



## Government and Politics 479D Seminar in Minority Politics

**Spring Semester 2015**  
Tues. & Thurs. 11:00am-12:15pm  
Tydings 1102

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<b>Professor</b>	<b>Office</b>	<b>email</b>	<b>Phone</b>
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**Office Hours:** Tuesdays and Thursdays: 10:00-11:00am (and by appointment)

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### Course Description and Objectives

This course is designed to provide students with a comprehensive understanding of how minority groups operate within the U.S. political system. The substantive focus of the course will be on how minorities have historically been represented, on different concepts of representation, on minority group commonalities and differences, and on policy issues that are of particular importance to minorities. Specifically, we will focus on the three largest minority groups in the country- Latinos, African Americans, and Asian Americans, with a brief examination of American gay/lesbian politics. Some of the detailed topics we will cover include, but are not limited to: basic theories and concepts applied to the study of minority/identity politics, levels of political incorporation among minority groups, historical obstacles to equal representation, the relationship between the political majority and minority groups, the economic and political resources of minorities, immigration and population trends, and recent developments that are changing the landscape of identity politics.

### 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 class prepared for a lively discussion on the weekly topics.** Irregular attendance and non-completion of the reading assignments will be reflected in the student's overall class performance. 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 and oral assignments.

Students are also expected to conduct themselves in a manner conducive to learning. Our classroom 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.

### Other disrespectful activities that will not be tolerated:

Texting or talking on cell phones, having independent conversations during lecture/class discussions, and repeatedly coming to class tardy or leaving early. Repeatedly using web-enabled devices to do things that are not class related (check Twitter, Facebook,

Instagram, etc.). If you prefer to do these things rather than pay attention or participate in class activities, it is preferable that you not come to class.

### **Class Requirements**

#### **1. Books:**

*Behind the Mule* Princeton University Press, ISBN#0691025436

*Latino America* Public Affair Books, ISBN#9781610395014

#### **2. Course Reserves: Articles and Book Chapters**

Provided through CANVAS

#### **3. Response Device (Clicker or Web-enabled)**

This class will utilize response devices (i.e. “clickers”) to facilitate an interactive environment, provide student feedback on material, and generate assessment information (assessment quizzes count as participation grade).

We will use clickers throughout the semester to conduct assessment quizzes and motivate student information, opinion, and feedback. You are expected to register your clicker before the Add/Drop period. Additionally, every day prior to class, you are expected to set your clicker to Channel ID 45 or use Session ID ? (if you are using a web-enabled device).

For more information on how to register your clicker or resolve any issues please visit: <http://clickers.umd.edu/Students/GettingStartedStudent.html>

### **Grading Procedures**

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

Mid Term Exam	25%
Final Exam	35%
Reaction Papers	20%
Presentation	10%
Class Participation (Assessment Quizzes)	10%
<b>TOTAL</b>	<b>100%</b>

- **Exams**: Two exams (short answer and/or essay format) comprise 60% of your final grade. Final exam is cumulative.
- **Reaction Papers**: Reaction papers will cover the themes of the readings prior to their due date (except for the last reaction paper which will be written based on both readings and class presentations). Reaction 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). Papers are to be turned in on the due date and in class. Unless a prior arrangement is made with the instructor, a paper turned in after class or via email will be considered late. Ten points will be deducted for every day that the paper is turned in late. Reaction papers count for 20% of the final grade.

The purpose of reaction papers is to gauge a student's understanding of the readings and be able to synthesize the topics and concepts that the readings covered. The paper should not be mainly about the student's opinions, but the student can take a side and support it with the literature. Lack of literature support in reaction papers will result in a lower grade.

There will be 4 reaction papers. The due date for each paper is as follows:

***First paper (due Tuesday, February 17)***

Topics that should be covered: the historical role of minorities and changing political landscape and thinking about race. In this paper you should discuss how minorities were historically viewed, compare to how they are viewed today; what are the effects of the rapid changing demographics and how should we respond; is a more diverse America a better America?

***Second paper (due Tuesday, March 10)***

Topics that should be covered: the meaning of representation, assimilation, acculturation, and minority identification; minority political influence and participation. In this paper you should discuss things such as: how have minorities assimilated and acculturated into American society; why does minority identification matter for how immigrants are viewed (past vs. present); what has been the role of political parties in helping incorporate immigrants (past vs. present); what is the role of minorities in the current political system?

