

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Spring Semester

February 1 – April 15

Race and Ethnicity in American Politics

LGAF. 6240. LH5

3.0 Credits

Wednesday 6 pm – 8 pm

Hall of States

BASIC INFORMATION AND RESOURCES

Instructor: Rev. Prof. Quardricos Bernard Driskell manages the legislative and political affairs department for a medical professional trade association. Based in Washington, DC, Prof. Driskell represents his company before the federal government. During Driskell’s typical workday, he engages Members of Congress, Capitol Hill staffers, and other government stakeholders to develop and progress laws that affect healthcare.

Before Quardricos’ current role, he served as a lobbyist for two voluntary patient associations, where he advanced the patient voice into policy and research deliberations through services to Congress, Food and Drug Administration (FDA), Centers for Disease Control and Prevention (CDC), and National Institutes of Health (NIH). Before joining a health trade association, he worked for a Republican member of Congress on Capitol Hill and the Republican National Committee. He is also an opinion contributor for the Washington D.C. top political news site, *The Hill*. His work and insights have been featured in several national and international news outlets, including the *New York Times*, Voice of America, NBC News, MSNBC, Religion News Service, Religion&Politics, the *BBC*, and Showtime’s Documentary, “*The Fourth Estate*.”

Rev. Prof. Driskell received a Bachelor of Arts degree from Morehouse College, a Masters in Theological Ethics from Harvard University, a Master’s in Legislative Affairs, and a Graduate Certificate in Lobbying and Political Action Committees at The Graduate School of Political Management at The George Washington University.

Contact Information

Email Address: qbd@gwu.edu

Communication

I am available via email or phone, though it is best to reach me via email. I will respond within 24 hours. Also, note, I am available before/after class, but only by appointment.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with and use all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the appropriate academic procedures and held responsible for applying them. Deliberate failure to act under such policies will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are legal, moral, and intellectual offenses against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students with Disabilities

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <http://disabilitysupport.gwu.edu/>.

Title IX: Confidentiality and Responsible Employee Statement

The George Washington University (GWU) and its faculty are committed to creating a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all community members to take action, seek support, and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

Technology Requirements

It is your responsibility to ensure that you have the required technology to participate in this course fully. The minimum technology requirements for learning online at GW are outlined on the [Technical Requirements and Support](#) web page.

If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the [IT Support](#) website.

GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities.

The following links provide more information about the accessibility of technologies that may be used in this course:

- [Blackboard accessibility](#)

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the [Disability Support Services](#) website.

Attendance Policy

Class participation will be critical for your learning. My goal is to have you discussing the material and learning from each other much more than I lecture. **Perfect attendance is not enough to earn an A for participation – you must also actively participate in class discussions and activities. Class discussions, especially at the beginning of the course, will allow you to practice using the vocabulary and solidify your understanding of key concepts.** As we move through the course, our class discussions will deepen your knowledge of the material by challenging you to apply the fundamental facts to current events and other examples and critically evaluate evidence. I will provide you with a rubric that I will use to assess your contributions to our class discussions.

Asynchronous Out-of-Class/ Independent Learning Expectation

Students will spend at least 2 hours (100 minutes) per week in class for the semester. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week.

Course Evaluation

Students will be allowed to evaluate the course through GW's online course evaluation system at the end of the semester. You must take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Casey Burgat,
Director, Legislative Affairs Program
cburgat@gwu.edu | 202-994-6000

Dr. Lara Brown
Director, GSPM
College of Professional Studies
larambrown@gwu.edu | 202-994-4545

Suzanne Farrand

Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Legislative Affairs Program Objectives

Upon completion of the Master’s degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to advance legislation effectively;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in practical problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills to complete and submit their assignments on their required due dates and times.
2. Have attained mastery of written communication skills, including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

Course Description and Overview

Politics is “who gets what, when, and how” (Lasswell 1939). In this course, *Politics and Race in American Politics*, we will consider how race and ethnicity affect who gets what, when, and how. We will begin by surveying the historical issues of racial and ethnic minority politics in the United States. In so doing, we will consider why race and ethnicity can be political. From this foundation, we will explore how race and ethnicity affect political attitudes, participation, voting, public policy, and representation. We will conclude this course by evaluating whether we are in a post-racial or most-racial society and will examine widely divergent understandings of America’s “race problem.” both to provide a more informed assessment of what the problems are as well as to evaluate various solutions.

