



Course Syllabus

Seminar in Minority Politics

GVPT 479D
Spring 2018

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 substantive focus of the course will be on the historical position of minorities in the U.S. political system, on different concepts of representation, on minority group identity, and on political participation and policy issues that are of particular importance to minorities.

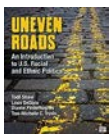
Learning Outcomes

After successfully completing this course you will be able to:

- Understand definitions and theories related to race and ethnicity.
- Put into proper context the historical role of minorities in the changing political landscape.
- Understand concepts of representation.
- Identify how issues related to voting interests, mobilization, and participation affect the U.S. political system.
- Contextualize issues related to immigration.

Required Resources

Course website: <https://umd.instructure.com/courses/1239201>



Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics

Todd Shaw, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis
First edition (2014).
ISBN # 978-1604265446



You need to purchase a physical “clicker.” Visit the Students section of clickers.umd.edu for details. **You may not use a phone app**, and you will want some spare CR2032 batteries. We will use clickers throughout the semester to take attendance and to gather student opinion, information, and feedback. You are expected to register your clicker no later than the add/drop date. Every day for class, you will set your clicker to a designated channel. This channel will be provided on the first day of class.



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

Dr. Stella Rouse

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Class Meets

Tuesdays & Thursdays
11:00 am – 12:15 pm
Tydings #1118

Office Hours

TYD #1137
Tues & Thur 10:00-11:00am
and by appointment

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. There is a link to join the class SLACK channel on ELMS class homepage. 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. Lack of communication with ELMS is not an excuse for not being aware of class schedule changes.

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 assignments.

Students are also expected to conduct themselves in a manner conducive to learning. As such, 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. 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.

Texting or talking on cell phones, having independent conversations during lecture/class discussions, and repeatedly coming to class tardy or leaving early will not be tolerated.

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?"
- 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 13, 2018**. I will not allow make-ups to DSS students if the information is provided after exams 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

Electronic Device Policy

It has been shown that the use of computers, tablets, phones and other electronic devices in class not only undercuts your ability to learn, but also distracts and hampers the ability of others to concentrate on course content and discussions. I understand and have considered arguments for having laptop and tablet computers in the classroom. However, in my experience (and it has been shown my research) that they are an irresistible distraction.

For these reasons, electronic devices may not be used in class UNLESS you **opt-in to the laptop seating section of the classroom**. If you are interested in sitting in this section, please send me an email by midnight on February X, 2018 explaining the reason for why you want to sit in this section and utilize a computer during class. Laptop use will not be permitted outside of this seating section. If you have critical communication to attend to, please excuse yourself from class. For more information about the science behind the policy, see the following: youtu.be/WwPaw3Fx5Hk.

Get Some Help!

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
Pre-Class Quizzes (PCQ): pre-class reading quizzes via ELMS	11	10	110	10%
In-Class Clicker Questions (ICCQ): in-class “clicker” questions	16	3	50*	5%
Reaction Papers: short writing assignments	4	20	80	15%
Midterm Exam	1	100	100	25%
Final Exam	1	100	100	30%
Group Presentation	1	60	60	15%
Total Points:			500	

*Note: ICCQ points are calculated at 3 points per each class meeting (starting on February 6th) across 16 meetings. It is likely that in some meetings there will be a few more or a few less ICCQs. The total will be around 50 points.

Grading Procedures

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

- **Pre-class Quizzes (PCQ):** There will be **eleven PCQs** throughout the semester. Each will be due prior to the class when the topic will be discussed (via ELMS). The material you are responsible for knowing prior to taking each PCQ is outlined in the course schedule below. The first PCQ is on information contained in the syllabus (i.e., a syllabus quiz). This is an easy way to earn 10 points! You will be able to take the syllabus quiz until you earn a perfect score.
- **In-class Clicker Questions (ICCQ):** Each class lecture will contain questions that you are expected to know based on the assigned readings. There will be on average about three ICCQs per lecture (beginning February 6th), but it may vary a bit from meeting to meeting. I will count nine points as extra credit (about three class meetings-worth) at the end of the semester to account for absences, delays, and or technical problems that are encountered throughout the semester.
- **Reaction Papers:** Reaction papers will cover the themes of the readings prior to their due date. 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). Reaction papers are intended to convey your reaction to the readings; it should not be simply 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 three days before the paper is due.

- **Exams:** Two exams (some multiple choice, but mainly short answer and essay format) comprise 55% of your final grade. The final exam is cumulative, but with a greater focus on the second half of the course.
- **Group Presentation:** 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—based primarily on outside information obtained about that 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 issue. Presentation grade will be based on material used, clarity of presenters and value of the presentation. More information about the presentation will be provided later in the semester.