***Third paper (due Thursday, April 9)***

Topics that should be covered: voting interests, participation, and mobilization. In this paper you should discuss: how do immigrants participate in politics; are minorities disadvantaged in the political system—personal or institutional; how can minorities be assisted and encouraged to politically engage; is it good for the U.S. for minorities to participate fully in the political process?

***Fourth paper (due Tuesday, May 12)***

Topics that should be covered: minority coalitions; intergroup conflict; gay and lesbian politics; immigration AND reaction to presentations. In this paper you should discuss: do minorities get along; how can minorities unite to promote common interests; how have the gay/lesbian interests impacted the political landscape; **how should the U.S. tackle immigration**; is the “threat” of immigrants (particularly Latino immigrants) real? Provide reaction the presentations you have seen—what did you enjoy most? What critiques can you offer, etc.?

- **Class Presentations:**  
Students will be assigned to groups. Each group will be responsible for picking a particular topic that is covered in class and give a presentation on that topic. Outside information should be obtained about the topic. The presentation can be simply informative or it can present the various sides of a debate. Each presentation, though, should give recommendations for how to best or better address the particular topic. Presentation grade will be based on material used, clarity of presenters and value of the presentation.

Group assignments will be made before the midterm. Each group will be required to select a topic soon after the midterm. More information about presentation will be given later in the semester.

- Class Participation/Assessment Quizzes:  
Class Participation is primarily measured through use of interactive response devices. As detailed above, you are required to register your device, bring it to every class, and set it on the correct channel/session id.

Assessment quizzes are based on answers to response questions in each class. The number of questions may vary from class to class. Each response will generally count for 1 point (although some may be more) if it is a question with a correct answer or if it is a demographic or opinion question (no wrong answer). Incorrect answers will count for half a point (.5) or half the value of a correct answer, so you will get credit for simply being in class and participating even if you don't know the correct answer. Note that certain questions will be asked to ensure that students are in class when they answer questions. In other words, you will find it very difficult to provide correct answers remotely. At the end of the semester I will drop the three lowest session (class) assessment grades. This will account for absences and days you have forgotten to bring your device to class. **There will be no make-ups for assessment quizzes.**

**Note that regular attendance at lectures is a necessity in order to be successful in this course. Lectures often do not overlap directly with the readings and many key concepts and cases will be discussed in lectures.**

All readings, lectures, and class presentations, class discussions are fair game on the exams

Letter grades will be determined as follows:

<b>A+</b>	<b>100 to 97</b>
<b>A</b>	<b>96 to 93</b>
<b>A-</b>	<b>92 to 90</b>
<b>B+</b>	<b>89 to 88</b>
<b>B</b>	<b>87 to 85</b>
<b>B-</b>	<b>84 to 80</b>
<b>C+</b>	<b>79 to 77</b>
<b>C</b>	<b>76 to 74</b>
<b>C-</b>	<b>73 to 70</b>
<b>D+</b>	<b>69 to 67</b>
<b>D</b>	<b>66 to 64</b>
<b>D-</b>	<b>63 to 60</b>
<b>F</b>	<b>59 or below</b>

*\*I will round to the first decimal with .5 being the cutoff to round up. Please do not email me requesting that I make an exception to this rule.*

**Attendance and Make-ups**

Please read the University's policy on attendance here:

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

I will only consider exam make-ups under specific and compelling documented emergencies (serious illness, accident, family crises, etc.) or university-authorized absences. Students who will be **absent due to religious holidays** must notify the instructor, in writing, prior to the end of the second week of the semester. Make-up exams may differ in format from the regular exam.

**Extra Credit**

Graded assignments provide students with ample opportunity to demonstrate mastery of the materials. Therefore, **no extra credit assignments** will be given in the class.

**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 Student Honor Council's "Code of Academic Integrity," available at:

<http://shc.umd.edu/SHC/AICodeAndCaseProcess.aspx>

**Students with Disabilities**

Every effort will be made to accommodate students who are registered with the Disability Support Services (DSS) 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. I will not allow make-ups to DSS students if the information is provided after exams are taken.

