

POS 3931 Race & Politics

Instructor: Dr. Christopher Olds
Meeting Time: Wednesday 4:10-6:55 p.m.
Credit: 3 units, letter grade (including +/- modifiers)
Classroom: SOC 146
Office Hours: M to W 3:00-3:40, Th 3:00-4:40
Office: SOC 390
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Specific Goals of the Course

This course is designed to encourage students to think about the influence of race and ethnicity in contemporary American politics. The class will explore the issues confronting various racial and ethnic groups in the United States. The course affords us the opportunity to assess the role of prejudice, discrimination, intergroup competition, and intragroup competition on the minority political experience within the United States. We will use academic literature to evaluate how race and ethnicity helps to shape political life. In doing so, we will explore how social and political inequalities have often been rooted along racial and ethnic lines. Along the way, you will cultivate general skills that will serve you well into the future:

- the ability to think critically about differing viewpoints by evaluating the strengths and weaknesses of evidence
- the ability to communicate your ideas in a clear way both in verbal and written formats
- the ability to perform extended research of multiple sources to concisely summarize what is currently known about a topic

Course Objectives

As the instructor of this course, I expect that my students at the end of the course will:

1. Be able to discern the difficulties in trying to measure and evaluate social phenomena.
2. Be able to review, analyze, and connect preexisting research in a useful and coherent way.
3. Be able to express arguments rooted in substantive evidence.
4. Be able to respectfully and intelligently critique arguments made by others.
5. Be able to develop papers that are thorough, focused, and informative for readers.
6. Be able to verbally communicate your ideas to others with precision and clarity.
7. Be able to critique research on relationships that exist between prominent racial/ethnic groups and major political institutions.
8. Be able to discuss areas of disagreement and debate on prominent social and political issues affecting minority groups in America.
9. Be able to evaluate the historical and contextual factors that help explain social and political inequality in America.

USF Statement on Academic Accommodations for a Disability

Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services (SDS) to arrange appropriate accommodations. Students are required to give reasonable

notice prior to requesting an accommodation.

Note: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact USF Student Disability Services as soon as possible.

Academic Honesty

- ◇ Any handouts used in this course are copyrighted. Handouts means all materials generated for this class, which include, but are not limited to: syllabi, notes, essay prompts, in-class materials, and review sheets. This includes materials that are posted on the web as well as materials distributed in class. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.
- ◇ Lectures cannot be recorded, unless special accommodations for disability are required.
- ◇ Lecture notes may not be sold.
- ◇ No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.
- ◇ Students should complete USF's on-line plagiarism tutorial, which may be found at: <http://davon.etg.usf.edu/share/plagiarism/>
- ◇ Violation of these rules, even if you unintentionally violate them, can result in disciplinary action including a grade penalty (an FF in the course), suspension, dismissal, and expulsion from USF. If you have any questions regarding plagiarism or other forms of academic dishonesty, please consult the relevant sections of the USF student catalogs, and/or ask me for further explanation.

USF Statement on Emergencies

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, as well as the main USF website, emails, and MoBull messages for important general information.

Note: Examples of an emergency could be a hurricane, tornado, institution-wide power outage, etc.

Course Format

The course is focused heavily on student participation. Active learning is a major emphasis in my approach to teaching. Although there is in-class lecture, a major portion of class is devoted to class discussion derived from the comments, criticism, and questions expressed by students about the class reading. Students will also be asked to work with other students together as a group to present a persuasive position regarding an area of political controversy. A positive environment is a good learning environment. Students must show respect to their peers and the instructor at all times. Since we will be engaging in discussion about controversial political topics, you will in all likelihood encounter a statement you disagree with. Regardless, you must not belittle, shout down, insult, or mock another person for their position. Doing so can lead to a person's dismissal from the course.

Grades

Grades will be based on your performance in six assignments. Students can earn one hundred points in this course. Please note that this is a course where extra credit assignments are not made available. Your grades will reflect your performance on the six assigned tasks only. Please note that attendance is a part of your grade given that you must be in class to participate in the class discussion, as well as to present with your group in the political disagreement discussions. Missing multiple sessions will make it difficult for you to follow the material and receive a passing grade in the course.

Regarding assignments submitted late without a university excused absence, I will deduct one full letter grade for each day an assignment is late. If there is a personal conflict with any of the assignment due dates, please notify me as soon as possible.

