Race, Immigration and American Political Development

Professor: Girma Parris
Case Western University
Office Hours: Friday, 12:00 pm – 2:00 pm or by Zoom appointment
Email: girma.parris@case.edu

Course Description
American Political Development involves employing history as an active and independent variable (through the use of concepts such as timing and sequence, path dependence, critical junctures, political orders, and intercurrence) to address fundamental questions of political science and political institutional development. Its primary aim is the revelation of factors behind periods of continuity and moments of institutional change through focusing on political phenomena over long stretches of time as opposed to momentary snap shots of history.

Race and immigration policy have been intrinsic aspects of American political development. Building on the contributions of Rogers Smith and Desmond King's 2008 article Racial Orders in American Political Development and Daniel Tichenor's 2002 book Dividing Lines: The Politics of Immigration Control in America, this class will show the symbiotic relationship between the politics of race and immigration and American political development. Although scholars from the race and immigration camps have alluded to the overlap in the politics of each, this class will aim to make those interconnections more explicit. Specifically, the class will show how historical trajectories in immigration politics and racial politics have — at times — reinforced each other and/or interacted, and how the presence or timing of particular events has had direct and indirect influence on the historical trajectories of the other. Ultimately, both have manifested symbiotically throughout American political development.

Course Goals
The course will use open-ended class discussion and the conceptual tools of American Political Development scholars to investigate and assess these moments of change and periods of continuity in immigration and racial politics as well as to discuss how the historical trajectories of race and immigration interacted, reinforced or were intrinsic to the other. Students will acquire the skills necessary to assess political history and isolate the factors involved in periods of continuity and change.
**Course Requirements:** To attain a passing grade for the class, all students must attend class regularly; participate in class discussion; deliver a 5–10-minute presentation during the course of the semester; and complete three take home examinations covering a third of the course each. Take home exams will count for 70% of your grade (Exam no. 1 = 20%; Exam no. 2 = 25%; Exam no. 3 = 25%).

**Attendance:** All students are permitted 2 unexcused absences. Unexcused absences in excess of the two allotted will count against your class participation grade. The course is a seminar course and thus will focus around class discussion. Attendance, subsequently, is crucial to the functioning of the class. However, since we are in the midst of a pandemic, the university encourages anyone not feeling well to stay home and recuperate. In the event, you can’t attend, I only ask that you let me know. Such absences will count as excused.

**Class Participation:** Students are expected to come to class prepared and ready to discuss the assigned readings. Students will not be docked for their lack of participation but will be rewarded for their thoughtful and active contributions to class discussion. **Class participation will make up 10% of your grade.**

**Presentation:** All students are expected to make a presentation of 5-10 minutes during the semester. Students should summarize the major arguments presented in the chosen reading and offer 3 discussion questions for the class. To receive full credit, students must either provide a Power Point presentation (or comparable visual accompaniment). **The presentation will count for 20% of your grade.**

**Recap of Percentage Breakdown for Course Assignments:**
- Take Home Exams – 70% collectively
  - Exam no. 1 – 20%
  - Exam no. 2 – 25%
  - Exam no. 3 – 25%
- Article Presentation – 20%
- Class Participation – 10%

**Course Schedule – Reading Assignments and Exam dates**

**Week 1: Definition and Methodological Foundations of American Political Development**
How to Study American Political Development and its Relation to Racial and Immigration Politics – Sustained Shifts in Authority, Institutional Structure and Coalition Building (viewed historically)

**Wednesday, January 18 –**  
Introduction

**Recommended:**  
Orren, Karen and Steven Skowronek. The Search for American Political Development (2004): 1-32 (Chapter 1)


**Week 2: Looking at Immigration and Race Politics and Policy Historically**

**Monday, January 23 –**  


**Wednesday, January 25 –**  


**Week 3:**  
**Race and Ethnicity – Definitions and Historical Origins**

**Monday, January 30 –**


Wednesday, February 1 –

Week 4:
Monday, February 6 –

Valelly, Richard. The Two Reconstructions: The Struggle of Black Enfranchisement- Chapter 2

Wednesday, February 8 –
Valelly, Richard. The Two Reconstructions: The Struggle of Black Enfranchisement- Chapter 3

Week 5:
Monday, February 13 –
Valelly, Richard. The Two Reconstructions: The Struggle of Black Enfranchisement- Chapter 4

Valelly, Richard. The Two Reconstructions: The Struggle of Black Enfranchisement - Chapter 5

Wednesday, February 15 –
Valelly, Richard. The Two Reconstructions: The Struggle of Black Enfranchisement - Chapter 6
Friday, February 17 – Take Home Exam no. 1 posted

Week 6:
Immigration and American Political Development: Immigration Racial Hierarchies, and Assimilation

Monday, February 20 –


Recommended:


Wednesday, February 22 –


Recommended:
Week 7: The Great Migration, the GI Bill, Race and Problematic Assimilation in the North

**Monday, February 27 –**


**Recommended:**


The Great Migration and Problematic Assimilation in the North

**Wednesday, March 1 –**


**********Friday, February 25 – Take Home Exam no. 1 due at 11:59pm**********

Week 8: The Foundations of the Second Reconstruction

**Monday, March 6 –**


**Wednesday, March 8 –**

**********March 13-17 – No Class – Spring Break**********

**Week 9 –**

**Monday, March 20 –**

**Wednesday, March 22 –**

Recommended:

**Week 10 – Civil Rights and Immigration Reform**

**Monday, March 27 –**

**Wednesday, March 29 –**

**Week 11:**

**Monday, April 3 –**


**Race and Immigration in the Post-Civil Rights Era**

**Wednesday, April 5 –**

Recommended:

**********Friday, April 7 – Take Home Exam No. 2 Posted**********

**Week 12:**

**Monday, April 10 –**


**The Institutionalized Poverty of Blacks, Browns**

**Wednesday, April 12 –**


**Week 13 –**

**Monday, April 17 –**


Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness: Chapter 1

Recommended:


Counterarguments to the anti-black racist theory of mass incarceration:


Wednesday, April 19 –


*****Take Home Exam No. 2 due Friday, April 21 at 11:59 pm***************

Week 14 –

Race and Immigration in the Obama and Trump Eras

Monday, April 24 – White rural marginalization


Gurley, Lauren Kaori ““I’m as Poor as Shit”: A Look at Downward Mobility in Lancaster, Ohio”: https://inthesetimes.com/rural-america/entry/20185/brian-alexander-glass-house-working-class-income-inequality-poverty-heroin

Recommended:
Frederick, Austin “To Revive Rural America, We Must Fix Our Broken Food System”: https://www.theamericanconservative.com/articles/to-revive-rural-america-we-must-fix-our-broken-food-system/

*************Monday, April 24 – Take Home Exam No. 3 Posted **************

Wednesday, April 26 –

Monday, May 1 –


Recommended:

Evolving Concepts of Race and Ethnicity:


Jansen, Robert. The Heart of Whiteness: Confronting Race, Racism, and White Privilege (2005): Chapters 1 and Conclusion

*************Take Home Exam No. 3 Due, May 8 at 11:59 pm *************