

GVPT 459C: Seminar in Comparative Politics; Race and Ethnic Politics in Comparative Perspective

Time: 3:30 PM – 4:45 PM Tuesday and Thursday

Professor: Marcus Johnson

Office: Chincoteague 3117F

Classroom: TYD 2111

Office hours: Tuesdays 1:00 pm to 3:00 pm or by appointment

Email: mjohnso6@umd.edu

Course Description

This course examines the multiple ways in which race and ethnicity become meaningful categories shaping political behavior. We will examine how race and ethnicity are socially constructed, why people accept (and sometimes reject) the categories imposed on them, and how categories and identities become drivers of political behavior. The course takes a comparative perspective on identity politics, looking at cases from multiple regions around the world.

We will begin this course by examining how we typically encounter ethnic salience in current events and representative examples of identity politics scholarship. In the next unit we will position race and ethnicity as social constructs, interrogating what this means in theory and in the practice of identity politics scholarship. The third unit of the course will introduce three paradigms within constructivism--cleavage formation, instrumentalism, and group affect--with examples of how these interrelated theories have been applied to identity politics in Benin, India, and the United States. The fourth unit then takes a deeper dive into identity politics in Latin America, a region where the political salience of ethnicity and race have only recently been explored by political scientists based in the U.S.

Syllabus

This syllabus is a breathing document, meaning that it provides a solid structure of the course but specific dates, class topics, and assignment details are subject to change. I will always communicate about updates to the syllabus to provide you with adequate time to make adjustments as necessary. Please keep track of your email and this document on Canvas, which you can find under the “Welcome to the Semester” tab on the course homepage.

Course Goals

This class will introduce and build on key ideas and concepts in identity politics scholarship. Consequently, upon successful completion of the course you will be able to...

- Identify and Appraise several constructivist theories of racial and ethnic salience.
- Define key concepts in constructivist identity politics scholarship.
- Apply theories and concepts from the course to real world cases of racial and ethnic political competition.
- Compare the political salience of ethnicity and race across global regions.
- Critique and refine identity politics scholarship.
- Communicate ideas effectively through written and oral presentation.

COVID-19 Course Policies

Masking: As a courtesy to your classmates and to me, I ask that you please wear a well-fitting mask for the entire duration of our class. Please properly secure your mask so that your nose and mouth are fully covered.

Attendance: Your active engagement in in-class activities is integral to the course experience. However, for health and safety, your attendance for in-person class meetings is not required. That said, I hope that everyone will be able to attend and participate in each class meeting. I will live-stream lectures on Zoom and will record lectures, although I cannot vouch for the audio and video quality of live-streams and recordings.

If you are feeling sick, have possibly been exposed to COVID-19, or are awaiting diagnostic test results, you should NOT come to class. If for whatever reason you are feeling ill or uncomfortable with in-person attendance, please attend through Zoom. If

you will be unable to attend class, please email me as soon as you can. Attendance will not be directly factored into your final grade, but participation (which is conditional on attendance) will be. Please see the grading policy and chart below for more details.

Participation: You should consistently contribute to class and small group discussions, whether you are attending through Zoom or in-person. You can contribute to class discussion by speaking to your peers in breakout sessions or making contributions to the full class discussion by voice or in the Zoom chat function (for virtual attendance). We will also utilize Google Docs for live annotations of class activities. Finally, there will be several short, ungraded quizzes and reflections that I will ask you to complete throughout the semester. This hybrid modality and lecture format is novel to me and I assume it may be new for some of you as well. I promise to be generous and understanding with my assessment of participation. I ask that in return, you also make a consistent effort to actively engage with the class. Your participation in the course will be graded. Please see the grading policy below for more details.

Assignment Submission: You will submit all assignments for this course via Canvas. Please do not email or submit hardcopies of assignments to me. Name your documents by combining the assignment abbreviation (e.g. RE1 for reflection essay #1, RE2 for reflection essay #2) and your first name and last name (e.g. RE1_MarcusJohnson).

Office Hours: Every week, I will hold office hours in-person and via Zoom on Thursdays 1:00 pm to 3:00 pm or by appointment. If you will attend my scheduled office hours, please use my [Calendly link](#) to schedule a 15-minute slot. If you cannot meet with me during that time, please contact me by email to arrange a separate time to meet. Given the ongoing COVID situation, I will assume that we will meet on Zoom, unless you specify otherwise.

Course Communication: In an effort to hold in-class announcements to a minimum, I will be using e-mail and Canvas to communicate most of the nuts and bolts of the course. I ask that you check your email and Canvas regularly. You are responsible for any information that I pass along via this medium. If you email me, you can expect a response between 24 and 48 hours on weekdays. I will respond to weekend emails on the following Monday.