Item #1: Talking Points and Class Discussion Participation (20 points)

For each class session where readings are assigned, students will write two talking points. Each talking point should be three to five sentences long. Each talking point will be about the readings for that particular week. Given that there are multiple readings, both talking points cannot be only about one single piece of reading for that week. The intention here is to get you to engage with the multiple readings assigned. Talking points can be a critique of one or multiple readings, a comparison/contrasting of readings, or a question regarding one or multiple readings for that week. You must write original talking points for readings assigned each week. Talking points that only discuss reading materials from a prior week will not receive credit. Talking points are due at 11:59 p.m. the day before class for all those weeks where reading is assigned.

Students are expected to make a sincere effort to contribute to the weekly class discussion of the talking points, as well as the political disagreement discussions.

The number of points you earn will be based on whether you submit talking points that adhere to the described standards and whether you attempt to participate in the dialogue in class. For those instances where you have a university excused absence, you can still earn participation points by completing a take-home assignment assigned by me. You must ask for the take-home assignment the same week of the excused absence.

Items #2 and #3 involve a Literature Review. Students will identify, and then write about, a topic in the race and ethnic politics literature that is of interest to them. Potential examples include the following:

- Does friendly social contact with members of a minority group change the opinion held about that group?
- What are the variables that predict whether members of a specific racial or ethnic group participate politically?
- What factors help to determine whether an ethnic immigrant assimilates or separates themselves from United States culture?
- What determines whether different ethnic or minority groups collaborate or compete with each other politically within communities?
- Do legislators from a specific minority group actively use their political office to advance the interests of members from their group?

All papers must be typed in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their papers. The student should cite all resources used when constructing these papers using guidelines presented in the American Political Science Association Style Manual. **Every paper assignment must be checked for academic integrity by submitting the paper to TurnItIn's plagiarism monitor via Canvas.**

Item #2: Selecting a Potential Area of Research Literature (5 points)

In this paper, students will offer a description of the specific area of literature on race and ethnic politics that interests them. You must explain why you find this area of literature interesting. The student should also

briefly discuss their impressions about how much work has been done in the academic literature previously on the area they are interested in. A description of the claims and findings of these past studies is not necessary for this particular paper - only a statement as to whether past research has been attempted and what types of outlets this research has been published in (e.g. which type of academic journal(s), edited volumes, and books) is required. The paper should be no greater than three pages long. Refer to the class calendar at the end of the syllabus for due date.

The scoring of this assignment is based on the following (out of 5 points possible)

- 2 Points: The student offers a potential area in the academic research literature relevant to the course that interests them
- 1 Point: The student offers an explanation as to why this area of research interests them
- 1 Point: The student states whether previous research has been conducted on the topic and where it has been published
- 1 Point: The writing has an easy to follow structure (introduction-body-conclusion). The student also follows requested formatting rules and avoids frequent spelling and grammatical errors

Item #3: Literature Review on Selected Area of Research (25 points)

In this paper, students will present a thorough review and analysis of previous research that is related to their respective area of interest. The important/major works in the research area should be detailed in the literature review. This means the research that is highly cited by other scholars in the selected research area needs to be covered. It is the responsibility of the student to summarize these major works and evaluate how their findings have shaped how the area of research you selected is currently understood.

An assessment of the makeup of the literature is essential. This means if there is a high level of disagreement in the past scholarship in terms of theories and findings, the student must offer some thoughts as to why they believe this is the case. For those students where a relatively limited literature exists pertaining to their area of interest, they must offer some thoughts as to why they believe this is the case. The student must provide a general assessment of what they think the strengths and weaknesses are of the research literature they examined. What are the aspects that the academic literature has clarified well, and what are the aspects that the academic literature explained poorly? The length of the paper should be four to five pages. Refer to the class calendar at the end of the syllabus for due date.

The scoring of this assignment is based on the following (out of 20 points possible)

- 10 Points: The student presents a thorough summary of past important/major works related to their research area
- 10 Points: The student gives a general assessment of the strengths and weaknesses of the past important/major works related to their research area
- 5 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student also follows requested formatting rules and avoids frequent spelling and grammatical errors

Item #4: Political Disagreement Discussions (20 points)

Students will work as a group to present one side of an area of political disagreement pertaining to race and ethnicity in America. The group will also exchange questions with the group presenting the other side of the area of disagreement, and answer questions from the rest of the class and the instructor. The goal for each group is to provide informative and persuasive evidence of your respective position in the political disagreement. Research from sources not assigned in the course should be incorporated in the discussion. Five to ten minutes will be devoted to each group presenting their side. Ten minutes will be devoted to each of the two groups questioning each other. Another ten to fifteen minutes will be devoted to questions from the audience. Following that, there will be time provided for open discussion. Please note that all students in the group will receive the same grade. The topics and tentative dates for the political disagreement discussions are presented at the end of the syllabus.

