



# Course Syllabus

## Seminar in Minority Politics

**GVPT 479D**  
Spring 2022

### Learning Objectives

This course is designed to provide students with a comprehensive understanding of how minority groups operate within the U.S. political system. The course has three primary focuses. First, the consequences of racism and white supremacy affects all of American society (including whites). We will explore why and how this manifests itself and what we can do to overcome it. Second, given the events surrounding issues of police brutality and racism that have received renewed focus over the last few years, we will address contemporary issues of racism and how they differ from more historical manifestations (e.g. racism v. racial animus). Third, issues of prejudice, bias, and inequality do not only affect Blacks, so we will also examine the position of other minority groups in the United States. Finally, collectively, we will focus on minority group identity, the historical position of minorities in the U.S. political system, different concepts of representation, and the political participation and policy issues that are of particular importance to minorities.

### Learning Outcomes

After successfully completing this course you will be able to:

- Understand definitions and theories related to race and ethnicity.
- Place into proper context the current and historical role of minorities in the changing political landscape.
- Understand concepts of identity and how they apply to various aspects of the U.S. political, social, and economic systems.
- Identify how issues related to voting interests, mobilization, and participation affect the U.S. political system.
- Contextualize issues related to immigration.

### Required Resources

ELMS Course website:

<https://umd.instructure.com/courses/1320876>



#### The Sum of US: What Racism Costs Everyone and How We Can Prosper Together

Heather McGhee (2021)  
ISBN # 978-0-525-50956-1



Weekly required readings (in the form of articles or webpages) are provided through ELMS.

### Dr. Stella Rouse

[srouse@umd.edu](mailto:srouse@umd.edu)

Phone: 301-405-4194

### Class Meets

Tuesdays & Thursdays  
12:30 pm – 1:45 pm  
Tydings 1101

### Office Hour

Tues. 10:00-11:00 am (via Zoom) and by appointment

Zoom link:

<https://umd.zoom.us/j/5049732508>

Passcode: AmPol

### Brittany Askin

Teaching Assistant

[baskin@umd.edu](mailto:baskin@umd.edu)

### Office Hour:

Fridays 10:30-11:30am (via Zoom) and by appointment

Zoom link:

<https://umd.zoom.us/j/5159319392>

### Course Communication

We will be using **SLACK** for class related communications. SLACK can be used for full class, small group and one-on-one conversations. It will also ensure that class-related emails do not get lost in usual email traffic. **Please use SLACK rather than email to communicate with me or Brittany.**

Here is the [link](#) to join the class SLACK. Join using your UMD email **by February 3rd**. Join using your UMD email. Your username should be: "yourfirstname.yourlastname."

We will use ELMS for article or link postings and for assignment completions. Students are responsible for ensuring they know how to use ELMS and that their email is registered.

## Recommended Books

The following are books that we will be using in the course, but for which I will be providing copies of the relevant chapters. **You do not need to purchase these books** but if you are interested in having a copy or reading beyond what we cover in class, here is the information:

- Diangelo, Robin, 2018. *White Fragility: Why It's So Hard for White People to Talk about Racism*. Boston: Beacon Press. ISBN: 978-0-8070-471-5
- Ramirez, Mark D. and David M. Peterson. 2020. *Ignored Racism: White Animus Toward Latinos*. New York: Cambridge University Press. ISBN: 978-1-108-81794-3
- Rouse, Stella M. 2013. *Latinos in the Legislative Process: Interests and Influence*. New York: Cambridge University Press. ISBN: 978-1-316-63255-0
- Shaw, Todd, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis. 2019. *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics* (2<sup>nd</sup> Edition). Thousand Oaks, CA: CQ Press. ISBN: 978-1-506-37176-4

## Course Expectations

In line with the expectations of an upper division seminar course, students will be assigned a fair amount of reading and will be expected to come to our classes prepared for lively discussions on the assigned topics. Further, students are expected to exhibit the ability to be analytical, to grasp concepts and theories, and to convey an understanding of the material both during class discussions and through written assignments.

Students are also expected to conduct themselves in a manner conducive to learning. As such, our classroom space will be a place where people can feel comfortable expressing diverse opinions without fear of ridicule or intimidation. It is expected that students will remain respectful of others, regardless of whether or not they share similar opinions and beliefs. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

Students are expected to give their attention to the lecture or discussion during our class sessions. As such, please try to limit other interruptions and distractions as much as possible, including the use of computers, cell phones, or other devices. This also means coming to class on time and not leaving early (unless there are extenuating circumstances that have been communicated to the instructor).