Additional Course Policies

Accessibility Statement: The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at (301) 314-7682, or adsfrontdesk@umd.edu. More information is available at the ADS website.

After receiving an Accommodations Letter from ADS, as a student you are expected to provide your course instructors with a copy of the Accommodations Letter, and meet with them, either virtually or in person to obtain their signature on the Acknowledgement of Student Request form. You and your instructors will discuss a plan for how the accommodations will be implemented in the course throughout the semester. Specific details regarding the implementation of certain ADS approved accommodations agreed upon among ADS, you as the student and the individual course instructor must be documented on a Detailed Implementation Plan, signed by you and the instructor, and submitted to ADS.

Equity policy: Our class will take a principled stance against racism, sexism, transphobia, homophobia, xenophobia, ableism, ageism and any other forms of language or (in)action that promotes inequities in the class community. Everyone makes mistakes and we will not cancel you for a lapse in judgment. However, we reserve the right to call each other in in the event that someone's words or actions (including my own) violate this policy of equitable treatment.

All bias incidents should be reported to the [University's Office of Diversity and Inclusion](#) using [this online form](#).

Land Acknowledgement: We are on the ancestral lands of the Piscataway People, who were among the first in the Western Hemisphere. We are on indigenous land that was stolen from the

Piscataway People by European colonists. We pay respects to Piscataway elders and ancestors. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

[But what is the University of Maryland doing to address the continued practice of land theft?](#)

Labor Based Grading¹

This course uses a form of grading called **labor-based contract grading**. There are no points or letter grades in this course, aside from the final letter grade you earn at the end. The premise of contract grading is that if you do the work/labor required to earn a B, you will see enormous gains in your learning. Traditional grading systems encourage you to work for “points,” as if learning were a game whose goal was to get a certain grade. Contract grading redirects your focus on the process of learning. **Contract grading provides you with the reassurance that if you complete all of the assigned work (the labor), you will earn a B.** This can free you up to take risks, and to focus on your learning, not your grade.

Therefore the default grade for the course is a “B”. In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and the work we assign ourselves in the labor instructions during the semester, if you do all the labor asked of you, then you’ll get a “B” course grade. It will not matter what I or your colleagues think of your writing and participation, only that you are listening to our feedback compassionately. If you do not participate fully, turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade (see the final breakdown grade table on the last page of this contract).

This system is better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time, you’re getting a B. The Canvas gradebook will reflect a labor-based assessment model, and I will do my best to update it as often as I can when your labor is incomplete, late, missed, or ignored, so you should be able to check your standing at any time during the semester. Please reach out to me with any questions.

¹ Wording and policy adapted from Rehanna Khesghi’s MUS237 Syllabus and Grading Contract

Requirements for a “B” grade

- *Participation.* You agree to fully participate in our scheduled class sessions and their activities and assignments, which means you will need to be present in class as often as you can, as most activities cannot be done before or after class and require your colleagues to complete. You are expected to read and take effective notes on every required reading to prepare for class meetings and the course assignments. I will expect that you have read, listened to and watched all required readings, podcasts and videos in preparation for the last class session assigned to that material (typically that is the second class dedicated to that material, but follow the course schedule as this may vary). If you are absent, you have notified Prof. J beforehand (when possible) and communicated with him within 48 hours of the missed class to make up missed in-class assignments (required).
- *Sharing and Collaboration.* You agree to work cooperatively and collegially in groups when asked. Give thoughtful peer feedback and work faithfully with your group/partner on other collaborative tasks.
- *Late/Incomplete Work.* You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you’ll complete all of the instructions for each assignment. During the semester, you may, however, turn in a few assignments late. The exact number of those late assignments is stipulated in the table on the last section of this contract. Late work is defined as any work or document due that is turned in AFTER the due date/time BUT within 48 hours of the deadline. For example, if some work (say a reflection essay) was due on Monday, August 29 at 11:59 pm, that essay must be turned in by Wednesday the 31st at 11:59 pm to be considered late.
- *Missed Work.* If you turn in late work AFTER the 48 hours stipulated in Late/Incomplete Work, then it will be considered “missed work,” which is a more serious mark against your grading contract. This is due to the fact that assignments may be used in class soon after they are due, so turning in something beyond 48 hours after it is due means it is assured to be less useful, and its absence has the potential to hurt your colleagues in class (since they depended on you to turn in your work).
- *Ignored Work.* You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the semester—that is, I have no record of you doing it or turning it in. Accumulating any “ignored work” will keep you from meeting our contract expectations (see table in Final Assessment Breakdown Section).

