POLS 4317-001

**Fall 2018**

**Ethnic Group Politics in the United States**

**Room: Science Hall 332**

**W: 4:00-6:50pm**

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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:

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 completing in-class bi-weekly quizzes and taking a final exam, students will be required to write 1 paper and complete a creative project of their own choosing. 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.

***Quizzes and Final Exam***:

1. Reading quizzes will be administered at the beginning of class approximately every two weeks during class time. These quizzes are intended to motivate you to do the readings in a timely manner, help you understand key concepts from the readings, and familiarize you with the type of questions that will be on the final exam. While six quizzes will be administered over the course of the semester, your lowest quiz grade will not be calculated into your final quiz grade.
2. The final exam will be composed of a combination of multiple choice questions and questions soliciting short responses. Students are required to take the final exam and complete them in the allotted period. For the final exam, students are required to bring a #882-E UTA scantron form and #2 pencil.

***Creative Project:*** Students will be required to complete a project that will be submitted to the instructor on the last day of class. The project will be of your own choosing and should be something that is tailored to your skills and interests. For example, if you envision pursuing a career in journalism, your final project could be an analysis of an interview you conduct with an activist in the community. Alternatively, if you are interested in video production, you may create a video centered on one of the topics covered in class. If writing is one of your strongest assets, you may write another essay. ***The basic requirements for the final project are: you engage with the concepts and themes of the class and you do not produce anything that demeans and dehumanizes any particular group. Before you start the project, you must consult with me to ensure that the project is appropriate and within the scope of class content.***

***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 total score at the end of the semester.

**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**: Students are NOT allowed to make up quizzes they missed unless they have an approved or university-excused absence. If students have a valid excuse, make-up of quizzes will be scheduled as soon as possible after the quiz. Except in extraordinary circumstances, students must take the final exam on the time and day as specified by the University’s final exam schedule.

**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:**

Quizzes (lowest grade dropped): 50 points

Regular Essay: 50 points

Creative Project: 50 points

Final Exam: 50 points

Class Participation: 20 points

Letter grades will be assigned as follows:

198-220 points: A

176-197 points: B

154-175 points: C

132-153 points: D

Below 132 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 self-service 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:** UTArlington 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).Only those students who have officially documented a need for an accommodation will have their request honored. 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/ or 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](file:///C:\Users\hannabas\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\697W32M3\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/>. Students are encouraged to review these guides on plagiarism [http://libguides.uta.edu/researchprocess/plagiarism](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fresearchprocess%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504536062&sdata=JtmboLEGpBAFS8Hy%2Bd%2BtiQ%2FcEmgi2yrfsk9FijWRqJQ%3D&reserved=0" \t "_blank)

[http://libguides.uta.edu/copyright/plagiarism](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fcopyright%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504546076&sdata=k9dZFTsjHZk8VVjA3dyLLdK2ysRmHkMidviCAPGgLkI%3D&reserved=0" \t "_blank)