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 (not curved). 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 (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office. All exam grade appeals must first be done in writing. I reserve the right to look over an entire exam 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 this as making the cut. It would be unethical to make exceptions for some and not others. Please do not email me 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%		

Exam Make-ups and Late Assignments

I will only consider exam make-ups under specific and compelling documented emergencies (serious illness, accident, family crises, etc.) or university-authorized absences. I try to avoid major grading events (e.g. exams, writing deadlines) on major religious holidays. However, if for some reason a major grading event is scheduled for or 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 exam or turn in assignment prior to that date. Make-up exams may differ in format from the regular exam.

Penalty for unexcused late assignments are as follows: a deduction of a full letter grade (or 10 points) if assignment is completed by after due date and time; a deduction of an additional letter grade (or 10 points) for every day late after due date (including weekends). **Please note that the university attendance/absence policy or my policy does not apply to days when exams or assignments are due.**

Course Schedule

PCQ = Pre-class quiz submitted online (ELMS) by 8:00am that day

RP = Reaction Papers submitted online (ELMS) by specified date and time

Note: No assignment will be accepted for credit after the deadline.

DATE		DURING OUR CLASS MEETING	DUE BEFORE CLASS
Thu	1/25	Course overview and class procedures	
Tues	1/30	Introduction to Race and Ethnic Politics Read: Shaw et al. Ch. 1: Introduction: Race as Uneven Road; ELMS Topic 1 Readings	
Thu	2/1	Introduction to Race and Ethnic Politics (continued)	
Tues	2/6	D/A Thinking about Race Read: Shaw et al. Ch. 3: The African American Political Journey; ELMS Topic 2 Readings	PCQ 1: Syllabus
Thu	2/8	Thinking about Race (continued)	PCQ 2: Ch. 3
Tues	2/13	History of Latino Politics Read: Shaw et al. Ch. 4: The Road toward Contemporary Latino Politics ELMS Topic 3 Readings *REACTION PAPER #1 Due (Via ELMS)	
Thu	2/15	History of Latino Politics (continued)	PCQ 3: Ch. 4
Tue	2/20	History of Asian American Politics Read: Shaw et al. Ch. 5: Different and Common Asian American Roads ELMS Topic 4 Readings	PCQ 4: Ch.5
Thu	2/22	History of Asian American Politics (continued)	
Tue	2/27	No Class (Career Development UCC videos through ELMS)	PCQ 5: UCC
Thu	3/1	Career Development UCC In-class Activity *REACTION PAPER #2 Due (Via ELMS)	
Tues	3/6	The Forgotten Group: Native Americans Read: Shaw et al. Ch. 2: Native Americans: The Road from Majority to Minority ELMS Topic 5 Readings	PCQ 6: Ch. 2
Thu	3/8	The Forgotten Group: Native Americans (continued)	
Tues	3/13	Catch-up/Exam Review	
Thu	3/15	MIDTERM EXAM	
Tues	3/20	NO CLASS- SPRING BREAK	
Thu	3/22	NO CLASS- SPRING BREAK	
Tues	3/27	Movie Selma	
Thu	3/29	Movie Selma	PCQ 7: Movie
Tues	4/3	Assimilation, Acculturation, and Minority Group Identity Read: Shaw et al. Ch. 8: Minority Group Identity, Ideology, and Activism ELMS Topic 6 Readings	PCQ 8: Ch. 8
Thu	4/5	Assimilation, Acculturation, and Minority Group Identity (continued)	
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Tues	4/10	Minority Behavior and Participation Read: Shaw et al. Ch. 9; pp. 267-285 ELMS Topic 7 Readings *REACTION PAPER #3 Due (Via ELMS)	PCQ 9: Ch. 9
Thu	4/12	Minority Behavior and Participation (continued)	
Tues	4/17	The Meaning of Representation Read: Shaw et al. Ch. 9; pp. 286-289 AND Rouse Ch. 1 (ELMS)	PCQ 10: Ch.9 and Rouse Ch. 1
Thu	4/19	The Meaning of Representation (continued)	
Tues	4/24	The Politics of Immigration and Group Intersections Read: Shaw et al. Ch. 11 pp. 341-355 AND Ch. 13 pp. 387-395 ELMS Topic 8 Readings	PCQ 11: Ch. 11 and Ch. 13
Thu	4/26	The Politics of Immigration and Group Intersections (continued)	
Tues	5/1	Catch up/Group Presentations *REACTION PAPER #4 Due (Via ELMS)	
Thu	5/3	Group Presentations	
Tues	5/8	Group Presentations	
Thu	5/10	Final Exam Review	
Sat	5/12	FINAL EXAM 8:00 am – 10:00 am	

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