Community-based labor for earning higher than a “B” grade

The grade of B depends primarily on behavior and labor. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Higher grades of B+, A-, and A, however, require more labor that helps or supports the class in its mutual discussions and examinations of the link between comparative politics and current events. **You will earn higher than a B in the class if you do all of what is required for a B and put in extra labor that benefits you and the whole class.** You may complete as many of the following items of extra labor as you like. Each item completed fully and in the appropriate manner will raise your final course grade 0.5 of a letter grade. So completing one will raise your B to an A-; completing two will raise your B to an A.

The same logic applies to those who are contracting for a C or below. Say, for example, you have submitted 4 late assignments (within 48 hours of the deadline) and 2 missed assignments (after 48 hours), which means you meet the contractual agreement for a C grade. Finishing one of the extra assignments listed below will bring you up 0.5 of a letter grade (e.g. C to a B-). You may even do more than two items and continue to raise your grade by 0.5 of a letter grade per item.

Overview of the Assignments (R: required assignments; CB: community-based assignments)

- **Office Hours Check-in (R):** You are expected to arrange at least one office hours meeting with me (virtual or in-person) by October 21st. During the meeting we will discuss whether you plan to complete the final project, your personal goals in the course and beyond the course, and hopefully we'll just have the chance to get to know each other a little better.
- **Two Reflection Essays (R):** Over the course of the semester you are required to write two reflection essays. The reflection essays will vary in length (approx. 4-7 double-spaced pages in length) and content, but for each you will be required to respond to a specific prompt, making explicit reference to passages from course texts, as well as concepts and theories from the course and readings. I encourage you to be creative and adventurous with your responses. The goal is to engage critically with the course content, to move beyond summarizing course readings, to think about how certain ideas may be applied. **You will be required to**

complete Reflection Essay #1 (due Sep. 13th) and Reflection Essay #5 (due Dec. 20th).

- **Research Paper (CB):** For the final research project, you will make a researched argument about whether and how ethnicity is salient to electoral politics in an election of your choosing. You might choose to conduct research on ethnic salience in a recent election, (excluding U.S. federal elections, i.e. presidential and congressional) or you might examine a specific ethnic party or candidate to analyze. The final project should be 10-14 double-spaced pages in length. You should make explicit reference to passages from course texts, as well as concepts and theories from the course and readings. Your project should move beyond summarizing the events of a recent election, and think critically about evaluating the theoretical alternative explanations for ethnic salience that we have engaged in the class. **If you choose this option, you can opt out of Reflection Essay #5 w/o a grade penalty. You must notify me by October 20th if you plan to write a research paper. Due December 20th.**
- **Reflection Essay Peer Revision (CB):** By the reflection essay deadline, you can choose to submit a draft of your assignment for feedback. You will be assigned another student's draft to read and provide suggestions for revision. You will also receive comments from your partner to revise your own draft. You will submit your essay individually by the paper deadline and you will submit your revised essay together with your partner, 1 week after the original deadline. This option is available for reflection essays #2-5. **You will submit your revision materials together with your partner. This will include: original drafts, suggested revisions, and revised drafts.**
- **Current Events Presentation (CB):** Upload an original video presentation that makes a connection between a current event in the news and material from our course. Your video presentation should be 5-7 minutes long. You should explain the who/what/when/where of the current event in no more than 2 minutes. The remaining 3-5 minutes should explain the how/why of the current event using a theoretical framework from our course. A recorded power-point presentation with your voice recorded counts as a video presentation. But, there must be a visual and audio component.
- **Course Playlist (CB):** Curate a playlist for the semester. Your playlist should include 6-8 songs and each song should correspond to one class session. Each song should clearly identify which lecture (lecture title and date) it relates to and include a 3-5 sentence annotation that explains why you think the song is relevant

to that day's lecture. Be sure to engage key-terms and concepts from the course in your annotation. Podcast episodes count as songs!

- **Complete 2 additional reflection essays (CB):** There will be a total of 5 reflection essay prompts this semester. The reflection essays will vary in length (approx. 4-7 double-spaced pages in length) and content, but for each you will be required to respond to a specific prompt, making explicit reference to passages from course texts, as well as concepts and theories from the course and readings. You can complete two reflection essays in addition to the required essays (#1 and #5).

	# of late/incomplete required assignments	# of missed assignments	# of ignored assignments	# of missed participation days
A	1	1	0	4
B	1	1	0	4
C	2	2	1	5
D	>2	>2	1	6
E	>2	>2	2	7
F	>2	>2	2	8

Important Dates

To keep up with all dates for class meetings, readings, and assignments please follow the [course schedule](#), also available on Canvas.

