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## POLI 315 Minority Group Politics

University of Wisconsin-Stevens Point, Fall 2018

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Instructor:	Dr. Saemyi Park
<b>In-Class Location &amp; Time:</b>	<b>CCC 224 &amp; T/R 2:00 PM - 3:15 PM</b>
Instructor's Office:	CCC 468
Office Hours:	W 10:00 AM – 2:00 PM & by appointment
Email:	spark@uwsp.edu
Office Phone:	715-346-4107

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### COURSE DESCRIPTION

This course will focus on the contemporary political experiences of the four major racial and ethnic minority groups (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans) and their interactions with the dominant racial group (non-Hispanic white Americans) in the U.S. system. Major topics include racial formation, ethnic identity, citizenship, suffrage, inequality in political participation and representation, and interracial conflict and coalition building. Current politics and policy debates affecting racial/ethnic minorities such as voting rights, affirmative action, bilingual education, and immigration reform will be covered to the great extent.

### REQUIRES READING

The following book has been ordered at University Bookstore for rental:

- ***Issues in Race and Ethnicity: Selections from CQ Researcher***. 7<sup>th</sup> ed. Thousand Oaks: CQ Press

This course will have a site on the Desire 2 Learn (D2L) system. You can click on the D2L quick link from the UWSP homepage or the address for D2L is <http://www.uwsp.edu/d2l>. The site will be used to share course materials including, but not limited to, additional readings and lecture note. Make sure that you print and bring them to the class. Please see the course calendar to see the list of readings assigned to each week.

### COURSE REQUIREMENTS

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	Weight	Due Date
Midterm Exam	20%	October 18 (TH)
Final Exam	20%	December 17 (M)
Classroom Activities	20%	Throughout the semester
Film Analysis Paper I	15%	October 11 (TH) by 11:59PM
Film Analysis Paper II	15%	November 27 (T) by 11:59PM
Attendance & Participation	10%	Every class
Total	100%	

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## GRADING SCALE

Grades will be determined according to the university's standard scale. I have incredibly high standards for my grades. If you meet the basic requirements for an assignments, you will get a C. If you want a A or B, you need to go above and beyond the exact requirements for an assignment. For individual assignments, I will define the A-F grade base in the following way:

Criteria						
<b>Outstanding</b>	A	93-100	A-	90-92		
<b>Above average</b>	B+	87-89	B	83-86	B-	80-82
<b>Average</b>	C+	77-79	C	73-76	C-	70-72
<b>Below average</b>	D+	67-69	D	63-66	D-	60-62
<b>Unsatisfactory</b>	F	Below 60				

**Note:** students must complete ALL the required work in order to be eligible to receive a passing grade in the course. You do NOT have the option to “take a zero” on an assignment. Not completing all the required work will result either in a final grade of incomplete until the work is submitted or an F for the course. You are NOT allowed to submit and complete the required course assignments late unless you receive my permission to do so. Students with serious illness or family emergencies may be considered to be given for late submission, but I will need to see an official evidence to verify the seriousness of the situation.

## ASSIGNMENT DESCRIPTIONS

### A. Exams

You have online exams in this course. It will contain material covered in the first part of the course. The final exam will NOT be cumulative, and questions will cover the second half of the course. The exam will be open at 9AM and close at 11:59PM on each scheduled date. You will be given two hours to take the test. Once you start taking the test, you are NOT allowed to take a break for return. Because it is an online exam that is open for a day, students would not have a make-up exam opportunity for whatever reasons. The format of exams is a combination of multiple choice and short identification questions. We will have a review session before midterm and final exam. I will also distribute a study guide a week prior to the exam day.

If you are required to attend the university-sponsored activities (athletic games etc.) or if you are seriously ill and incapable of taking the exam, I may consider you to take the test early or late. However, you must provide an official document to prove your excuse and I reserve the right to determine if you will be given the make-up exam opportunity or not. Make-up exam is all short identification essays, which is a lot harder for students to do well on it. And, you will take it on the final day of class in my office.

### ***B. Film Analysis Paper***

You will analyze two documentaries shown in class in light of the lecture materials and assigned readings for this course. You are free to write on any topic related to minority politics addressed in the documentaries, as long as they are able to incorporate and demonstrate your thorough understanding of the different assigned course readings. A separate worksheet will be distributed in class for more details.

### ***C. Online Class Activity***

Activities are designed to promote in-depth discussion about the topic covered in the week. It also provides you with an opportunity to fully understand the issues of the week. Throughout the semester, you will be given a variety of activities to complete in class. Examples are a small group discussion, debate, a brief presentation, and more. A separate worksheet will be provided shortly.