## An Important Note about Our Educational Experience during COVID-19

Given the circumstances surrounding the pandemic, a “normal” course experience and the expectations for such a class are likely not possible. However, **as per university policy, a class must be delivered in the mode it was scheduled and advertised, unless circumstances arise that prevent this from occurring. Therefore, if you are uncomfortable attending classes in person, please consider taking a different course that is offered online. I cannot make semester long online accommodations for individual students.** We will try to balance the benefits of in-person meetings, with the challenges of Covid-19. We will prioritize intellectual nourishment, social connection, and personal accommodations. All of us are dealing with additional stress and anxiety. I will be understanding about deadlines should circumstances arise that make it difficult to keep up with class. However, **two things to keep in mind. First**, deadlines and course assessments are necessary components of a course, even during a pandemic. While I will be lenient, I will not remove assignments or push deadlines beyond certain dates. Please try to plan ahead in completion of assignments. **Second**, it is important that I know about problem(s) at the onset, not once you have missed multiple class sessions or assignments, or at the end of the semester when there are more limited options for addressing issues.

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and [excused absences](#)
- Grades and appeals
- Copyright and intellectual property

In particular, I will highlight two policies:

- 1) **Academic Honesty:** The work done in this course is expected to be solely the effort of each individual student. Cheating and plagiarism (representing the words or ideas of others as one's own or copying the work of another without giving proper credit) will not be tolerated. Any form of academic dishonesty will result in a zero for the course (regardless of prior class achievement) and will be reported to the Office of the Dean of Students. If you are unsure about what constitutes academic dishonesty, please refer to the Office of Student Conduct's "What is Academic Dishonesty?" **This is especially important, as you will be independently completing graded assignments online. Please note that I reserve the right to use Turnitin to check for plagiarism.**
- 2) **Students with Disabilities:** Every effort will be made to accommodate students who are registered with the Accessibility and Disability Service (ADS) Office. We are not able to accommodate students who are not registered with DSS or who do not provide documentation. These students will be referred to the DSS office. Please provide information about disability and registration with DSS as early as possible in the semester, **but no later than February 10, 2022.** I will not allow make-ups to DSS students if the information is provided after assignments are taken. If you have any questions, please visit the ADS website: <https://www.counseling.umd.edu/ads/>

More information about campus-wide policies can be found here: [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

## Use The Resources that You Pay For!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>. These resources are available because **everyone needs help** at some point... all you have to do is ask for it.



## Learning Assessments

Learning Assessments	#	Points Each	Category Total	Category Weight
Quizzes	6	20	120	25%
Reflection Papers	4	30	100	25%
Discussion Board/Participation	10	5	50	10%
Meme Assignment and Presentation	1	40	40	15%
Open Book Final Exam	1	100	100	25%
<b>Total Points:</b>			<b>410</b>	<b>100%</b>

## Grading Procedures

Grades for the course are determined by a student's performance in the following areas:

- **Quizzes:** There will be **six quizzes** administered through ELMS. The quizzes will have certain due dates (posted with sufficient notice), will be timed, and will generally cover specific readings, videos, or podcasts. The information you are responsible for knowing for each of these quizzes will be made available ahead of time and is posted on the course schedule below. The first course material quiz is on information contained in the syllabus (i.e., a syllabus quiz). You will be allowed two attempts on this quiz and the highest grade will be recorded. **Only the syllabus quiz will have two attempts; all other quizzes are set for a single attempt.** The syllabus quiz is an easy way to earn 20 points. Therefore, read the syllabus!

**\*All quizzes are to be completed by 10:00am (Eastern Time) on the due date. Please do not wait until the last minute to complete the quizzes, as technical problems may arise that would require time to resolve.**

- **Reflection Papers:** You will write **four reflection papers**. Reflection papers will cover certain themes from the readings. They will have a specific prompt. Reflection papers should be 4-5 pages long (not much less and not much more), double-spaced; in text citations are required, but no references section is expected (if provided will not count toward page requirements). Reflection papers are intended to convey your reflection to the readings; they should not be just a summary of the material. Papers will be turned in via ELMS. I will have the ELMS assignment submission page for each reaction paper available at least two days before the paper is due. More information about the reflection paper requirements will be posted ahead of the due date for this first assignment.

