POLITICS 110
Minority Politics

This course fulfills the college requirement for cultural diversity by examining minority group politics. This course is 1.25 credits.

Course Texts
The following book is required for the course. Other readings are included in two "Minority Politics in the United States" (1 and 2) readers to be purchased from your professor during the first week of classes ($50).


The following books are recommended:


Course Objectives
Minority groups have become the driving force in American elections and policy making today. Thus, as citizens and students of politics, it is important to have a thorough understanding of minority groups, the role they play in the American political system, and the consequences of minority group power. This course is designed to provide you with both a theoretical understanding and empirical grounding in the politics of racial and ethnic minority groups in America.
This course also helps you develop several of the goals of the baccalaureate degree: an ability to inquire, think, analyze, write, read, speak, and listen; an historical consciousness; intercultural experience; and an understanding of human behavior and human institutions.

Course Description
From its first days, the United States has faced the dilemma of how to incorporate populations different from the majority population. This dilemma continues today and appears in discussions of such issues as affirmative action, immigration and naturalization, language policy, and social welfare policy. In this course, we will examine the major theories that attempt to explain the roles of race and ethnicity in U.S. politics. We will examine the phenomenon of ethnicity and race in the political development of the United States. Finally, we will look at the political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence.
The course's substantive focus is the politics and experiences of four specific groups: African Americans, Latinos, Native Americans, and Asian Americans. This examination and analysis will not only enhance our understanding of these groups' political roles, but will demonstrate that the U.S. political system cannot be fully understood without understanding the political dynamics of ethnicity and race.
Course Requirements
This course is centered on your readings, community-based research, and class discussions. Therefore, it is particularly important that you read the assigned material on time, attend all classes, and participate in the discussions and projects.

Students must complete the following:

Mid-Term Paper
The mid-term paper is based on the class readings and discussions for the first half of the course. Your assignment is to write a 6-8 page paper (typed, double-spaced, with 1” margins and numbered pages, and stapled). The mid-term paper is due in class on Wednesday, October 10 by 9 a.m. in my office (hand in a paper copy and send an electronic copy to the professor).

Final Paper
The final paper is based on the class readings for the second half of the course and your own community-based research. The paper (hard and electronic copy) is due on Thursday, December 6.

Abstract: Provide a 200 word (not included in your total word limit) abstract for your midterm and final papers.

Quick Quizzes
You will be given occasional quizzes to assess your mastery of the readings.

Participation
Students are expected to engage fully in the class lectures, discussions, and other projects. Attendance will be taken and factored into your participation score. Similarly, the Minority Politics Collaborative Project Presentations are a part of your participation grade. In addition, your participation in the collaborative assignment will be evaluated by your fellow group members and taken into consideration.
Collaborative Community-Based Project

Each student will be assigned to an eight-person group responsible for completing a specific project. The groups will present their findings to the class on Thursday, Dec. 6. Each group will be allotted about 25 minutes for their presentation.

The requirement of community-based research with an organization helping to promote social justice provides you with the opportunity to apply what you learn in class through active participation and participatory research.

"You make a living by what you get. You make a life by what you give."

Principles of Community-Based Research

• CBR is a collaborative enterprise between academic researchers (professors and students) and community members.
• CBR validates multiple sources of knowledge and promotes the use of multiple methods of discovery and dissemination of the knowledge produced.
• CBR has as its goal social action and social change for the purpose of achieving social justice.