Course Learning Objectives

Students should be able to explain the foundations of the complicated connections between race and ethnicity in American politics, past and present. Students should be able to identify and describe patterns in political attitudes, participation, policy and representation between different racial and ethnic groups in the United States. Students should be able to explain political science theories and praxis that address why these patterns exist. Students will be able to identify and ideally create solutions to the racial-political tension.

1. A strong substantive understanding of how race and ethnicity are connected to the American political system and how racial difference shapes American political institutions and our civil and public life more broadly.
2. Critical thinking skills about contemporary racial-political issues.
3. Be able to comprehensively explain why and how race can be political and how that plays out in political representation and policy.
4. Explore and create practical policy solutions to address the “race problem” in the United States.

Course Requirements

Politics is a dialogical enterprise, meaning that most of the work completed in politics occurs in dialogue and interacting with others. As students engaging in the study of applied politics and policy, you are expected to come to class to discuss assigned texts *and* engage in class discussions regularly. Participation is a measure of the contributions students make to the classroom discussions.

Please keep in mind that participation is not the same as attendance. Please also keep in mind that there is a difference between productive and unproductive contributions of which the latter is strongly discouraged. It is an essential aspect of my teaching philosophy to create a learning space that welcomes all voices. Therefore, the class will not end without each student contributing something to the discussion. This is a vital aspect of class participation.

A Note on Classroom Etiquette: *Since we will discuss sensitive and often controversial topics; to create a healthy and productive environment conducive to proper class discussion, students are asked to do the following: (1) think through the thought before you voice the opinion, this does not mean that you are prohibited from asking “stupid” questions but that you should tailor your contributions in a way that prevents people from becoming easily offended; (2) be respectful to all views shared by others--this class should be a safe environment for students to express their ideas openly, even if they oppose majority opinions; (3) be a sensitive speaker and active listener– students should not interrupt other students nor should they personally attack students.*

Teaching Philosophy

Three fundamental goals guide my approach to teaching. First, I aim to foster the development of critical thinking skills. Second, I seek to prepare students to achieve their academic and professional goals by giving them opportunities to enhance the skillsets that most closely relate to their destinations. Third, I strive to promote an inclusive classroom where students of all demographic, ideological, or political backgrounds are comfortable engaging with one another in class discussions.

My Expectations

I have high expectations for my students! This class will be challenging, but I am confident that you can succeed if you take the assignments seriously, actively engage with the material—and each other—in class, and seek help when needed. My goal is to make this course, including lectures and assignments, worth your time. I expect that you read the assigned material and complete reading assignments before the beginning of class. I acknowledge that everyone learns differently, which is why I assess learning in a variety of ways. However, if you feel that you are falling behind in the course, I encourage—and expect—you to talk with me so that we can work out a solution together. The sooner you come to me, the better I will be able to help you. This class covers a variety of sensitive topics. I expect my students to be respectful of one another in class discussions and written material. I encourage students to express disagreement; we will learn tremendously from hearing diverse perspectives. However, I expect that students will communicate their disagreement respectfully and in line with the principles of community and etiquette.

Reading Summaries and Evaluations

You will be required to hand-in **one** two-page (single-spaced) critical assessment of the course readings. In these two-pagers, you should answer three questions: first, *very* briefly synthesize and summarize the main point, position, or argument of the material. Second, **heavily offer your analysis** and evaluation of the readings. How, if any, does it relate to you? Do you agree or disagree with the author's thoughts? Why or Why not? What impact does it have regarding politics and race now or in the future? Third, how do the readings support the course objective, and what do they mean for society in understating the intersection of race and politics? Fourth, what do you recommend for the future, should we read them, or is there something else that would be better? Other voices, authors/scholars outside of course readings on this issue are welcomed and encouraged as a comparative analysis. Outside authors should not constitute the majority of your analysis. For this assignment, either you should analyze all readings, etc., in one section or analyze, compare and contrast one reading in one section with another. An analysis of one reading is not sufficient. **These two-pagers can either be done at any time during the course before April 15, 2021.**

Please note: Style: 12pt. Times New Roman; single-spaced; Chicago/Turabian format; • References: academic references (e.g., Wikipedia and similar sources do not count) • Analysis: Thorough, graduate-level comparative analysis of the issue.