**\*All reflection papers are to be uploaded by 10:00am (Eastern Time) on the due date. Please do not wait until the last minute to submit the assignment, as technical problems may arise that would require time to resolve.**

- **Discussion Board:** Students are expected to participate in **ten discussion board entries**. **Each discussion board entry consists of two posts, one of which needs to be in response to another student's remarks.** Each discussion board topic will have a due date.

**\*You must complete each discussion board by 10:00 am on the designated due date.**

Grades for this assessment also includes class participation. You are expected to participate during our class meetings. At times, I may prompt you to expand on your discussion board posts.

- **Meme Assignment:** For this assignment, students will create a meme that explains a concept related to one (or more) of the course topics (e.g. videos, course readings, and/or course discussions). You will create a meme and then write a short (4-5 paragraphs) reflection explaining the concept and the meme. You will then present and explain the meme to the class at the end of the semester. The creation and writing portion of this assignment will be worth 30 points, while the presentation will be worth 10 points. I will post instructions for the assignment and a grading rubric early in the semester. **\*This assignment is due on May 10, 2022 at 10:00 am.**

- **Final Exam (open book):** **The final exam will take place on Tuesday, May 17th.** The exam will be open book format and will be administered via ELMS. **You are allowed to consult all course material but you are not allowed to consult other class members. If it is discovered that any students consulted with class members during the exam, this will result in a failed exam and referral to the Office of Student Conduct.** You will have 2 hours to complete the exam once you have accessed it, and there will be a window from 8:00 am to 5:00 pm to access the exam. The exam may consist of a combination of multiple choice questions, concept matching, short answers, and essay questions.

## Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to discuss. Grade appeals must first be done in writing. I reserve the right to look over the entire assignment when considering grade appeals.

Final letter grades are assigned based on the percentage of total assessment points earned. **Grades will be rounded to the first decimal with .5 being the cutoff to round up to the next letter grade (exp. 79.4 is a C+ and 79.5 is a B-).** To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut. It would be unethical to make exceptions for some and not others. **Please do not email me or the TA requesting exceptions to this rule.**

Final Grade Cutoffs									
+	97.00%	+	88.00%	+	77.00%	+	67.00%		
A	93.00%	B	85.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

## Late Assignments

I will only consider quiz make-ups or late assignments under specific and compelling documented emergencies. I try to avoid due dates on major religious holidays. However, if for some reason a quiz or assignment is due on a religious holiday a student observes, the student must notify the instructor, in writing, prior to the end of the second week of the semester and arrange to take the quiz or turn in assignment prior to that date. Penalty for unexcused late assignments are as follows: a deduction of 2 points if assignment is completed after due date and time but on the same day; a deduction of an additional 3 points for every day late after due date (including weekends).

## An Important Note about Course Schedule:

To ease the burden of scheduling complications that may arise during a semester when COVID-19 is still prevalent, we will have **three asynchronous meetings (materials can be accessed at any time; no live class) throughout the semester.** Students are expected to attend all in-person class sessions and complete all the assigned readings. If unforeseen circumstances prevent attendance or completion of assignments please notify me or the course teaching assistant.