The following dates are important course meetings and deadlines

- Sep. 13: Reflection Essay #1 (R) due
- Sep 15: Class is canceled
- Sep. 29: Reflection Essay #2 (CB) due
- Oct. 6: Discussion questions for guest speaker due
- Oct. 11: Guest speaker (date subject to change)

- Oct. 18: Reflection Essay #3 (CB) due
- Oct. 20: Last day for office hours check-in
- Nov. 22 & 24: No class. Happy Thanksgiving!
- Nov. 29: Reflection Essay #4 (CB) due
- Dec. 8: Class is canceled
- Dec. 20 (finals): Reflection Essay #5 or Research Essay is due

Reading and Assignment Schedule

This document includes a class-by-class schedule for topics, readings and assignments. You should use this document to know what to prepare before each class meeting and to keep track of what is due and when. You can use the headings on the left-hand side of this document to navigate to a particular module or class meeting.

A few general guidelines for the course schedule

- **Required readings/watching/listening:** Almost every class session has required media. These are readings, podcasts, videos that you should watch to prepare for a particular class meeting. I expect that you will have read these things closely enough to discuss them in class and to cite and reference them in your reflection essays and assignments.
- **Suggested readings/watching/listening:** If you find the material for a particular class interesting, feel free to sample some of the suggested sources. Sometimes, I will use these suggested sources in lectures and course discussion, but I will not expect that you have done this reading for class or assignments.
- **Writing assignments:** When you see a writing assignment listed for a particular date, that means that you should have completed the assignment on that date by 11:59 PM. There's always flexibility, but this should be your general rule. The only exception to this is Reflection Essay 1, which everyone should complete by the start of class on September 8.
- **When should you complete the reading:** We will cover most readings and media over 2 class periods. I expect that you will have started some reading by our first meeting on a particular subject and that you will have completed the reading by our second class meeting. But please notice that there will be some readings that we will only cover in 1 class period (e.g. Class 2 Required Readings), so you should come to the class meeting ready to discuss the reading. The general rule of thumb is to keep track of the next two classes. If our next class meeting is on a Tuesday, you should also take a glance at Thursday to see whether we will cover the same readings. If you see the same readings listed for Tuesday and Thursday, then you should plan to have started the reading for Tuesday's class and completed it by the start of Thursday's class.

Module 1: Identity Salience: What do political scientists typically mean by Salience?

Key Questions

- What does “salience” mean?
- What are some guidelines for determining identity salience in the real world?
- What are some general reasons for ethnic and racial salience in the political arena?
- Why is 2042 a significant date in how some people approach identity politics in the U.S.?

Week 1	Class 1: Returning to the Classroom Aug. 30	Required Readings: <ul style="list-style-type: none">• Syllabus• Course schedule <p>Note: Come prepared with questions about the syllabus, schedule, in-person learning & safety, grading, etc.</p>
	Class 2: Ethnicity and Race in Current Events Sep. 1	Required Reading: <ul style="list-style-type: none">• Kenyan 2022 elections<ul style="list-style-type: none">○ Hamza Mohamed, “Kenyan Elections: the Ethnicity Factor”○ Lucas Barasa, “Is this the end of ethnic groupings determining who becomes king?”• White racial threat and U.S. electoral politics<ul style="list-style-type: none">○ Brian Resnick, “White fear of demographic change is a powerful psychological force: Increasing diversity could make America a more hostile place.”○ Brittany Renee Mayes, Adrian Blanco, Zach Levitt, Ted Mellnik, “Mapping America’s racial population shifts over the last decade” <p>Assignment: Introduction Post to Canvas due before class</p> <p>Suggested Reading & Watching:</p> <ul style="list-style-type: none">• Africa Daily Podcast, “What does the election result mean for Kenya?”• Hari Kondabolu (Video Clip), “2042 & the White Minority”

