

POS 3931 Race & Politics

Instructor: Dr. Christopher Olds

Meeting Time: Online asynchronous

Credit: 3 units, letter grade (including +/- modifiers)

Classroom: Online-based distance course

Office Hours: M-Th 6-7:30 p.m., and by appointment via Skype or GIA office

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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 scholarly research and documentary films 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
- 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 a writing style that is focused and informative for readers.
6. Be able to 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, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.
- ◇ Students must provide legitimate documentation for any instance where a student will not meet an assignment deadline that meets university guidelines for a permissible absence. This documentation must be provided the same business week of the absence. Documentation can be left in the GIA department main office and should be time-stamped by a GIA office worker.
- ◇ Lectures cannot be recorded, unless special accommodations for disability are required.
- ◇ Lecture notes may not be sold. Lecture slides may not be distributed outside of Canvas.
- ◇ 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.

USF Writing Center

For free assistance with written assignments and class projects, an appropriate option is to make an appointment at the USF Writing Center, which is located inside the main library. The Writing Center is comprised of people trained in writing and communication, and can assist with strategies for developing and researching topics, writing drafts, organizing ideas, and revising assignments.

For more information about the Writing Center, to make an appointment, or for online writing resources, please go to <http://usf.edu/writing/>.

Course Format

The course is focused heavily on student participation. Active learning is a major emphasis in my approach to teaching. A major portion of class is devoted to class discussion that will occur in the discussion forum section of the Canvas learning management system. A positive environment is a good learning environment, and is especially important in a course with little face-to-face interaction between students and the instructor. Students must show respect to their peers and the instructor at all times.

Since we will be exchanging ideas and at times touch on controversial political topics through the online forum, you will in all likelihood encounter a statement you disagree with. Regardless, you must never belittle, shout down, insult, or mock another person for their position. Doing so can lead to a person's dismissal from the course. The intention of the course is to learn about how to approach questions of human behavior through the framework of race and ethnic politics. Any behavior that hinders the ability of others to learn the materials is not permissible.

Grades

Grades will be based on your performance in four 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 four assigned tasks only.

Late assignments are not accepted unless a note from an appropriate source confirms a university excused reason for the work needing to be submitted late. As stated in the academic honesty section, this documentation must be provided the **same business week** as the absence. No documentation equals no acceptance of work after the deadline. Absolutely no exceptions to this will be made. Please notify the instructor of record in advance when possible with an appropriate university excused reason for days in which you are not able to make an assignment due date.

Item #1: Class Discussion Participation (52 points)

Students will be expected to write a brief three to five paragraph analysis of the discussion question raised for the week, and post their entry in the discussion thread for that specific week. There will be thirteen graded discussion questions over the course of the semester. Students must post their individual analysis by Wednesday at 11:59 p.m. EST. Students **will not earn credit for submitting their analysis after this deadline**. Every individual student is expected to reply to the entries made by at least two other students in the class, and respond to the comments other students make about your own entry. The replies are due by Sunday at 11:59 p.m. EST.

Each comment should be substantive, and be written with formal spelling, grammar, and punctuation. All posts in the discussion forum must engage with the course materials, in particular, the course reading. You will not receive full credit if you refuse to analyze the course reading. Evaluate the course materials in your own words and do not rely on outside sources. Up to four points can be earned each week for this assignment, with the number of points determined by whether each post makes a contribution to the overall discussion, engages with the course materials, and follows the formatting guidelines specified here.

Do not wait until the last minute to submit your contributions to the discussion, as that limits the ability for everyone to converse with each other.

Item #2: Roper Center Survey Evaluation (8 points)

For this assignment, the student will evaluate the responses to a survey question regarding a topic pertaining to political issues involving race and ethnicity, such as those discussed in the CQ Researcher text. The USF

Library hosts the Roper Center Public Opinion Archives. Through this resource, students will search for a survey question regarding a political issue pertaining to race and ethnicity, and perform a write-up about the demographic breakdown of responses to that question. In this paper, students should discuss why this particular survey question regarding race and ethnicity is of interest to them, the specific dataset the survey question comes from, the time period in which the survey information was collected, and the number of respondents to the question. Lastly, the student should evaluate the responses to the question along demographic categories using the iPoll+ feature of the Roper Center online repository. The length of the paper should be about two to four pages.

Students must type the dataset analysis 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 evaluation. The student should cite any academic resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every dataset analysis assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.** Refer to the class calendar at the end of the syllabus for due date.

Note: If you are in another one of my courses this semester, you are not allowed to submit the same dataset analysis for multiple classes.

The scoring of this assignment is based on the following (out of 8 points possible)

- 2 Points: The student describes the survey question they selected, and provides an explanation for why that specific question is of interest to them
- 2 Points: The student provides relevant information about the dataset the survey question is derived from
- 2 Points: The student describes the breakdown of responses to the survey question along major population demographic categories
- 2 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student avoids frequent spelling and grammatical errors

Item #3: Analytical Essays (20 points)

For this assignment, students will be presented with essay 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 responses 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 essays. The student should cite all resources used when constructing their responses using guidelines presented in the American Political Science Association Style Manual. **Every submission must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.**

You can only use resources assigned in class when constructing responses. That means you cannot use reading materials not assigned in the course, and you cannot use lecture materials other than the slides provided in the course. No outside materials can be used.

You will have several days to complete the prompts once the assignment is posted on Canvas. Refer to the class calendar at the end of the syllabus for distribution and due dates.

Item #4: Annotated Bibliography (20 points)

Students will present a thorough review of previous research that pertains to an area of **race and ethnicity in political science** research that interests them. The important/major works in the research area should be detailed in the annotated bibliography. This means the research that is highly cited by other scholars in the research area needs to be covered. It is the responsibility of the student to summarize these major works and determine how their findings have shaped how the research area is currently understood.