### ***D. Attendance and Participation***

Regular and prompt attendance, active participation, and mature attentiveness during lecture meetings are MANDATORY. I will NOT distribute lecture notes via e-mail for students who miss a lecture. The student is responsible for finding out what he/she missed and obtaining class notes or assignments from someone else in the class. A student who has **Eight or MORE absences** will automatically receive an "F" for the course for inadequate class attendance.

It is also expected that you will be on time for class. **Three tardies** are the equivalent of **one absence**. In the unlikely event that you are late for class, it is YOUR responsibility to let me know that you came in immediately after class. Otherwise, your tardy will be recorded as an absence. It is also your responsibility to keep track of how many absences and tardies you have accumulated. The instructor reserves the right to determine whether an absence should be recoded depending upon the amount of time a student is present during a class meeting. This policy will be revised as needed.

*Excusable Exceptions (evidence/document is required to submit at the beginning of the semester)*

- Documented participated in school-sponsored activities
- Religious holiday

## **COURSE POLICIES**

### ***A. Readings***

Students are required to complete each week's required readings BEFORE that lecture. You need to bring your books, assigned readings, and lecture notes to each class.

## **B. D2L**

I maintain a page for this course at the D2L site. The site contains copies of some of the material distributed in class (this syllabus, for example), outlines of class material, the separate worksheet for the group oral presentation, and many more. You must check this site before every class.

## **C. Lectures**

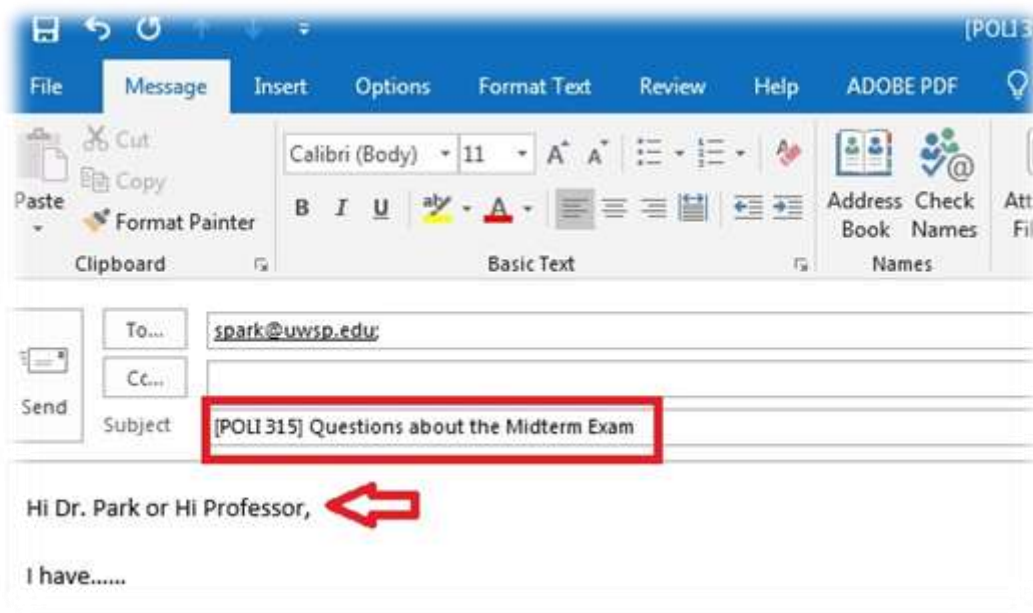
Before we begin a topic in class, I will post an outline of the lecture material on the course website. The outline for a topic will remain on the website for a day or two after we finish a topic and will then be removed. The outlines give you the framework of the lecture but do not give you the entire script. If you wish, you can print these outlines and bring them with you to class to use as a base for note taking. You will learn and remember better when you write things down yourself. Regarding note taking, make sure you take notes that will be meaningful to you later when you are reviewing your notes, rather than focusing only on transcribing the slides verbatim.

## **D. Office Hours**

Feel free to drop by during my office hours or make an appointment to see me. I WELCOME students.

## **E. Email Communication**

Email is a convenient way to continue contact between professor and student outside of class. Email is best for 1-2 sentence responses, and conceptual questions do not lend themselves well to email. If you have any questions regarding your papers, please visit my office hours for in-depth consultation. I will NOT consult on your written assignment via email. While students should take advantage of this email communication opportunity with me, you should also do so in a professional manner. I will NOT reply to emails that do not include a salutation (“Dear Prof. ...” or “Hello Dr. ...”).