Paper 1: Political-Racial Narrative (2 pages)

What are your political-racial experiences (past and/or present)? Before the course, have you ever thought about race and politics? If so, in what context? How has, if at all, race shaped and informed your political experiences or political views? Alternatively, how has your politics influenced your views on race in politics, public policy, or public life? I want you to reflect on how that influence has taken place in your own life and/or how it ought to take form in the legislative process and/or public life, if at all. There is no right or wrong answer here nor will you be judged on your race or personal narrative, but rather on your thoughtful, reflective analysis. However, you must be reflective and analytical. Though this assignment is short, it needs to show some evidence that you have spent some time reflecting on this question through your personal experiences, the readings, class discussion, etc. **This is due March 24, 2021.**

Paper 2: Post-Racial Critique: Your third paper is to write a 1,000-word essay responding to whether the U.S. is currently post-racial or most-racial. You should develop an original argument in response to this prompt and support that argument with evidence from class readings, lecture material, current events, and reliable news sources. You may choose a pressing aspect of America’s “race problem.” You may choose something that you care about – answer the following question: How can this problem be resolved most successfully? Please address both possible critics and proponents of your plan from class readings and discussions and other creditable sources, but mainly from the course. If you take the readings seriously and incorporate your classmates’ feedback, you should be making satisfactory progress toward this paper throughout the term. While the final paper is not long, it must be solid in its content and well written. Concise communication is an essential skill in almost every job sector, and this is an excellent opportunity to develop that skill. This is due **April 7, 2021**.

Paper 3: Political-Racial Engagement Project (*4-6 pages*)

This assignment can take shape in several ways. This assignment is intended to be more practically focused on politics and race than theoretical. How might you apply the intersection of race and politics to your current or future work? Below are suggestions; I am open to other ideas. Happy to share past students’ work as an example. Prior approval is required.

- Write a speech on the intersection of politics and race and how it should or should not play in public life.
- Analyze a legislative bill or write one that addresses voting, racial disparities, racial inequality, “race problem,” etc.
- A policy memorandum to a member of Congress on how to engage race and politics regarding any of the topics discussed in the course (voting; race, politics and religion; how to engage a religious community, etc.)
- A messaging campaign memorandum to a real or fictional candidate (though a real candidate is preferred) on how to get the candidate to speak to the issues of race and politics, engage specific minority communities, win the votes of a district state, etc.
- A case study on an advocacy organization engaged at this intersection providing a policy recommendation to improve their efforts on race or equity. List of organizations as examples: Anti-Defamation League, NAACP, League of United Latin American Citizens (LULAC) (This could also include an interview with organization’s leaders)
- A lobbying strategy memorandum on how to target, lobby the Tri-Caucus (Congressional Asian Pacific American Caucus, Congressional Black Caucus, and Congressional Hispanic Caucus) or any member of Congress.
- Opening statement or testimony on the subject of race and politics before Congress, actual legislation is preferred.
- Stimulated Class Debate (More discussion)
- A virtual racial-political event. You are to fully document your experience – with a full critical assessment of thoughts, feelings, recommendations, etc. You can either attend a racial-political event, forums, a community town hall during the semester. These events can be at either a church service, a seminar, workshop, event, or rally, etc. Look for political and racial cues presented during the experience. Discuss your observations and reflections. Ideally, I would like to know what event, forum, or service you are attending beforehand. Be sure you describe and analyze the full range of political-racial cues that we will be learning and that you reflect broadly on what you

have learned from this experience. If there are any questions or concerns, please do let me know.
Ideas for the project are due on March 3; Projects are due on April 14, 2021.

Course Grading

Two-Page paper	100
Paper 1	100
Paper 2	200
Paper 3	400
Class Participation	200
Total	1000

*Please note that you may be penalized for late submission of assignment(s).

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B- 80-82	You have completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Significant errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

* Five points are deducted for each error or lack of analysis in writing assignments.

Required Text and Learning Materials

Jonathan M. Metz. *Dying of Whiteness: How the Politics of Racial Resentment is Killing America’s Heartland.* (2019)

Zoltan L. Hajnal. *Dangerously Divided: How Race and Class Shape Winning and Losing in American Politics* Jan. 2020

Additional Reading/Current Events:

In addition to the text, you will be required to maintain knowledge and understanding of current racial-political issues and events. There will be articles emailed to the class, which will be discussed in the class. I encourage you to also email articles to the class about race and politics. This is an essential part of the course that should be taken seriously. In addition to reading the newspaper, you will benefit from following other racial-political news sources while taking this course.