Week 2	<p>Class 3: Ethnicity and Race in Poli. Sci.</p> <p>Sep. 6</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • John Ishiyama, “Explaining ethnic bloc voting in Africa” • Brenda Major, Alison Blodorn, Gregory Major Blascovich, “The threat of increasing diversity: Why many White Americans support Trump in the 2016 presidential election” <p>Suggested Reading:</p> <ul style="list-style-type: none"> • Mark Urassa, David W. Lawson, Joyce Wamoyi, Eshetu Gurmu, Mhairi A. Gibson, Purnima Madhivanan & Caitlyn Placek, “Cross-cultural Research Must Prioritize Equitable Collaboration” • Kimuli Kasara, “Separate and Suspicious: Local Social and Political Context and Ethnic Tolerance in Kenya” • Diana Mutz, “Status threat, not economic hardship, explains the 2016 presidential vote” • Ismail White and Chryl Laird, <i>Steadfast Democrats How Social Forces Shape Black Political Behavior</i>
	<p>Class 4: Ethnicity and Race in Poli. Sci.</p> <p>Sep. 8</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • John Ishiyama, “Explaining ethnic bloc voting in Africa” • Brenda Major, Alison Blodorn, Gregory Major Blascovich, “The threat of increasing diversity: Why many White Americans support Trump in the 2016 presidential election” <p>Related Reading:</p> <ul style="list-style-type: none"> • Mark Urassa, David W. Lawson, Joyce Wamoyi, Eshetu Gurmu, Mhairi A. Gibson, Purnima Madhivanan & Caitlyn Placek, “Cross-cultural Research Must Prioritize Equitable Collaboration” • Kimuli Kasara, “Separate and Suspicious: Local Social and Political Context and Ethnic Tolerance in Kenya” • Diana Mutz, “Status threat, not economic hardship, explains the 2016 presidential vote” • Ismail White and Chryl Laird, <i>Steadfast Democrats How Social Forces Shape Black Political Behavior</i>

Module 2: What are Race and Ethnicity and How do they Shape Politics?

Key Questions

- What is constructivism in identity politics scholarship?
- How do constructivists explain ethnic and racial salience? How might a constructivist explanation compare to other familiar explanations for identity salience?
- Is the concept of race equal to the concept of ethnicity? What are some reasons for lumping these two concepts? What are some reasons for distinguishing them?
- How does the “identity-to-politics link” explain ethnic and racial salience?
- Can you apply the identity-to-politics link to explain the 2019 coup in Bolivia? Is it fair to say that this conflict emerged out of thin air?

Important Dates

- Sep 13: Reflection Essay #1 (required for everyone) **due by 3:30 pm**
- Sep 15: Class is canceled
- Reflection Essay #2 **due on September 29th**

Week 3	<p>Class 5: Defining Race and Ethnicity</p> <p>Sep. 13</p>	<p>Required Reading & Listening:</p> <ul style="list-style-type: none">• Throughline podcast, “A Race to Know”• Hansi Lo Wang, “2020 Census to Keep Racial, Ethnic Categories Used in 2010”• Melissa Nobles, <i>Shades of Citizenship: race and the census in modern politics</i>, Appendix <p>Writing Assignment: Reflection Essay #1 due before class</p> <p>Related Reading:</p> <ul style="list-style-type: none">• Kanchan Chandra, “What is Ethnic Identity and Does it Matter?”• Michael Omi and Howard Winant, “The Theoretical Status of the Concept of Race” in <i>Race, Identity, and Representation in Education</i> (Available as an ebook at UMD Library)• Karen and Barbara Fields, <i>Racecraft: the soul of inequality in American life</i>• Mala Htun, “Is gender like ethnicity? The political representation of identity groups.”
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	Sep. 15	NO CLASS
Week 4	Class 6: Constructivism Sep. 20	Required Reading: <ul style="list-style-type: none"> • Rogers Brubaker, <i>Ethnicity without Groups</i> (Introduction, pgs. 1 - 6 and Chapter 1, pgs. 7 - 27) • Kanchan Chandra, “Cumulative Findings in the Study of Ethnic Politics” (pgs. 7 - 11) Related Reading: <ul style="list-style-type: none"> • Kanchan Chandra ed., “Constructivist Theories of Ethnic Politics” • Andreas Wimmer, “The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory” • Ibid., <i>Ethnic boundary making: Institutions, power, networks</i>
	Class 7: Constructivism Sep. 22	Required Reading: <ul style="list-style-type: none"> • Rogers Brubaker, <i>Ethnicity without Groups</i> (Introduction, pgs. 1 - 6 and Chapter 1, pgs. 7 - 27) • Kanchan Chandra, “Cumulative Findings in the Study of Ethnic Politics” (pgs. 7 - 11) Related Reading: <ul style="list-style-type: none"> • Kanchan Chandra ed., “Constructivist Theories of Ethnic Politics” • Andreas Wimmer, “The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory” • Ibid., <i>Ethnic boundary making: Institutions, power, networks</i>
Week 5	Class 8: Identity-to-Politics Link Sep. 27	Required Reading <ul style="list-style-type: none"> • Taeku Lee, “Race, Immigration and the Identity-to-Politics Link” Related Reading: <ul style="list-style-type: none"> • Eduardo Bonilla Silva, “Rethinking Racism: Toward a Structural Interpretation” with Mara Loveman, “Is ‘Race’ Essential?” • Andreas Wimmer, “The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory”

	<p>Class 9: Identity-to-Politics Link</p> <p>Sep. 29</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Taeku Lee, “Race, Immigration and the Identity-to-Politics Link” <i>**Note: you should finish reading Lee by the start of this class session.</i> <p>Writing Assignment: Reflection Essay #2 due</p> <p>Related Reading:</p> <ul style="list-style-type: none"> • Eduardo Bonilla Silva, “Rethinking Racism: Toward a Structural Interpretation” with Mara Loveman, “Is ‘Race’ Essential?” • Andreas Wimmer, “The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory”
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Module 3: Why do race and ethnicity demarcate sharp political boundaries in some places and time periods but not in others?

