

**U.S. Ethnic Politics**  
**Political Science 245 / Chicano/Latino Studies 235**  
**Winter 2010**

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Office Hours: Monday 2-3:30, and by appointment

**Course Goals and Objectives**

This course assesses the major theories of ethnic political attitudes and behaviors in U.S. politics and examines various methodological approaches to testing theories of ethnic politics. Although the primary focus is the contemporary conduct of ethnic politics (that driven by groups that began to migrate in large numbers after the 1965 amendments to the immigration law), we will also assess the role of ethnic politics in American political development.

The course will revolve around three interrelated questions:

- 1) How have ethnic communities been constructed historically and how are they today?
- 2) What independent role does ethnicity play in contemporary political mobilization and behavior?
- 3) Are contemporary ethnic groups internally cohesive and, to the extent that they are, do they have a sufficient sense of their own needs to create sustainable multi-ethnic/multi-racial coalitions (whether at the local or national level)?

Time prevents us from specifically examining theories of Black politics in the United States. Throughout the course, however, we will make comparisons between the ways the scholarship has understood African American politics and non-Black minority politics.

**Student Evaluation**

All students will be expected to attend class sessions and actively participate in class discussions. Each student will also be expected to take responsibility for leading one class session. This "leader" should be prepared to present a brief (15 to 20 minute) summary at the beginning of the class s/he is responsible for of the key theories and methods explored in each of the class readings. The leader should also prepare three to five questions for class discussion. These questions should be distributed by email the day before class.

Assignments for these leadership roles will be made during the first week of class. Please email me your top two preferences by January 7.

Each student will also be responsible for completing a research paper of 25 to 30 pages on a topic proposed by the student and approved by me. I am very flexible on topics and methodological approaches, but I would encourage you to begin thinking about a topic soon and having some preliminary ideas to me by January 25 at the latest (this may require reading ahead if you are new to this literature). Realistically, in order to complete the paper by the end of finals week, you will need an approved research topic by the end of the end of January. I am very happy to work with you on a research project that you have already begun for another class, though I will expect that you add significantly to what you have already begun.

Students will also be expected to make an oral presentation about their research topic and findings on the last day of class (note that this may be during final's week because of the two class sessions missed due to University holidays). The format for these presentations will be similar to a conference presentation—a 12-15 minute presentation on your research question, data, and findings. If topics lend themselves to it, I will try to organize “panels” of similar research topics. I will be happy to serve as (or recruit a) discussant if I have the papers in advance.

### **Course Readings and Schedule**

The books are available for purchase at the bookstore and are on reserve at the library. I will place the articles in a folder in Casey's office (some are available through JSTOR).

**Week One** (January 4) – Introduction and Overview

**Week Two** (January 11) – Constructing U.S. Racial and Ethnic Identities: Competing Models

I will ask half of the students to read Fuchs and half to read Smith. To the extent that you are interested in ethnicity and American political development, you should consider also reading the other volume as well.

Rogers M. Smith. 1997. *Civic Ideals: Conflicting Visions of Citizenship in U.S. History*. New Haven: Yale University Press.

*or*

Lawrence H. Fuchs. 1990. *The American Kaleidoscope: Race, Ethnicity, and the Civic Culture*. Hanover: University Press of New England.

**Week Three** – No Class (Martin Luther King, Jr. Holiday)

**Week Four** (January 25) – European Ethnics: Pluralism and its Discontents  
Dahl, Robert A. 1961. *Who Governs? Democracy and Power in an American City*. New Haven: Yale University Press.

Wolfinger, Raymond. 1965. "The Development and Persistence of Ethnic Voting." *American Political Science Review* 59 (4) (December): 896-908.  
<http://www.jstor.org/stable/pdfplus/1953212.pdf>

Parenti, Michael. 1967. "Ethnic Politics and the Persistence of Ethnic Identification." *American Political Science Review* 61 (3) (September): 717-726.  
<http://www.jstor.org/stable/pdfplus/1976090.pdf>

Alba, Richard. 2009. *Blurring the Color Line: The New Chance for a More Integrated America*. Cambridge: Harvard University Press, chapter 3, "Solving the Puzzle: A New Theory of Boundary Change," pp. 52-89.

**Week Five** (February 1) – Legacies of Past Exclusion and Identity Formation among Contemporary Immigrant/Ethnic Populations

Telles, Edward, and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation Press.