Tentative Course Calendar*

* The instructor reserves the right to alter course content and adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Note: Because this course focuses on current events, some weekly topics may shift based on the timing of the State of the Union address and the President's budget submission.

February 3: Race as a Political Concept

In Class: Introductions & Overview of the course; Lecture

Guiding questions: What is race? How is race political? How does class affect race? What is your impression of politics and race in America?

Readings before class

Dangerously Divided, Introduction pgs. 1-11

Dying of Whiteness, Introduction

Watch: *a Conversation with Native American on Race*

<https://youtu.be/siMal6QVbIE>

Trump calls critical race theory 'un-American.'

<https://www.washingtonpost.com/nation/2020/10/02/critical-race-theory-101/>

Peruse cases; the idea is to get an understanding of the number of cases that came before SCOTUS

<https://civilrights.findlaw.com/discrimination/race-discrimination-u-s-supreme-court-cases.html>

MLK Day Demands that Capitol rioters and white supremacist face swift justice

<https://www.nbcnews-com.cdn.ampproject.org/c/s/www.nbcnews.com/think/amp/ncna1254489>

Biden and Harris won the election, but now it is time to work

<https://www.thechristianrecorder.com/biden-and-harris-won-the-election-but-now-its-time-to-work/>

February 10: Blacks, Asian Americans, and Latinos as Political Groups; Political Attitudes

Guiding questions: Is everyone represented? How do we measure political representation? How do racial attitudes affect political behavior? What is the impact of Black Lives Matter on policy? What about other forms of protest? What about Asian American politics? Why are ethnoracial groups viewed as a voting block? Why political views between whites and other racial groups, especially African Americans, so vast differently? What are political attitudes, and how do attitudes toward the political system vary between ethnoracial groups?

Readings before class

Dying of Whiteness, Part 1

Obama Rejected Race-Based Politics. The Woke Left Demands It

<https://www.dailysignal.com/2019/11/26/obama-rejected-race-based-politics-the-woke-left-demands-it/>

No to ‘Racial Impact Statements’

<https://www.heritage.org/crime-and-justice/commentary/no-racial-impact-statements>

Five Key Lessons from 2020 Exit Polls

<https://thehill.com/homenews/campaign/525212-the-memo-five-key-lessons-from-the-2020-exit-polls>

15 Indian-Americans Nominated for The Joe Biden-Kamala Harris Administration You Need to Know

https://www.news18.com/amp/news/india/joe-biden-kamala-harris-administration-indian-americans-sameera-fazili-neera-tanden-3301253.html?_twitter_impression=true

February 17: The Role of Race in American Politics

Guiding questions: Does race politically divide the U.S.? Is there a “race problem” in U.S. politics? What role does the media play in our understanding of politics and race? What about social media? How are political attitudes informed and developed? Does the media help with clarifying political attitudes? Or does the media contribute to the political-racial divide?

Readings before class

Dying of Whiteness, Part 2

Inequality, racism and polarisation ravaged US democracy. Then came Trump

<https://www.theguardian.com/us-news/2021/jan/10/trump-american-carnage-inequality-racism-polarisation>

The Invention of Hispanics: What It Says About the Politics of Race

<https://www.heritage.org/civil-society/commentary/the-invention-hispanics-what-it-says-about-the-politics-race>

For Black Pioneers Harris and Obama, different times mean different approaches on race

<https://www.latimes.com/politics/story/2021-01-24/for-black-pioneers-harris-and-obama-different-times-mean-different-approaches-on-race>

Assignment: TBD Watch President Biden's State of the Union & analyze speech for legislation address race and class.

February 24: The Politics of Immigration

Guiding questions: Why immigration policy is important? How experiences and connections to their native countries continue to shape the American experience? How do racial attitudes affect immigration policy attitudes? How do immigration laws, executive orders affect minority representation and political engagement? Immigration vs race?

Readings before class

Dangerously Divided, Chapters 5 and 6

Who is Hispanic?