## Course Schedule

**Bold**= Course Topic

**Red**= Assignment Due

**Highlighted**= Asynchronous Day (no live class)

DATE	TOPICS AND ASSIGNMENTS	ASSIGNMENT DUE	READINGS/VIEWINGS FOR ASSIGNMENT
Tues 1/25	Course overview and class procedures	---	
Thu 1/27	<b>Introduction to Race and Ethnic Politics</b> Shaw et al. "Race as an Uneven Road" (via ELMS)	---	
Tues 2/1	<b>U.S. Democracy and Racial Reckoning</b> -Jefferson, <a href="#">Storming The U.S. Capitol was about Maintaining White Power in America</a> (also in ELMS) -Phoenix, <a href="#">The Capitol siege shows how White Americans can express anger that Black Americans cannot</a> (also on ELMS) -Jefferson and Ray, <a href="#">White Backlash is a Type of Rational Reckoning, Too</a> (also in ELMS)	---	
Thu 2/3	<b>Thinking about Race, How It Costs Everyone/How to Talk About Race</b> The Sum of Us, Ch. 1 (An Old Story...) (in ELMS) White Fragility Ch. 1 (in ELMS)	<b>Quiz #1</b> <b>due at 10:00 am</b>	<b>Course Syllabus</b>
Tues 2/8	<b>Thinking about Race, How We Talk about Race (continued)</b> Watch: <a href="#">1963: The Year That Changed Everything</a>  <a href="#">The Murder of Emmett Till</a> (Both available on YouTube)	<b>Discussion Board #1</b> <b>due at 10:00 am</b>	
Thu 2/10	<b>How Do We Better Understand and Combat Racism?</b> The Sum of Us, Ch. 2 (Racism Drained the Pool) Black Lives Matter: A History (Available on YouTube) <a href="https://www.youtube.com/watch?v=YG8Gjllbbvs">https://www.youtube.com/watch?v=YG8Gjllbbvs</a> "Black Lives Matter: American Political Development and the Politics of Visibility" (in ELMS)	---	
Tues 2/15	<b>How Do We Better Understand and Combat Racism? (continued)</b> The Sum of US, Ch. 3 (Going Without) "The Public's Dilemma: Race and Political Evaluations of Police Killings" (in ELMS)	<b>Reflection Paper #1</b> <b>due at 10:00 am</b>	<b>Readings through 2/10</b>
Thu 2/17	<b>ASYNCHRONOUS LEARNING (No Live Class)</b> <b>How Do We Better Understand and Combat Racism? (continued)</b> "How Police Brutality Helped White People Segregate Los Angeles" (in ELMS) White Fragility Ch. 2 (in ELMS)	<b>Discussion Board #2</b> <b>Due at 10:00 am</b>	
Tues 2/22	<b>The Latino Experience</b> Shaw et al. ,The Road toward Contemporary Latino Politics (in ELMS) The Sum of US, Ch. 4 (Ignoring the Canary)	<b>Quiz #2</b> <b>due at 10:00 am</b>	<b>The Sum of US Chapters 1-3; The Year that Changed Everything and Emmitt Till; Black Lives Matter (video</b>

			and article); White Fragility, Ch. 1
Thu 2/24	<b>The Latino Experience (continued)</b> Ramirez and Peterson, “The Racialization of Latinos” (Ignored Racism) (in ELMS) “Now is the Time to Learn from Hispanic Americans” (in ELMS)	<b>Discussion Board #3</b> due at 10:00 am	
Tue 3/1	<b>The Latino Experience (continued)</b> Jones-Correa and DeGraauw, “The Illegality Trap” (in ELMS) The Sum of US, Ch. 5 (No One Fights Alone) City Rising (Documentary) <a href="https://www.kcet.org/shows/city-rising-the-informal-economy/episodes/city-rising-the-informal-economy">https://www.kcet.org/shows/city-rising-the-informal-economy/episodes/city-rising-the-informal-economy</a>	----	
Thu 3/3	<b>ASYNCHRONOUS LEARNING (No Live Class Class)</b> <b>The Politics of Immigration</b> Ramirez and Peterson, “Why White America Opposes Immigration” (Ignored Racism)(ELMS) Rodriguez, “Immigration, Civil Rights, & the Evolution of the People” (in ELMS) The Sum of Us, Ch. 6 (Never a Real Democracy)	<b>Quiz #3</b> due at 10:00 am	<b>The Road toward Contemporary Latino Politics; White Fragility, Ch. 2; The Sum of US, Ch. 4; Now is the Time to Learn from Hispanic Americans; The Illegality Trap; City Rising</b>
Tues 3/8	<b>The Jewish Experience- The Forgotten Minority</b> Glazer, “Anti-Semitism” (in ELMS) “Kareem Abdul-Jabbar: Where is the Outrage Over Anti-Semitism in Sports and Hollywood?” (in ELMS)	<b>Discussion Board #4</b> due at 10:00 am	
Thu 3/10	White Fragility Chps. 4 & 5 Maynor Navarro (Guest- Tentative) Meme Assignment Discussion	<b>Reflection Paper #2</b> due at 10:00 am	<b>How Do We Better Understand and Combat Racism and Latinos in the United States</b>
Tues 3/15	<b>Minority Behavior and Participation: Opportunities and Obstacles</b> Hero, “Latinos and the U.S. Political System: Two-Tiered Pluralism- Introduction” (in ELMS) “Griffin and Flavin, Racial Differences in Information, Expectations and Accountability” (in ELMS) Bowler and Segura, “Taking Part in Politics: The Essence of Democracy” (in ELMS)	<b>Discussion Board #5</b> due at 10:00 am	
Thu 3/17	<b>Minority Behavior and Participation: Opportunities and Obstacles (cont.)</b> Clemmitt, “Alt-Right Movement” (ELMS) Parker and Towler, “Race and Authoritarianism in American Politics” (in ELMS) Harwell, et al, “ <a href="#">QAnon Reshaped Trump’s Party...</a> (also in ELMS)	<b>Quiz #4</b> due at 10:00 am	<b>White Fragility Chps. 4&amp;5; Latinos and the U.S. Political System- Introduction; Racial Differences in Information...; Taking Part in Politics...</b>
Tues 3/22	SPRING BREAK		
Thu 3/24	SPRING BREAK		
Tues 3/29	<b>(Re)Thinking about Race</b> The Sum of Us, Ch. 7 (Living Apart)	<b>Discussion Board #6</b> due at 10:00 am	