I will also NOT respond to emails that ask for answers to questions that can easily be found on the syllabus or the lecture notes. If you have a question regarding lectures or assigned material that you just cannot seem to master, then ask a question in class, or come to me during office hours. I will only respond to questions about coursework or academic requirements, and I will not respond to questions of a personal nature. I will be able to respond your email during weekdays (not weekend), but please email me again if you do not receive my response within 48 hours.

***F. Honesty:***

Any instance of academic misconduct will be taken seriously and may result in failure of the course. Misconduct will result in notification to the Dean of Students. If you are having a problem, it is much better to talk to me about it. Do not struggle by yourself. I want you to learn and do well in this course, not punish you with a lower grade. Talk to me if you are having a problem so I can try to help you work out a solution.

***G. Late Work & Extra Credit***

There are NO opportunities to make up a missed assignment nor will there be any extra credit assignments. Students with serious illness or family emergencies may be considered to be given, but I will need to see an official evidence to verify the seriousness of the situation.

***H. Ground Rules***

This course is open to a variety of ways of interpreting history, theories, and policies. Students are encouraged to share their questions and ideas in lecture. Since there will be differences and disagreements, students are expected to show respect to the comments and positions of fellow students and me. Also, using a cell phone, iPad, or laptop is NOT allowed in class.

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## Course Calendar

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(Topics, readings, and schedule subject to announced change by instructor.)

Topic	Tentative Dates
Introduction	Sep 4
The Theoretical Framework	Sep 6, Sep 11
Racial Consciousness & Ethnic Identity	Sep 13, Sep 18
Political Participation & Representation of Minority Groups	Sep 20, Sep 25
<b>Film Presentation I</b>	Sep 27
Majority-Minority Districts & Redistricting Debate	Oct 2, Oct 4
Immigration Conflict	Oct 9, Oct 11
<b>Review Session &amp; Midterm Exam</b>	<b>Oct 16 &amp; Oct 18</b>
Hispanics: Language Debate	Oct 23, Oct 25
African Americans: Police Misconduct	Oct 30, Nov 1
American Indians: Gambling, Reservations & Substance Abuse	Nov 6, Nov 8
<b>Film Presentation II</b>	<b>Nov 13</b>
Asian Americans: Model Minority Myth & Affirmative Action	Nov 15, Nov 20
Thanksgiving Break (no class)	Nov 22
Religious Minority	Nov 27, Nov 29
Gender Minority	Dec 4, Dec 6
Wrap It Up!	Dec 11
<b>Review Session &amp; Final Exam</b>	<b>Dec 13 &amp; Dec 17</b>

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## The List of Course Readings

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### Introduction

- “How To Talk Race With Your Family: Ask Code Switch” from NPR (@D2L)
- “At Al-Salam Mosque In Houston, All Are Welcome” from NPR (@D2L)

### Theoretical Framework

- “How Our Skins Got Their Color” by Marvin Harris (@ D2L)
- “Defining Race and Ethnicity” by C. Matthew Snipp (@ D2L)

### Racial Consciousness & Ethnic Identity

- “The Melting Pot and the Color Line” by Stephen Steinberg (@ D2L)
- Textbook, Ch. 2 “Changing Demographics”

### Political Participation and Representation of Minority Groups

- Textbook, Ch. 4 “Changing U.S. Electorate”

### Majority-Minority Districts & Redistricting Debate

- Textbook, Ch.3 “Redistricting Debates
- Textbook, Ch. 1 “Voting Controversies”

### Immigration Conflict

- Textbook, Ch. 6 “Immigration Conflict”
- Textbook, Ch. 7 “Immigration Debate”

### Hispanics & Language Debate

- “Bilingual Education vs. English Immersion” from CQ Researcher (@ D2L)
- “The Reinvention of Bilingual Education in America’s Schools” from *Slate* (@D2L)

### African Americans & Police Misconduct

- Textbook, Ch. 9 “Racial Profiling”
- “No Equal Justice: The Color of Punishment” by David Cole (@D2L)

### American Indians & Gambling, Reservations, and Substance Abuse

- Textbook, Ch. 8 “American Indians”
- “Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising and Brands” by Debra Merskin (@D2L)

### Asian Americans: Model Minority Myth & Affirmative Action

- Textbook, Ch. 10 “Affirmative Action”
- “Asian Americans and the Future of Affirmative Action” from *The Atlantic* (@ D2L)

### Religious Minorities

- “The Arab Immigrant Experience” by Michael W. Suleiman (@D2L)
- “Jewish Americans: Quest to Maintain Identity” by Richard Schaefer (@D2L)

### Gender Minority

- “Women in Social Movements and Interest Groups” by Dolan, Deckman, and Swers (@D2L)
- “The Gender Gap in Elections and Public Opinion” by Dolan, Deckman, and Swers (@D2L)