The academic benefits of community-based learning include:

* taking an active role in your education
* enriching your understanding of the course material by integrating theory with practice
* deepening your appreciation of issues through first-hand exposure to real-life situations and examples
* sharpening your ability to think critically and to solve problems
* learning practical "on-the-job" skills
* working collaboratively with community leaders, community members, and fellow students
* performing a genuine service to the community as you do in-depth learning about real issues
* strengthening your values and acting upon them
* empowering you to effect change
* enriching your citizenship and leadership skills
Ten Principles of Successful Community-Campus Partnership

**Entering Partnerships**
Community and Campus Partners

1. Share a worldview
2. Agree about goals and strategies
3. Have trust and mutual respect

**Conducting Partnerships**
Community and Campus Partners

4. Share power
5. Communicate clearly and listen carefully
6. Understand and empathize with each other
7. Remain flexible

**Outcomes of Partnerships**
Community and Campus Partners

8. Satisfy each other’s interests or needs
9. Have their organizational capacities enhanced
10. Adopt long-range social change perspectives

**COMMUNITY-BASED LEARNING IS LEARNING THAT CAN MAKE A DIFFERENCE**
Grades

There are 500 total points possible in the course:

- Mid-Term Paper: 100 points
- Final Paper: 150 points
- Collaborative Project: 150 points
- Quick Quizzes: 50 points
- Participation: 50 points

All scores may be applied to the following percentage scale:

- A: 93.3 - 100
- A-: 90.0 - 93.2
- B+: 86.7 - 89.9
- B: 83.3 - 86.6
- B-: 80.0 - 83.2
- C+: 76.7 - 79.9
- C: 73.3 - 76.6
- C-: 70.0 - 73.2
- D+: 66.7 - 69.9
- D: 63.3 - 66.6
- D-: 60.0 - 63.2
- F: 59 or less

Final grades will be assigned according to the following point scale:

- A: 466-500
- A-: 450-465
- B+: 433-449
- B: 419-432
- B-: 400-415
- C+: 383-399
- C: 366-382
- C-: 350-365
- D+: 333-349
- D: 316-332
- D-: 300-315
- F: 299 or less
Course Policies

1. Attendance: you are expected to attend the class regularly if you wish to do well in the course.

2. Absences: You are allowed two absences, no questions asked. Beyond that, however, absences will lower considerably your final grade in the class. Plan accordingly.

3. "Make-up" exams will be allowed only in circumstances in which you had no control (e.g., severe illness). The burden of proof of such circumstances rests on the student. Papers turned in late will be penalized.

4. Rules of class etiquette: Entering the classroom after class begins, and leaving before class ends, is highly disruptive and should be avoided except in cases of emergency. If you carry a "beeper" or a "c-phone" into class, make sure that it is turned off before class begins.

As this class deals with some controversial issues, it is vital to the success of the class to maintain an atmosphere of mutual respect—personal attacks will not be tolerated. We will approach all topics and issues as intellectuals and give all perspectives due consideration. Therefore, there are some guidelines that I would like us to follow: 1) during your discussion, please listen to others’ opinions and treat their opinions with respect; 2) everyone should not talk at once--only one at a time; and 3) try to frame your opinions and/or questions in a manner that will not intentionally offend others.

Remember that we can all benefit from experiencing different viewpoints.

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<thead>
<tr>
<th>Dialogue</th>
<th>Discussion and Debate</th>
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<tbody>
<tr>
<td>To inquire and learn</td>
<td>To tell, sell and persuade</td>
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<tr>
<td>To unfold shared meaning</td>
<td>To gain agreement on one meaning</td>
</tr>
<tr>
<td>To integrate multiple perspectives</td>
<td>To evaluate and select the best</td>
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<tr>
<td>To uncover and examine assumptions</td>
<td>To justify or defend assumptions</td>
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5. Plagiarism: A plagiarized paper yields a failing grade on the paper, perhaps for the semester, and needs to be reported. Plagiarism is dishonest work. It includes not only the exact use of another’s words, word for word, line for line, but also a close paraphrase or the use of the same words unacknowledged. In case of doubt,
give a citation to the author you are using. No professor will ever lower the grade because a student was influenced by an author. The citation mainly acknowledges that influence. Aristotle was influenced by Plato, St. Thomas Aquinas by Aristotle, St. Thomas More by Aquinas, the Founding Fathers by Montesquieu, and your professor by writers too numerous to count. If you like the particular phrasing of an author, yet do not think you can capture the essence of the idea in your own words, set each gem inside quotation marks where it will be secure from accusation of plagiarism.