	The Sum of Us, Ch. 8 (The Same Sky)		
Thu 3/31	<b>Asian Americans</b> Shaw et al., “Different and Common Asian American Roads” (in ELMS) Wagner, “Why Are Asian Americans Politically Invisible?” (in ELMS)	----	
Tues 4/5	<b>Asian Americans (continued)</b> Zhou, “Asian Americans are Doing Great, So that Proves Race Doesn’t Matter Anymore” (in ELMS)	<b>Discussion Board #7</b> <b>due at 10:00 am</b>	
Thu 4/7	<b>The Meaning of Representation</b> “Representation Electing a Voice for Minority Interests” (ELMS) Rouse, “Latinos in the Legislative Process: Latinos and Their Growing Influence” (in ELMS) Mansbridge, “Should Blacks Represent Blacks...” (in ELMS)	<b>Reflection Paper #3</b> <b>due at 10:00 am</b>	<b>Minority Behavior and Participation; (Re)Thinking about Race; Asian Americans</b>
Tues 4/12	<b>The Meaning of Representation (cont.)</b> “Populism and Party Politics” (Reader) (in ELMS) “Diversity in Hollywood” (Reader) (in ELMS)	<b>Discussion Board #8</b> <b>due at 10 am</b>	
Thu 4/14	<b>ASYNCHRONOUS LEARNING (No Live Class Class)</b> <b>American Experiences</b> Freedom Riders (Documentary) <a href="https://www.pbs.org/wgbh/americanexperience/films/freedomriders/#part01">https://www.pbs.org/wgbh/americanexperience/films/freedomriders/#part01</a>	<b>Quiz #5</b> <b>due at 10 am</b>	<b>Asian Americans; The Meaning of Representation</b>
Tues 4/19	<b>American Experiences (cont.)</b> Street Fight (Documentary) <a href="https://www.youtube.com/watch?v=cZi_q9fwQfg">https://www.youtube.com/watch?v=cZi_q9fwQfg</a>	----	
Thu 4/21	<b>American Experiences (cont.)</b> Knock Down the House (Documentary) <a href="https://www.youtube.com/watch?v=YCSo2hZRcXk">https://www.youtube.com/watch?v=YCSo2hZRcXk</a>	<b>Discussion Board #9</b> <b>due at 10:00 am</b>	
Tues 4/26	<b>Thinking About Race (Again)</b> Block, et al. “Are Americans Less Likely to Respond to Emails from Black People Relative to White People?” (in ELMS) White Fragility Chps. 6 & 7 (in ELMS)	<b>Quiz #6</b> <b>due at 10:00 am</b>	<b>Latinos in the Legislative Process; Freedom Riders; Street Fight; Knock Down the House</b>
Thu 4/28	<b>Thinking About Race (Again)</b> The Sum of Us , Ch. 9 (The Hidden Wound) White Fragility Ch. 8 (in ELMS)	<b>Reflection Paper #4</b> <b>due at 10:00 am</b>	<b>Street Fight; Knock Down the House</b>
Tues 5/3	<b>Thinking About Race (Again)</b> The Sum of US, Ch. 10 (The Solidarity Dividend) White Fragility Ch. 9 (in ELMS)	<b>Discussion Board #10</b> <b>due at 10:00 am</b> <b>Meme Assignment Presentations</b>	
Thu 5/5	Catch-up/Exam Review	<b>Meme Assignment Presentations</b>	
Tues 5/10	No Class (tentative)	<b>Meme Assignment due at 10:00 am</b> <b>Exam: May 17th, (window- 8:00 am to 5:00 pm)</b>	<b>All Course Material</b>

**Note:** This is a tentative schedule and subject to change as necessary – monitor the course ELMS page for up-to-date deadlines.