**Important Note about Course Syllabus and Class Schedule**

The syllabus is designed as a tentative calendar for how the class will be structured. It is not meant as a strict schedule. It is very likely that throughout the semester the class schedule will be revised at the discretion of the instructor. We may spend more/less time on a particular topic. It is your responsibility to attend class and to be informed of any revisions to the syllabus.

**Canvas (ELMS)**

Important communication regarding the class is conducted via Canvas. This includes posting of syllabus, announcements, and grades. Students are required to be proficient users of Canvas and to ensure that their emails are registered with Canvas and that they are receiving Canvas communication for this course. **Lack of communication through Canvas is not an excuse for not being aware of important class information or changes to the syllabus that result in late/missed assignments.**

**Tentative Course Schedule and Important Dates:**

WEEK 1:

**The Historical Role of Minorities and the Changing Political Landscape- An Overview**

Tue. January 27th - Course Overview

Thu. January 29th - The 1965 Voting Rights Act (**available on CANVAS**)

“1965 Immigration Law Changed Face of America”

<http://www.npr.org/templates/story/story.php?storyId=5391395>

WEEK 2:

**The Historical Role of Minorities and the Changing Political Landscape (cont.)/ Thinking about ‘Race’**

Tue. February 3 McClain and Stewart, “America’s Dilemmas”  
(**available on CANVAS**)

The Changing Demographic Profile of the U.S. (**available on CANVAS**)

Thu. February 5 ***Behind the Mule* (Chapter 1)**

Ta-Nehisi Coates, “The Case for Reparations”

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Fri. February 6 **Last Day of Schedule Adjustment; Drop Grade w/out a “W”**

WEEK 3:

**Thinking about ‘Race’ (cont.)**

Tue. February 10 ***Latino America* (Chapter 1 and Chapter 2)**

Fast Growth of Latinos Blurs Traditional U.S. Racial Lines

<http://www.nydailynews.com/news/national/fast-growth-latino-population-blurs-traditional-u-s-racial-lines-article-1.1291138>

Thur. February 12 The Rise of Asian Americans

<http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>

How New Racial Demographics are Remaking America (**audio file**)

[http://thedianerehmsshow.org/shows/2015-01-05/how\\_new\\_racial\\_demographics\\_are\\_remaking\\_america](http://thedianerehmsshow.org/shows/2015-01-05/how_new_racial_demographics_are_remaking_america)

Week 4:

**An Introduction to the Meaning of Representation**

\*Tue. February 17 ***Latino America* (Chapter 3)**

Hanna Fenichel Pitkin, *Representation* (**available on CANVAS**)

Thu. February 19 Stella Rouse, *Latinos in the Legislative Process* Chapter 1 (**available on CANVAS**)

Mansbridge, Jane. 1999. "Should Women Represent Women and Blacks Represent Blacks? A Contingent 'Yes'" (**available on CANVAS**)

Dovi, Suzanne. 2002. "Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino?" (**available on CANVAS**)

**\*First reaction paper due February 17**

Week 5:

**Assimilation, Acculturation, and Minority Identification**

Tue. February 24 Catch up day

Gordon, Milton M. 1961. "Assimilation in America: Theory and Reality." (**available on CANVAS**)

Thu. February 26 Junn and Haynie, "In Whose Interest? Political Parties, Context, and the Incorporation of Immigrants." (**available on CANVAS**)

Richard Alba and Victor Nee, "Rethinking Assimilation Theory for a New Era of Immigration." (**available on CANVAS**)

Pamela Johnston Conover, "The Influence of Group Identification on Political Perception and Evaluation (**available on CANVAS**)

Week 6:

**Minority Political Influence and Participation**

Tue. March 3 ***Behind the Mule (Chapter 2)***

McClain and Stewart "America's Racial Minorities in the Contemporary Political System" (**available on CANVAS**)

Thu. March 5 Hero, Rodney. *Latinos and the U.S. Political System: Two-Tiered Pluralism*, chapters 1 & 2 (**available on CANVAS**)

***Latino America (Chapter 4)***

Week 7:

\*Tue. March 10 Review

Thu. March 12 Exam #1

**\*Second reaction paper due March 10**

Week 8:**Spring Break**

Tue. March 17 No Class

Thu. March 19 No Class

Week 9:**Voting Interests, Participation , and Mobilization**

Tue. March 24 Shaun Bowler and Gary Segura, "Taking Part in Politics: The Essence of Democracy" (**available on CANVAS**)

***Behind the Mule (Chapter 4)***

Griffin, John and Patrick Flavin. "Racial Differences in Information, Expectations, and Accountability." (**available on CANVAS**)

Gay, Claudine. "Putting Race in Context: Identifying the Environmental Determinants of Black Racial Attitudes." (**available on CANVAS**)

Thu. March 26 **No Class**

Week 10:**Voting Interests, Participation, and Mobilization (cont.)**

Tue. March 31 ***Behind the Mule (Chapter 6)***

Stella Rouse, *Latinos in the Legislative Process* Chapter 2 (**available on CANVAS**)

***Latino America (Chapter 8)***

R. Michael Alvarez and Lisa Garcia Bedolla. "The Foundations of Latino Voter Participation: Evidence from the 2000 Election." (**available on CANVAS**)

Thu. April 2 Stokes, Atiya K. 2003. "Latino Group Consciousness and Political Participation." (**available on CANVAS**)

Hill, Kim Quaile and Jan E. Leighley. "Racial Diversity, Voter Turnout and Mobilizing Institutions in the United States." (**available on CANVAS**)

Barreto, Matt A. 2007. "Si Se Puede! Latino Candidates and the Mobilization of Latino Voters." (**available on CANVAS**)

Week 11:



**Asian Americans: The “Model Minority?”**

- Tue. April 7 Lien, Conway and Wong. “The Contours and Sources of Ethnic Identity Choices among Asian Americans.” (**available on CANVAS**)
- Movie: Holding Ground: The Rebirth of Dudley Street
- \*Thu. April 9 Junn and Masouka, “Asian American Identity: Shared Racial Status and Political Context.” (available on CANVAS)
- Lien, et al. “Asian Pacific- American Public Opinion and Political Participation (**available on CANVAS**)
- Aoki and Nakanishi, “Asian Pacific Americans and the New Minority Politics.” (**available on CANVAS**)

**\*Third reaction paper due April 9**Week 12:**Minority Coalitions and Intergroup Conflict; Gay and Lesbian Politics**

- Mon. April 13 **Last Day to Drop Course with a “W”**
- Tue. April 14 Pew Research Center “Do Blacks and Hispanics Get Along?”  
<http://pewresearch.org/pubs/713/blacks-hispanics>
- Karen Kaufmann, “Cracks in the Rainbow” (**available on CANVAS**)
- Thu. April 16 Haider-Markel and Meier. “The Politics of Gay and Lesbian Rights” (**available on CANVAS**)
- Gay Marriage, Once Inconceivable, Now Appears Inevitable  
<http://www.usatoday.com/story/news/politics/2014/10/02/supreme-court-gay-lesbian-marriage/16264389/>

Week 13:**Immigration**

- Tue. April 21 **Latino America (Chapter 10)**
- Shaun Bowler and Gary Segura “Immigration and It’s Discontents.” (**available on CANVAS**)
- Ross and Rouse. “Economic Uncertainty, Job Threat and the Millennial Generation’s Attitudes toward Immigration (**available on CANVAS**)
- Thu. April 23 Samuel Huntington, “The Hispanic Challenge.” (**available on CANVAS**)
- Pew Research Center Social and Demographic Trends Report. 2008. “Americans Say They Like Diverse Communities; Elections, Census Trends Suggest Otherwise”

<http://pewsocialtrends.org/pubs/719/diverse-political-communities>

Movie: Wetback: The Undocumented Documentary

Week 14:

**Student Presentations**

Tue. April 28 Catch up/ Class Presentations  
Thu. April 30 Class Presentations

Week 15:

**Student Presentations**

Tue. May 5 Class Presentations  
Thu. May 7 Class Presentations

Week 16:

\*Tue. May 12 Exam Review  
Thu. May 14 **Final Exam (8:00am – 10:00am)**

**\*Fourth reaction paper due May 12**