Academic Honor Code—Pledge:

"As a student member of an academic community based in mutual trust and responsibility, I pledge: to do my own work at all times, without giving or receiving inappropriate aid; to avoid behaviors that unfairly impede the academic progress of other members of my community; and to take reasonable and responsible action in order to uphold my community's academic integrity."

This course operates under the premises of the academic honor code, including the expectation that you will work to uphold high standards of integrity. I am available to discuss issues of academic integrity and any questions you might have about the relationship between the policy and this course. To understand the academic honor code in full, please see the most recent Student Handbook.

SMC Students with Disabilities Policy:

Students with disabilities:

• Have the right to self-identify
• Must register with the Office for Academic Support and Achievement
• Will provide the appropriate notice from ASAP for accommodations which specifically involve the faculty.

Students with disabilities receive services from the Office for Academic Support and Achievement (ASAP), located in Siena Hall (Phone Extension 4358).

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"If you are here to help me, then you are wasting your time.
But if you come because your liberation is bound up in mine,
then let us begin.” (McNicoll, 1999)
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SYLLABUS (readings from the Readers are marked with *)

Tuesday, August 28  Course Introduction

Thursday, August 30  The Lessons of American Citizenship


Tuesday, Sept. 4  Race and Gender in American Citizenship

Readings: *E. Nakano Glenn, Unequal Freedom (chapters 2, 3, 7)

Thursday, Sept. 6  The Social Construction of Race


Tuesday, Sept. 11  The Role of “Whiteness” in U.S. National Identity


Thursday, Sept. 13  Conceptualization and History of Race and Ethnicity


Tuesday, Sept. 18  Race and Sexual Politics


Thursday, Sept. 20  Race and Sexual Politics (cont.)

Tuesday, Sept. 25  Theories of Race Relations: Assimilation and Accommodation

Readings: LeMay, Ch. 2 and 3; *Martin Luther King, Jr., "The Ethical Demands for Integration" (1962), from James M. Washington, ed., A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. (San Francisco: Harper, 1986).

Thursday, Sept. 27  Theories of Race Relations: Assimilation and Accommodation (cont.)


Tuesday, Oct. 2  Theories of Race Relations: Separation or Integration?

Readings: LeMay, Ch. 5 and 6; *C. Matthew Snipp, “The First Americans: American Indians” (in READER #1)

Thursday, Oct. 4  Theories of Race Relations: Separation or Integration? (cont.)


Tuesday, Oct. 9  Minority Group Social Movements

Readings: LeMay, Ch. 8; *Mario Barrera, "In Search of Aztlan," from Beyond Aztlan: Ethnic Autonomy in Comparative Perspective (New York: Praeger, 1988).

Thursday, Oct. 11  Electoral Politics


Tuesday, Oct. 16  Electoral Politics (cont.)

Thursday, Oct. 18  Electoral Politics (cont.)

Readings: *From Bowler and Segura, eds. Diversity in Democracy: Tate and Harsh, "A Portrait of the People"; Fraga, "Racial and Ethnic Politics in a Multicultural Society"

Tuesday, Oct. 23  Gender, "Race," and Empowerment


Thursday, Oct. 25  Gender, "Race," and Empowerment (cont.)


Tuesday, Oct. 30  Intersections of Gender, Race, and Class


Thursday, Nov. 1  Political Economy of Empowerment


Tuesday, Nov. 6  Political Strategies of Minority Empowerment


**Thursday, Nov. 8  Relevant Policy Issues**


**Tuesday, Nov. 13  Relevant Policy Issues (cont.)**


The rest of the classes in the semester will be used to work on your community-based research project and to work on your own final and the group presentation.