Key Questions

- What is an ethnic political party? What are some of the sources of tension between how different authors have defined this concept?
- How would a constructivist explain the origins and behavior of an ethnic political party?
- Is the Ujima People’s Progress Party an ethnic party? What role does race play in the party?
- What is a political cleavage?
- Is it fair to say that ethnicity is more salient to politics in Benin than it is in Senegal? If so, what are some of the reasons for this difference in salience? If not, how does ethnicity play a similar role in both contexts?
- What is the instrumentalist explanation for the salience of caste to party politics in India?
- How do group psychology and history shape white identity politics in the U.S. South?

Important Dates

- Discussion questions for guest speaker due on October 6th

- Guest speaker on October 11th (subject to change)
- Reflection Essay #3 due October 18th
- Office Hours check in must be completed by October 20th

Week 6	<p>Class 10: Ethnic Parties</p> <p>Oct. 4</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● Zeeshan Aleem (2019), “Bolivia’s Coup Is Still Happening: Everything you wanted to know about Bolivian politics, but were afraid to ask” ● Ernesto Flores Meruvia, “I, Julio Tarqi” (“Yo, Julio Tarqi”) ● Kanchan Chandra, “What is an Ethnic Party?” <p>Related Reading:</p> <ul style="list-style-type: none"> ● Jóhanna Birnir, “Divergence in diversity? The dissimilar effects of cleavages on electoral politics in new democracies.” ● Karen Ferree, “Explaining South Africa’s Racial Census” ● John Ishiyama and Marijke Breuning, “What’s in a name? Ethnic party identity and democratic development in post-communist politics”
	<p>Class 11: Ethnic Parties</p> <p>Oct. 6</p>	<p>Required Reading</p> <ul style="list-style-type: none"> ● Kanchan Chandra, “What is an Ethnic Party?” ● Ujima People’s Progress Party materials <p>Writing Assignment: Discussion Questions for Guest Speaker due</p> <p>Related Reading:</p> <ul style="list-style-type: none"> ● Jóhanna Birnir, “Divergence in diversity? The dissimilar effects of cleavages on electoral politics in new democracies.” ● Karen Ferree, “Explaining South Africa’s Racial Census” ● John Ishiyama and Marijke Breuning, “What’s in a name? Ethnic party identity and democratic development in post-communist politics”
Week 7	<p>Class 12: Ethnic Parties</p> <p>Oct. 11</p>	<p>Guest Speaker: Nnamdi Lumumba, Maryland Chairperson of the Ujima People’s Progress Party</p>

	<p>Class 13: Ethnic Cleavages</p> <p>Oct. 13</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Lucy Creevy, Paul Ngomo, and Richard Vengroff, “Party Politics And Different Paths To Democratic Transitions: A Comparison of Benin and Senegal” <p>Related Reading:</p> <ul style="list-style-type: none"> Deegan-Krause, “New Dimensions of Political Cleavage” Lipset and Rokkan, “Cleavage Structures, Party Systems, and Voter Alignments” Basedau and Stroh, “How ethnic are African parties really? Evidence from four Francophone countries” Donna Lee Van Cott, “Party system development and indigenous populations in Latin America: the Bolivian case” Raul Madrid, “Ethnic cleavages and electoral volatility in Latin America” Check out, Africa Daily, a podcast hosted by the BBC
Week 8	<p>Class 14: Ethnic Cleavages</p> <p>Oct. 18</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Lucy Creevy, Paul Ngomo, and Richard Vengroff, “Party Politics And Different Paths To Democratic Transitions: A Comparison of Benin and Senegal” <p>Writing Assignment: Reflection Essay #3 due</p> <p>Related Reading:</p> <ul style="list-style-type: none"> Deegan-Krause, “New Dimensions of Political Cleavage” Lipset and Rokkan, “Cleavage Structures, Party Systems, and Voter Alignments” Basedau and Stroh, “How ethnic are African parties really? Evidence from four Francophone countries” Donna Lee Van Cott, “Party system development and indigenous populations in Latin America: the Bolivian case” Raul Madrid, “Ethnic cleavages and electoral volatility in Latin America” Check out, Africa Daily, a podcast hosted by the BBC
	<p>Class 15: Instrumentalism</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Kanchan Chandra, <i>Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India</i>, Chapter 7, “The Bahujan Samaj Party (BSP) and the Scheduled Castes (SCs)” <p>Other Assignment:</p> <ul style="list-style-type: none"> Office hours check-in is due!