**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 face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** 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 across the door on the right side of the classroom. 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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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](mailto: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 22 (W) | Introduction | Discuss syllabus and discuss class expectations |
| **Week 2** | | |
| Aug 29 (W) | What is Race and Why It Still Matters | **Blackboard**:   1. “*Uneven Roads* Introduction: Race as an Uneven Road” (pgs. 1-30) 2. Hutchings, Vincent L., and Nicholas A. Valentino. "The centrality of race in American politics." *Annual Rev. Polit. Sci.* 7 (2004): 383-408. 3. Tuvel, R. (2017). In Defense of Transracialism. *Hypatia*, *32*(2), 263-278. |
| **Week 3:** | | |
| Sept 5 (W) | Political Identity and 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. Masuoka, N. (2006). Together they become one: Examining the predictors of panethnic group consciousness among Asian Americans and Latinos. *Social Science Quarterly*, *87*(5), 993-1011. 3. 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.   ***Quiz #1*** |
| **Week 4:** | | |
| Sept 12 (W) | Voting Rights | **Blackboard:**   1. *Uneven Roads***:** Chapter 7: Voting Rights in American Life (pgs. 199-233) 2. Hajnal, Z., Lajevardi, N., & Nielson, L. (2017). Voter Identification laws and the suppression of minority votes. *The Journal of Politics*, *79*(2), 363-379. 3. German Lopez, “A Major Study Finding That Voter ID Laws Hurt Minorities Isn’t Standing Up Well Under Scrutiny” *Vox,* March 15, 2017 |
| **Week 5:** | | |
| Sept 19 (W) | Intergroup Relations and Prospects for Coalition (heavy reading week) | **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) (pgs. 109-155) (pgs. 156-187)  ***In-Class Quiz #2*** |
| **Week 6:** | | |
| Sept 26 (W) | A New Kind of Racism? | **Blackboard:**   1. 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) 2. 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. |
| **Week 7:** | | |
| Oct 3 (W) | 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), Chapter 6 (pgs. 169-188)  ***In-Class Quiz #3*** |
| **Week 8:** | | |
| Oct 10 (W) | Race and Legislative Institutions | **Blackboard**   1. ***Uneven Roads***: Chapter 9: Political Behavior and Representation: Minorities’ Growing Voice (pgs. 286-291) 2. Swain, Carol Miller. *Black Faces, Black Interests: The Representation of African Americans in Congress*. Harvard University Press, 1995. Chapter 3 (pgs. 47-73); Chapter 9 (193-206) 3. Tate, Katherine. *Black Faces in the Mirror: African Americans and their Representatives in the US Congress*. Princeton University Press, 2003. Chapter 4 (pgs. 73-95)   ***Optional Reading:*** *Black Faces in the Mirror* Chapter 1 |
| **Week 9**: | | |
| Oct. 17 (W) | Immigration | **Textbook: *Uneven Roads***   1. Chapter 11: Immigration Policy: the Road from Settlement to Citizenship (pgs. 329-355) 2. Huntington, Samuel P. "The Hispanic Challenge." *Foreign Policy* 141.2 (2004): 30-45. 3. Citrin, Jack, et al. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5.01 (2007): 31-48.   ***In-Class Quiz #4*** |
|  |  | **Paper due via Blackboard on Oct. 17 by 11:59PM** |
| **Week 10:** | | |
| Oct. 24 (W) | Welfare | **Blackboard:**   1. Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics Of Antipoverty Policy*. University of Chicago Press, 2009. Chapter 3 (pgs. 60-80) 2. 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 (W) | Race, Economic Status, and Policy | **Blackboard:**   1. Shapiro, Thomas M. 2004. *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality.* Oxford: Oxford University Press. Chapter 2 (pgs. 42-59), Chapter 4 (87-104) 2. Reeves, R., Rodrigue, E., & Kneebone, E. (2016). Five evils: Multidimensional poverty and race in America. *Washington, DC: The Brookings Institution.* |
| **Week 11**: | | |
| Nov 7 (W) | Race, Policing, and the Criminal Justice System | **Blackboard:**   1. Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 2012. Chapter 3 (pgs. 97-139) 2. Forman Jr, James. "Racial critiques of mass incarceration: Beyond the new Jim Crow." *NYUL Rev.* 87 (2012): 21. (pgs. 102-146)   ***Optional:*** 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   1. ***In-Class Quiz #5*** |
| **Week 12:** | | |
| Nov. 14 (W) | Intersection of Race and Other Social Identities | **Textbook:** ***Uneven Roads***   1. Chapter 13, *Beyond Race: Intersections of Race, Gender, Class, and Sexual Orientation* (pgs. 385-399) 2. Cohen, Cathy J. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press, 1999. Chapter 1 (pgs. 1-32) 3. Kimberle Crenshaw, *“Beyond Racism and Misogyny: Black Feminism and 2 Live Crew”* pg. 246-263   ***Optional Reading:*** *The Boundaries of Blackness*, Chapter 2 (pgs. 33-77) |
| **Week 13 - No Class for Nov 21. - Happy Thanksgiving! But please do the readings below!** | | |
| Nov 21 (W) | Racial Politics in the Era of Trump | **Blackboard:**   1. Danbold, Felix, and Yuen J. Huo. "No longer “All-American”? Whites’ defensive reactions to their numerical decline." *Social Psychological and Personality Science* 6.2 (2015): 210-218. 2. Chudy, Jennifer. “Racial Sympathy in American Politics” (Unpublished paper)   ***Online Quiz #6 (due Monday, Nov 26)*** |
| **Week 14:** | | |
| Nov 28 (W) | Last Day!!!  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   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. 2. Jones, Trina. "The Significance of Skin Color in   Asian and Asian-American Communities: Initial  Reflections" *UC Irvine L. Rev.* 3 (2013):  1105-1123   1. Review for Final Exam   ***Creative Project Due Nov 28 at the beginning of class*** |
| Finals Exam Period: December 6-12, 2017 | **Final Exam** | **Date: Dec. 12 (Wed)**  **Time: 5:00 - 7:30pm**  **Location: Science Hall 332** |

**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