Katznelson, Ira, and Suzanne Mettler. 2008. "On Race and Policy History: A Dialogue About the G.I. Bill." *Perspectives on Politics* 6 (3) (September): 519-537.

Fraga, Luis; John A. García; Rodney E. Hero; Michael Jones-Correa; Valerie Martinez-Ebers; and Gary Segura. 2006. "Su Casa Es Nuestra Casa: Latino Politics Research and the Development of American Political Science." *American Political Science Review* 100 (4) (November): 515-521.

Junn, Jane, and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context." *Perspectives on Politics* (December): 729-740.

**Week Six** (February 8) – Participation Rates and Barriers

Ramakrishnan, S. Karthick. 2005. *Democracy in Immigrant America: Changing Demographics and Political Participation*. Stanford, CA: Stanford University Press.

Chong, Dennis, and Dukhong Kim. 2006. "The Experiences and Effects of Economic Status Among Racial and Ethnic Minorities." *American Political Science Review* 100 (3) (August): 335-351.

Marrow, Helen. 2005. "New Destinations and Immigrant Incorporation." *Perspectives on Politics* 3 (4) (December): 781-799. <http://www.jstor.org/stable/pdfplus/3688180.pdf>

Barreto, Matt; Stephen Nuño; and Gabriel R. Sanchez. 2009. "The Disproportionate Impact of Voter-ID Requirements on the Electorate – New Evidence from Indiana." *PS* (January): pp. 111-116.

**Week Seven** (February 15) – No Class (Presidents' Day Holiday)

**Week Eight** (February 22) – Naturalization, Panethnicity, and Panethnic Political Behavior and Attitudes

*Please read one of the following books and the articles/book chapter:*

Louis DeSipio. 1996. *Counting on the Latino Vote: Latinos as a New Electorate*. Charlottesville, VA: University Press of Virginia.

or

Lien, Pei-te; M. Margaret Conway; and Janelle Wong. 2004. *The Politics of Asian Americans: Diversity and Community*. New York: Routledge.

Masuoka, Natalie. 2006. "Together They Become One: Examining Predictors of Panethnic Group Consciousness Among Asian Americans and Latinos." *Social Science Quarterly* 87 (5): 993-1011.

Rim, Kathy. 2009. "Racial Context Effects and the Political Participation of Asian Americans." *American Politics Research* 37 (4) (July): 569-592.

**Week Nine** (March 1) – Citizenship and Intergenerational Change in Ethnic Political Behaviors and Attitudes.

Motomura, Hiroshi. 2006. *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. New York: Oxford University Press.

Kasinitz, Philip; John H. Mollenkopf; Mary C. Waters; and Jennifer Holdaway. 2008. *Inheriting the City: The Children of Immigrants Come of Age*. Cambridge, MA and New York: Harvard University Press and Russell Sage Foundation Press.

Marcus L. Hansen. 1938. *The Problem of the Third Generation Immigrant*. Rock Island, IL: Augustana Historical Society (pp. 5-20)

Tam Cho, Wendy K. 1999. "Naturalization, Socialization, Participation: Immigrants and (Non-)Voting." *The Journal of Politics* 61 (4) (November): 1140-1155. <http://www.jstor.org/stable/pdfplus/2647557.pdf>

DeSipio, Louis, and Carole Jean Uhlaner. 2007. "Immigrant and Native: Mexican American 2004 Presidential Vote Choice Across Immigrant Generations." *American Politics Research*, March.

**Week Ten** (March 8) – Institutional Mobilization

Wong, Janelle. 2006. *Democracy's Promise: Immigrants and American Civic Institutions*. Ann Arbor: University of Michigan Press.

Barreto, Matt; Gary M. Segura; and Nathan D. Woods. 2004. "The Mobilizing Effect of Majority-Minority Districts on Latino Turnout." *American Political Science Review* 98 (1) (February): 65-75. <http://www.jstor.org/stable/pdfplus/4145297.pdf>

Barreto, Matt. 2008. ¡Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters. *American Political Science Review* 101 (3) (August): 425-441.

**Make-Up Class** (March 15?) – Conclusions: Comparative Perspectives & Student Research Presentations

Hochschild, Jennifer, and John H. Mollenkopf. 2009. *Bringing Outsiders In: Transatlantic Perspectives on Immigrant Political Incorporation*. Ithaca: Cornell University Press.