<https://www.pewresearch.org/fact-tank/>

March 3: Race as a Problem: Public Policy

Guiding questions: Race as a problem? Why focus on communities of color? Why cooperation and conflict between communities of minority racial groups? Do certain ethnoracial groups win or lose over policy?

Reading before class

Dangerously Divided, Chapter 4

Dying of Whiteness, Part 3

Assignment Due: Thoughts about class project

March 10: The Role of Race in the Voting Booth

Guiding questions: What are voter identification laws? How do voter identification laws affect voter turnout, particularly among minorities? How will our conception of race in American politics change as the U.S. electorate changes?

Readings before class: *Dangerously Divided*: Chapter 1

March 24: Minority Representation in American Politics

Guiding questions: What is representation? What is the difference between descriptive, substantive, and symbolic representation? Why does it matter? How does political participation vary between ethnoracial groups? Why? How do we participate in politics? Why? How do we measure participation?

How does political knowledge vary between ethnoracial groups? Alternatively, does it? How do we measure political knowledge?

Readings before class:

Dangerously Divided, Chapter 2

50 Years of the Voting Rights Act: The State of Race in Politics

<https://jointcenter.org/sites/default/files/VRA%20report,%203.5.15%20%281130%20am%29%28updated%29.pdf>

Why more Black elected officials hasn't necessarily meant better lives for Black Americans

<https://www.mic.com/p/why-more-black-elected-officials-hasnt-necessarily-meant-better-lives-for-black-americans-46871404>

Assignment Due: Political-Racial Narrative Paper 1

March 31: Republican and Democratic parties Congress and Race

Guiding questions: Can a Democratic control Congress shift the economic fate of racial ethnoracial groups? Does the Republican Party have an increasingly limited demographic? Can Congress through legislation reduce racial inequality that exists in the U.S.?

Readings before class:

Dangerously Divided, Chapters 3, 7 and 8

Why race has bedeviled Republicans for more than half a century

<https://www.washingtonpost.com/outlook/2019/10/30/why-race-has-bedeviled-republicans-more-than-half-century/>

Elijah Cummings knew how to walk the tightrope of racial politics

<https://www.cnn.com/2019/10/25/politics/elijah-cummings-tightrope-racial-politics/index.html>

Is conservatism dying, or is it just the GOP?

<https://www.washingtonexaminer.com/opinion/op-eds/is-conservatism-dying-or-is-it-just-the-gop>

Incoming Congress Looks More Like America

<https://thehill.com/homenews/house/527890-incoming-congress-looks-more-like-america>

Racial Diversity of Top Staff of New Members in the US Senate

<https://jointcenter.org/117th-congress-tracker/>

April 7: Race Relations in America in 21st Century Politics

Guiding questions: What contributed to the election of Presidents Obama and Trump?

Where are we now? Where are we going? How does racial campaign messaging impact political participation and vote choice? Did racial attitudes affect voter choice in 2008, 2012, and 2016?

How and why? What current events and legislative efforts are affected by race and ethnicity?

How do racial attitudes shape our perceptions of contemporary issues in the U.S.? What role did race and ethnicity play in recent elections? Are we currently in a post-racial or most-racial world? How do felon (dis)enfranchisement laws affect voter turnout, particularly among minorities?

Readings before class:

Dangerously Divided, Chapter 9

Watch: “*America’s Original Sin*”

<http://www.pbs.org/wnet/religionandethics/2016/01/29/january-29-2016-americas-original-sin/28859/>

AND

<http://www.pbs.org/wnet/religionandethics/video/page/2/#28906>

Why America needed Donald Trump

<https://thehill.com/opinion/white-house/472155-why-america-needed-donald-trump>

How big a factor is race in state politics?

<https://www.dailyleader.com/2019/12/04/how-big-a-factor-is-race-in-state-politics/>

Our Nation Is Not Yet Cleansed of Racism. Here’s What We Should Do

<https://www.heritage.org/civil-rights/commentary/our-nation-not-yet-cleansed-racism-heres-what-we-should-do>

Assignment Due: Post-Racial Critique Paper 2

April 14: Contemporary Issues and the Future of Race and Ethnicity in America

TBD: Guest Speaker

Color and Incarceration

<https://harvardmagazine.com/2019/09/elizabeth-hinton>

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless the instructor has granted express permission. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact [Disability Support Services](#) if you need additional accommodations for accessing electronic course materials.