	Oct. 20	Related Reading: <ul style="list-style-type: none"> Kanchan Chandra, <i>Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India</i>, Chapters 1 - 5 James Fearon (1999), "Why Ethnic Politics and "Pork" Tend to Go Together" Daniel Posner (2017), "When and why do some social cleavages become politically salient rather than others?"
Week 9	Class 16: Instrumentalism Oct. 25	Required Reading: <ul style="list-style-type: none"> <u>Kanchan Chandra, <i>Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India</i>, "The Bahujan Samaj Party (BSP) and the Scheduled Castes (SCs)"</u> Related Reading: <ul style="list-style-type: none"> Kanchan Chandra, <i>Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India</i>, Chapters 1 - 5 James Fearon (1999), "Why Ethnic Politics and "Pork" Tend to Go Together" Daniel Posner (2017), "When and why do some social cleavages become politically salient rather than others?"
	Class 17: Group Affect Oct. 27	Required Reading: <ul style="list-style-type: none"> <u>Avidit Acharya, Matt Blackwell and Maya Sen, <i>Deep Roots: How Slavery Still Affects Southern Politics</i> Chapter 3 and Chapter 7</u> Related Reading: <ul style="list-style-type: none"> Nathan Nunn and Leonard Wantchekon, "The slave trade and the origins of mistrust in Africa" Claire Adida, Jessica Gottlieb, Eric Kramon and Gwyneth McClendon (2017), "Reducing or Reinforcing In-Group Preferences? An Experiment on Information and Ethnic Voting" Rosario Aguilar, Saul Cunow, Scott Desposato, and Leonard S. Barone, "Ballot Structure, Candidate Race, and Vote Choice in Brazil"
Week 10	Class 18: Group Affect	Required Reading: <ul style="list-style-type: none"> <u>Avidit Acharya, Matt Blackwell and Maya Sen, <i>Deep Roots: How Slavery Still Affects Southern Politics</i> Chapter 3 and Chapter 7</u> Related Reading: <ul style="list-style-type: none"> Nathan Nunn and Leonard Wantchekon, "The slave trade and the origins of mistrust in Africa"

	Nov. 1	<ul style="list-style-type: none"> • Claire Adida, Jessica Gottlieb, Eric Kramon and Gwyneth McClendon (2017), "Reducing or Reinforcing In-Group Preferences? An Experiment on Information and Ethnic Voting" • Rosario Aguilar, Saul Cunow, Scott Desposato, and Leonard S. Barone, "Ballot Structure, Candidate Race, and Vote Choice in Brazil"
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Module 4: How do race and ethnicity impact political behavior in Latin America?

Key Questions

- How does racial and ethnic construction and salience in Latin America differ from the depictions of salience in other regions that we've discussed in the course? What are some reasons for this difference?
- How do we explain the sudden emergence of an ethnic cleavage in Bolivia in the 1990s and the early 2000s? How might this help us to challenge common primordialist assumptions that we apply to politics in other parts of the world?
- What is racial fluidity? How does fluidity create political advantages for politicians in Brazil? Are these same advantages available to anyone running for office?
- How has mestizaje affected the social and psychological attachments to stigmatized racial and ethnic categories in the region?
- Does race really matter to a candidate's ability to get elected to office in Brazil? In what ways do politicians' race matter?
- Are cleavages, instrumentalism and group psychology the only frameworks for thinking about ethnic and racial salience?

Important Dates

- Thanksgiving, no class on November 22nd & 24th!
- Reflection Essay #4 is due on November 29th
- Class is canceled on December 8th!
- Reflection Essay #5 or Research Paper is due on Dec. 20th