Some potential examples of research that can be summarized in an annotated bibliography are 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?

In this assignment, students will offer a summary of at minimum ten sources that all pertain to the relevant topic of interest to them. The sources you select must evaluate a research question by collecting and evaluating information relevant to the question. For each source, you must summarize the following components: research question, research theory, research hypothesis, research method, and research findings. In each section, the student must provide a brief summary in their own words. All sources must be academic peer-reviewed sources (academic journal articles, books, and book chapters).

For example, acceptable scholarly research sources include the following academic journals: *American Journal of Political Science*, *Journal of Politics*, *Politics, Groups, and Identities*, *Du Bois Review: Social Science Research on Race*, *American Political Science Review*, *Race and Class*, *Race and Social Problems*, *Social Science Quarterly*, *Political Behavior*, and *Political Research Quarterly*. In terms of books and book chapters, works from university presses (Cambridge University Press, Princeton University Press, Oxford University Press, University of Chicago Press, etc.) are ideal. The following are NOT ALLOWED as scholarly research sources: blogs, websites, newspaper articles, popular novels, mainstream magazine articles, think tank reports, and interest group newsletters. The intention of this assignment is to summarize scholarly research, not to summarize examples written in non-academic outlets.

An example of the style of the annotated bibliography will be posted on Canvas.

Students must type the annotated bibliography 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. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every annotated bibliography assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.** Refer to the class calendar at the end of the syllabus for due date.

Note: If you are in another one of my courses this semester, you are not allowed to submit the same annotated bibliography for multiple classes. Also, if you have previously been in this class, you cannot submit an annotated bibliography about the same area of research.

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

- 5 Points: The student collects at least ten relevant academic sources about a specific area about race and ethnicity in political science
- 5 Points: The student provides a clear and informative summary in their own words of the five key research components for each source
- 5 Points: The student provides accurate APSA style format citations for each academic source
- 5 Points: The writing is easy to follow and avoids frequent spelling and grammatical errors

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 fourth 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 is one required text in the course. All other assigned readings, such as academic journal articles and book chapters, will be posted on Canvas.

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

Class Reading and Watching Schedule

All films are available via streaming on the USF Library website. Search for each film through the USF Library Video/Audio tab on the USF Library homepage. In order to view the films, you have to be logged in to the library site, validating you are a student at the university. There is closed captioning or a transcript available for every film at the time of developing this syllabus.

Week One

- Film: “Race - The Power of an Illusion (Part 1: The Difference Between Us)” by California Newsreel.

Week Two

- Film: “Race - The Power of an Illusion (Part 2: The Story We Tell)” by California Newsreel.
- Reading: CQ Researcher. 2013. “Chapter 3 - Census Controversy.” In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Three

- Film: “Race - The Power of an Illusion (Part 3: The House We Live In)” by California Newsreel.

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

Week Four

- Film: "Life on the Line" by Cactus Media.

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

Week Five

- Film: "The Whole Enchilada" by Australian Broadcasting Corporation.

- Reading #1: Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141 (2): 30-45.

- Reading #2: Huntington, Samuel P. 1997. "The Erosion of American National Interests." *Foreign Affairs* 76 (5): 28-49.

Week Six

- Film: "Walking the Line" by Jeremy Levine and Landon Van Soest.

- Reading #1: 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.

- Reading #2: Alba, Richard. 2006. "Mexican Americans and the American Dream." *Perspectives on Politics* 4 (2): 289-296.

- Reading #3: 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 Seven

- Film: "The First People: The Last Word" by DR TV/Danish Broadcasting Corporation.

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

Week Eight

- Film: "In Whose Honor?" by Jay Rosenstein.

- Reading: CQ Researcher. 2013. "Chapter 9 - Hate Speech." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Nine

- Film: "Invisible Revolution: A Youth Subculture of Hate" by Beverly Peterson.

- Reading: CQ Researcher. 2013. "Chapter 7 - Hate Groups." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Ten

- Film: "Race to Execution" by Lioness Media Arts Production.

- Reading: CQ Researcher. 2013. "Chapter 8 - Police Misconduct." In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Eleven

- Film: “White Like Me: Race, Racism & White Privilege in America” by Media Education Foundation Production.
- Reading: CQ Researcher. 2013. “Chapter 6 - Affirmative Action.” In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Twelve

- Film: “A Struggle for Educational Equality: 1950-1980” by Stone Lantern Films.
- Reading #1: CQ Researcher. 2013. “Chapter 10 - Racial Diversity in Public Schools.” In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.
- Reading #2: CQ Researcher. 2013. “Chapter 11 - Bilingual Education vs. English Immersion.” In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Week Thirteen

No films or reading.

Week Fourteen

- Film: “Educating to End Inequity” by Claudia Levin Productions.

Week Fifteen

- Film: “Colors Straight Up” by Michele Ohayon.
- Reading: CQ Researcher. 2013. “Chapter 12 - Fixing Urban Schools.” In *Issues in Race and Ethnicity*. 6th Edition. Washington, D.C.: CQ Press.

Class Calendar of Important Dates

- October 10 - Item #2 Due at 11:59 p.m. on Canvas (Roper Center Survey Evaluation)
- November 17 - Item #3 Distributed on Canvas (Analytical Essays)
- November 21 - Item #3 Due at 11:59 p.m. on Canvas (Analytical Essays)
- December 5 - Item #4 Due at 11:59 p.m. on Canvas (Annotated Bibliography)

Syllabus subject to change at instructor’s discretion