The scoring of this assignment is based on the following (out of 20 points possible)

- 4 Points: The group provides an informative summary of the key points of their position
- 4 Points: The group offers thoughtful critiques of the position presented by the other side of the political disagreement
- 4 Points: The group answers questions from the other group, the audience, and the instructor
- 4 Points: The group incorporates findings in their presentation from scholarly sources not assigned in class readings
- 4 Points: The group adopts an overall professional and respectful tone throughout the political disagreement discussion

Item #5: Take-home Analytical Essays One (15 points)

For this assignment, students will be presented with an essay prompt or prompts that they have several days to complete. The essays are open note and open book, but you cannot collaborate with anyone in completing the responses. All papers must be typed in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their papers. The student should cite all resources used when constructing these papers using guidelines presented in the American Political Science Association Style Manual. **Every submission must be checked for academic integrity by submitting the paper to TurnItIn's plagiarism monitor via Canvas.**

You will have one week to complete the prompt or prompts once you receive the assignment in class. Refer to the class calendar at the end of the syllabus for distribution and due dates. Anyone who is not in class at the time of the distribution of the assignment will receive a different prompt or prompts, so they should not expect to gain an advantage over those who do come to class.

Item #6: Take-home Analytical Essays Two (15 points)

The format requirements for this assignment are essentially the same as Item #6. The analytical essays are open-book, open note, but students cannot collaborate with anyone when completing responses. Refer to the class calendar at the end of the syllabus for distribution and due dates.

Final grades are out of one hundred points possible-

Grade Score

A+= 98.6-100

A = 91.5-98.5

A-= 90.0-91.4

B+= 88.6-89.9

B = 81.5-88.5

B-= 80.0-81.4

C+= 78.6-79.9

C = 71.5-78.5

C-= 70.0-71.4

D+= 68.6-69.9

D = 61.5-68.5

D-= 60.0-61.4

F = 59.9 or less

FF= Academic dishonesty

Grade Appeals: If a student has an issue with the grade they earned for one of the assignments, the student must write a one-page explanation describing what aspect or aspects the evaluation missed. A twenty-four hour cooling off period is required, meaning you cannot submit an appeal within the first twenty-four hours after you receive an assignment grade. The written appeal can only be submitted between the second and

third day after you receive an assignment back. Please note that if you submit a grade appeal, the work can potentially be scored lower than the initial grade if the second review of the assignment suggests there are additional issues or problems with the assignment. Appeals should be submitted via e-mail.

Course Materials

There are two texts that are required. These books are frequently discounted on online sites like Amazon.com. They can also be rented. All other assigned readings, such as academic journal articles and book chapters, will be posted on Canvas.

Bowler, Shaun, and Gary M. Segura. 2012. *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*. Washington, D.C.: CQ Press.

CQ Researcher. 2013. *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

The two assigned texts should also be available on reserve at the USF Library, and can be checked out for brief periods of time.

Reading Schedule

Week One

No readings

Week Two

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 1 - Demography Is Destiny! Or...You Just Never Know..." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.
- Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141 (2): 30-45.
- Huntington, Samuel P. 1997. "The Erosion of American National Interests." *Foreign Affairs* 76 (5): 28-49.

Week Three

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 2 - Demography, Identity, and a Changing America: A Not-So-Simple Examination of Rapid Change." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.
- Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5 (1): 31-48.
- Alba, Richard. 2006. "Mexican Americans and the American Dream." *Perspectives on Politics* 4 (2): 289-296.
- Fraga, Luis R., and Gary M. Segura. 2006. "Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration." *Perspectives on Politics* 4 (2): 279-287.

Week Four

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 3 - Electoral Competition and Democratic Reliance on Minority Vote" In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.

- CQ Researcher. 2013. "Chapter 1 - Redistricting Debates," and "Chapter 2 - Changing U.S. Electorate." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Five

No Readings

Week Six

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 4 - Party Identification and Two-Party Vote among Minority Citizens" In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.

- Stivers, Camilla. 2007. "'So Poor and So Black': Hurricane Katrina, Public Administration, and the Issue of Race." *Public Administration Review*. 67 (s1): 48-56.

- CQ Researcher. 2013. "Chapter 3 - Census Controversy." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Seven

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 5 - The Political Distinctiveness of American Minorities" In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.

- Kim, Claire Jean, and Taeku Lee. 2001. "Interracial Politics: Asian Americans and Other Communities of Color." *PS: Political Science & Politics* 34 (3): 631-637.

- CQ Researcher. 2013. "Chapter 4 - Immigration Conflict." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Eight

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 6 - Taking Part in Politics: The Essence of Democracy" In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.

