the Mirror,* Chapter 4 (pgs. 73-95)  ***(Paper Due Tuesday, Oct. 18 by 11:59pm)*** |
| Oct. 19 (W) | Immigration | **Textbook: *Uneven Roads***  Chapter 11: Immigration Policy: the Road from Settlement to Citizenship (pgs. 329-355) |
| Oct. 21 (F) | Immigration | **Textbook: *Uneven Roads***   1. Finish Chapter 11   **Blackboard:**   1. Huntington, Samuel P. "The Hispanic Challenge." *Foreign Policy* 141.2 (2004): 30-45. |
| **Week 10:** Oct. 24 (M) | Immigration | **Blackboard:**  Citrin, Jack, et al. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5.01 (2007): 31-48. |
| Oct. 26 (W) | Welfare | **Blackboard:**  Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics Of Antipoverty Policy*. University of Chicago Press, 2009. Chapter 3 (pgs. 60-80) |
| Oct 28 (F) | Welfare | **Blackboard:**  van Doorn, Bas W. "Pre‐and Post‐Welfare Reform Media Portrayals of Poverty in the United States: The Continuing Importance of Race and Ethnicity." *Politics & Policy* 43.1 (2015): 142-162. |
| **Week 11**: Oct 31 (M) | Race, Economic Status, and Policy | **Blackboard:**  Shapiro, Thomas M. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality.* Oxford: Oxford University Press. Chapter 2 (pgs. 42-59), |
| Nov 2 (W) | Race, Economic Status, and Policy | **Blackboard:**   1. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality.* Chapter 4 (pgs. 87-104). 2. Merit in the Mirror: California whites redefine it to reflect their kids,” *California Magazine* |
| Nov 4 (F) | **Midterm Exam 2** | In-Class Essay Exam |
| **Week 12:** Nov. 7 (M) | Race, Policing, and the Criminal Justice System | **Textbook: *Uneven Roads***   1. Chapter 10: Criminal Justice Policies (pgs. 315-326)   **Blackboard:**   1. Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2012. Chapter 3 (pgs. 97-139) |
| Nov. 9 (W) | Race, Policing, and the Criminal Justice System | **Blackboard:**   1. Finish *The New Jim Crow*. Chapter 3 |
| Nov. 11 (F) | Race, Policing, and the Criminal Justice System | **Blackboard:**   1. Forman Jr, James. "Racial critiques of mass incarceration: Beyond the new Jim Crow." *NYUL Rev.* 87 (2012): 21. (pgs. 102-146) 2. Quoctrung Bui And [Amanda Cox](http://topics.nytimes.com/top/reference/timestopics/people/c/amanda_cox/index.html), **“**Surprising New Evidence Shows Bias in Police Use of Force but Not in Shootings*,” NY Times*, July 11, 2016 |
| **Week 13:** Nov 14 (M) | Intersection of Race, Gender, Sexuality, and Class | **Textbook:** ***Uneven Roads***   1. Chapter 13, *Beyond Race: Intersections of Race, Gender, Class, and Sexual Orientation* (pgs. 385-399)   **Blackboard:**   1. Cohen, Cathy J. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press, 1999. Chapter 1 (pgs. 1-32) |
| Nov. 16 (W) | Intersection of Race, Gender, Sexuality, and Class | **Blackboard:**  Finish *The Boundaries of Blackness:* Chapter 1 |
| Nov. 18 (F) | Intersection of Race, Gender, Sexuality, and Class | **Blackboard:**   1. *The Boundaries of Blackness*, Chapter 2 (pgs. 33-77) 2. Cindy Carcamo, “Latinos’ Rising Fortunes are Epitomized in Downey”, *The LA Times*, Aug 5, 2015 3. Tina Vasquez, “No, Downey is not 'Mexican Beverly Hills,” *The Downey Patriot*, Aug 6, 2015 |
| **Week 14:**  Nov 21 (M) | Colorism and the Effects of Skin Tone on Political Behavior | **Blackboard:**   1. Hochschild, Jennifer L., and Vesla Weaver. 2007.   “The Skin-Color Paradox and the American Racial  Order.” *Social Forces* 86(2): 643-670. |
| Nov 23 (W) | Colorism and the Effects of Skin Tone on Political Behavior | **Blackboard:**   1. “Lighter-skinned minorities are more likely to   support Republicans”, *The Washington Post:*  *Monkey Cage*, Sept 17, 2014  **AND**   1. Golash-Boza, Tanya and Darity, William. 2008. “Latino racial choices: the effects of skin colour and discrimination on Latinos’ and Latinas’ racial self-identifications.” *Ethnic and Racial Studies* 31(5): 899-934.   **OR**   1. Jones, Trina. "The Significance of Skin Color in   Asian and Asian-American Communities: Initial  Reflections" *UC Irvine L. Rev.* 3 (2013):  1105-1123 |
| Nov 25 (F)  Happy Thanksgiving Break! No Class | | |
| **Week 15:** Nov 28 (M) | Racial Politics in the Age of President Obama | **Blackboard:**   1. Plant, E. Ashby, et al. "The Obama effect: Decreasing implicit prejudice and stereotyping." *Journal of Experimental Social Psychology* 45.4 (2009): 961-964. 2. Optional: Take an Implicit Association Test (link on Blackboard) |
| Nov 30 (W) | Racial Politics in the Age of President Obama | **Blackboard:**   1. Frasure, Lorrie. 2010. “The Burden of Jekyll and Hyde: Barack Obama, Racial Identity, and Black Political Behavior.” In *Whose Black Politics? Cases in Post-Racial Black Leadership*. Andra Gillespie (ed.). New York: Routledge. pgs. 133-154. 2. Ta-Nehisi Coates, “How the Obama Administration Talks to Black America*” The Atlantic,* May 20, 2013 |
| Dec 2 (F) | Racial Politics in the Age of President Obama | **Blackboard:**   1. Hutchings, Vincent L. 2009. “Change or More of the Same? Evaluating Racial Attitudes in the Obama Era.” *Public Opinion Quarterly* 73(5): 917-942. 2. John Blake, “What Black America Won’t Miss about Obama” *CNN Politics*, July 1, 2016 |
| **Week 16:** Dec 5 & 7 | Review for Final Exam |  |
| Finals Exam Period: December 10-16 | **Final Exam** | **Day: December 12, 2016**  **Time: 11am - 1:30pm**  **Place: 109 Pickard Hall** |

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381