Week 10	<p>Class 19: Race and Ethnicity in Latin America</p> <p>Nov. 3</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Deborah Yashar, “Does Race Matter in Latin America? How Racial and Ethnic Identities Shape the Region’s Politics” <p>Related Reading:</p> <ul style="list-style-type: none"> Donna Lee Van Cott, “Indigenous People’s Politics in Latin America” Daniel E. Moreno Morales, “Ethnicity and Electoral Preferences in Latin America” in <i>The Latin American Voter</i>
Week 11	<p>Class 20: Race and Ethnicity in Latin America</p> <p>Nov. 8</p>	<p>Film Watch (in class)</p> <p>Related Reading & Media:</p> <ul style="list-style-type: none"> Mark Q. Sawyer, <i>Racial Politics in Post-Revolutionary Cuba</i> Danielle Clealand, <i>The Power of Race in Cuba</i> Dir. Gloria Rolando, <i>Raíces de mi corazón (Roots of my heart)</i>, runtime: 49 minutes
	<p>Class 21: MAS in Bolivia (cleavage)</p> <p>Nov. 10</p>	<p>Required Reading and Watching:</p> <ul style="list-style-type: none"> Raul Madrid, “Chapter 2: The Ascent of the MAS in Bolivia” in <i>The Rise of Ethnic Politics in Latin America</i> Dir. Rosalind Bain, <i>Power to the people?</i>, runtime: 22 minutes <p>Related Reading</p> <ul style="list-style-type: none"> Donna Lee Van Cott, <i>From Movements to Parties in Latin America</i>, Chapter 3
Week 12	<p>Class 22: MAS in Bolivia (cleavage)</p> <p>Nov. 15</p>	<p>Required Reading and Watching:</p> <ul style="list-style-type: none"> Raul Madrid, “Chapter 2: The Ascent of the MAS in Bolivia” in <i>The Rise of Ethnic Politics in Latin America</i> Dir. Rosalind Bain, <i>Power to the people?</i>, runtime: 22 minutes (available online through UMD Library) <p>Related Reading</p> <ul style="list-style-type: none"> Donna Lee Van Cott, <i>From Movements to Parties in Latin America</i>, Chapter 3

	<p>Class 23: Racial fluidity in Brazil (instrumentalism)</p> <p>Nov. 17</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> NPR Rough Translation Podcast, "Brazil in Black and White" <p>Related Reading</p> <ul style="list-style-type: none"> Andrew Janusz, "Electoral incentives and elite racial identification: Why Brazilian politicians change their race" Rosario Aguilar, Saul Cunow, Scott Desposato, and Leonard S. Barone, "Ballot Structure, Candidate Race, and Vote Choice in Brazil" David de Micheli, "Racial Reclassification and Political Identity Formation"
Week 13	No class	Thanksgiving travel day - have a wonderful holiday
	Nov. 22	I will be available for office hours from 3 pm to 5 pm on Zoom.
	No class	Thanksgiving -- have a wonderful holiday
	Nov. 24	
Week 14	<p>Class 24: Race and attitudes in Latin America (group affect)</p> <p>Nov. 29</p>	<p>Writing Assignment: Reflection Essay #4 due</p> <p>Related Reading</p> <ul style="list-style-type: none"> Kristin Kay, Gladys Mitchell-Walthour, and Ismail White, "Framing race and class in Brazil: Afro-Brazilian support for racial versus class policy" Tianna Paschel, <i>Becoming Black Political Subjects</i>, Chapter 5 and Chapter 7 Edward Telles and Stan Bailey, "Understanding Latin American Beliefs about Racial Inequality"
	<p>Class 25: Race and politics, beyond identities</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Eduardo Bonilla-Silva, "Rethinking Racism: Toward a Structural Interpretation" Natalia Bueno and Thad Dunning, "Race, Resources and Representation: Evidence from Brazilian Politicians" <p>Related Reading</p> <ul style="list-style-type: none"> Marcus Johnson, "Electoral Discrimination: the relationship between skin color and vote buying in Latin America" John Huber and Pavithra Surnayarayan, "Ethnic inequality and the ethnification of political parties: Evidence from India" Natalia Bueno and Fabricio Fialho "Race, resources and political participation in a Brazilian city"

	Dec. 1	<ul style="list-style-type: none"> Brandon Stewart and Ronald McGauvran, “Structural Inequality and Ethnic Bloc Voting”
Week 15	<p>Class 26: Race and politics, beyond identities</p> <p>Dec. 6</p>	<p>Required Reading:</p> <ul style="list-style-type: none"> Eduardo Bonilla-Silva, “Rethinking Racism: Toward a Structural Interpretation” Natalia Bueno and Thad Dunning, “Race, Resources and Representation: Evidence from Brazilian Politicians” <p>Related Reading</p> <ul style="list-style-type: none"> Marcus Johnson, “Electoral Discrimination: the relationship between skin color and vote buying in Latin America” John Huber and Pavithra Surnayarayan, “Ethnic inequality and the ethnification of political parties: Evidence from India” Natalia Bueno and Fabricio Fialho “Race, resources and political participation in a Brazilian city” Brandon Stewart and Ronald McGauvran, “Structural Inequality and Ethnic Bloc Voting”
	Dec. 8	NO CLASS
	<p>!!!Finals!!!</p> <p>Dec. 20th</p>	Writing Assignment: Reflection Essay # 5 -or- Research Paper due