- Lien, Pei-te, M. Margaret Conway, and Janelle Wong. 2003. "The Contours and Sources of Ethnic Identity Choices Among Asian Americans." *Social Science Quarterly* 84 (2): 461-481.

- CQ Researcher. 2013. "Chapter 5 - American Indians." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Nine

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 7 - Participation beyond Voting and Minority Politics." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.

- Bobo, Lawrence D., and Camille Z. Charles. 2009. "Race in the American Mind: From the Moynihan Report to the Obama Candidacy." *The Annals of the American Academy of Political and Social Science* 621 (1): 243-259.

- CQ Researcher. 2013. "Chapter 6 - Affirmative Action." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Ten

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 8 - Representation: Representatives, Elections, and Electoral Reform." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of*

American Politics.

- Teasley, Martell, and David Ikard. 2010. "Barack Obama and the Politics of Race: The Myth of Post-racism in America." *Journal of Black Studies* 40 (3): 411-425.
- CQ Researcher. 2013. "Chapter 7 - Hate Groups." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Eleven

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 9 - Core Orientations to the Political System." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.
- Putnam, Robert D. 2007. "E Pluribus Unum: Diversity and Community in the Twenty-First Century the 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies* 30 (2): 137-174.
- CQ Researcher. 2013. "Chapter 8 - Police Misconduct." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Twelve

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 10 - Values and Beliefs: Is There a "Culture War" Across Racial and Ethnic Groups?" and "Chapter 11 - Immigration and Its Discontents." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.
- Hallberg, Peter, and Joshua Lund. 2005. "The Business of Apocalypse: Robert Putnam and Diversity." *Race & Class* 46 (4): 53-67.
- CQ Researcher. 2013. "Chapter 9 - Hate Speech." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Thirteen

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 12 - Intergroup Conflict and Cooperation." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.
- Hochschild, Jennifer, and Vesla Mae Weaver. 2010. "'There's No One as Irish as Barack O'Bama': The Policy and Politics of American Multiracialism." *Perspectives on Politics* 8 (3) (2010): 737-59.
- CQ Researcher. 2013. "Chapter 10 - Racial Diversity in Public Schools." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Fourteen

Online-based class session. No in-class meeting.

- Bowler, Shaun, and Gary M. Segura. 2012. "Chapter 13 - We Have Seen the Future, and the Future Is Ours." In *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*.
- Harris-Lacewell, Melissa V. 2003. "The Heart of the Politics of Race Centering Black People in the Study of White Racial Attitudes." *Journal of Black Studies*. 34 (2): 222-249.
- Dawson, Michael C. 2012. "Racial Tragedies, Political Hope, and the Tasks of American Political Science." *Perspectives on Politics* 10 (3): 669-673.

Week Fifteen

- CQ Researcher. 2013. "Chapter 11 - American Racial Diversity in Public Schools," and "Chapter 12 -

Fixing Urban Schools” In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

- Garca Bedolla, Lisa, and Kerry L. Haynie. 2013. ”The Obama Coalition and the Future of American Politics.” *Politics, Groups, and Identities* 1 (1): 128-133.

Class Calendar of Important Dates

- September 11 Item #2 Due at 4:10 p.m. on Canvas (Potential Research Area Paper)
- September 18 Item #5 Distributed in Class (Analytical Essays One)
- September 25 Item #5 Due at 4:10 p.m. on Canvas (Analytical Essays One)
- November 6 Item #3 Due at 4:10 p.m. on Canvas (Literature Review Paper)
- November 27 Online-based class session. No in-class meeting.
- December 4 Item #6 Distributed in Class (Analytical Essays Two)
- December 11 Item #6 Due at 10:00 p.m. on Canvas (Analytical Essays Two)

Political Disagreement Topics - Tentative Schedule

- Week 4 - Should district lines be drawn to help minorities get elected to office?
AND Are whites losing political clout?
- Week 6 - Should the census include undocumented immigrants?
- Week 7 - Should Congress make it easier for illegal immigrants to become citizens?
- Week 8 - Is the federal government neglecting Native Americans?
- Week 9 - Has affirmative action outlived its usefulness?
- Week 10 - Is right-wing and extremist speech encouraging hate crimes?
- Week 11 - Should police do more to prevent racial and ethnic profiling?
- Week 12 - Have ethnic jokes and insults become too pervasive in society?
- Week 13 - Should school systems promote racial diversity in individual schools?
- Week 15 - Is bilingual education effective for English-language learners?
AND Are teachers prepared to teach successfully in urban classrooms?

Syllabus subject to change at instructor’s discretion