



COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

School of Government and Public Policy

POL 330: Minority Groups and American Politics

Day/Time: MWF 11:00-11:50 AM
Room: Modern Languages, Rm 410
Office Hours: Tues. 12-2 PM
(or by appointment, or anytime I am in my office)

Professor: Frank Gonzalez
Office: 337 Social Sciences Bldg.
Email: fgonzo@email.arizona.edu
Semester: Spring 2019

Course Description

There are almost 330,000,000 people living in the United States. Roughly half of those people are male, 77% are White, 13% are Black/African American, 1.2% are American Indian/Alaskan Native, 13.2% are foreign-born, 5% are veterans, 13.5% live in poverty, 3.8% identify as LGBT, 1.4% are Jewish, 1% are Muslim, 10% are left-handed, 1% experience symptoms associated with Obsessive Compulsive Disorder (OCD), and 54% believe in extraterrestrial life.

So what? Well, at times, it may be easy and even pleasant to think of each individual person as equally well-suited for being happy, achieving success, and living “freely.” The principles of individualism and equal opportunity are woven into the fabric of America’s history, laws, culture, and even the psychology of its citizens. However, as with any human society to date, the U.S. is also fraught with prejudice, hierarchy, and inequality. Each of the 330,000,000 people living in the U.S. wears multiple invisible uniforms that designate them as members of particular groups (whether they realize it or not), and whereas some uniforms come with advantages, others come with disadvantages (and some just don’t really matter at all).

In general, the groups most likely to reap the benefits of society are those in the majority. In this class, we will talk about why that is the case, and if that is even always the case in the first place. Among other things, we will discuss what a minority group is, how group-status affects the resources you have access to as well as your day-to-day life, where hierarchy and inequality exist in U.S. politics and whether it is acceptable, what “privilege” is, how subconscious biases influence your political opinions, and whether “color-blind” policies are the solution to group-based tensions and inequality.

Course Objectives and Expected Learning Outcomes

1. Consider alternative perspectives on how group-relations affect politics and inequality in the U.S.
2. Develop skills in critically evaluating strengths and weaknesses of existing theories regarding group relations and inequality in the U.S.
3. Recognize the psychological, historical, institutional, and contextual/environmental factors that affect how resources are distributed across groups in society.
4. Identify ways in which politics affects groups in the U.S. (e.g. wealth, mobility, representation, well-being).

Course Format and Expectations

This class will be conducted as a seminar. There will be some degree of lecturing by the instructor, but each class will progress largely via in-class discussion. As such, students are expected to have done all readings for the week *prior* to the first class of that week. During in-class discussions, we will summarize and critically evaluate the readings for the week.

Assignments will include in-class activities, group projects, and seminar papers. Importantly, this is a **writing intensive** course, and so students will be responsible for completing two intensive writing assignments, each involving critical engagement with the course materials.

Students are encouraged to utilize outside resources to ensure that their writing is clear, concise, and grammatically correct. The Writing Skills Improvement Program offers several writing workshops throughout the semester. View their website to see the current schedule for available workshops: <http://wsip.arizona.edu/>.

Required Texts

- Schaefer, Richard T. (2015). *Racial and Ethnic Groups* (14th Edition). Pearson. (available through Revel/Inclusive Access on D2L)

(Highly) Recommended Texts

- Alexander, Michelle. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.
- Cramer, Katherine J. (2016). *The politics of resentment: Rural consciousness in Wisconsin and the rise of Scott Walker*. Chicago, IL: University of Chicago Press.
- Enos, Ryan D. (2017). *The space between us: Social geography and politics*. New York, NY: Cambridge University Press.
- Gest, Justin (2016). *The New Minority: White Working Class Politics in an Age of Immigration and Inequality*. New York, NY: Oxford University Press.
- Kinder, Donal R., & Kam, Cindy D. (2010). *Us against them: Ethnocentric foundations of American opinion*. Chicago, IL: University of Chicago Press.
- Mendelberg, Tali (2001). *The race card: Campaign strategy, implicit messages, and the norm of equality*. Princeton, New Jersey: Princeton University Press.
- Pèrez, Efen O. (2016). *Unspoken Politics: Implicit Attitudes and Political Thinking*. New York, NY: Cambridge University Press.
- Piston, Spencer (2018). *Class attitudes in America: Sympathy for the poor, resentment for the rich, and political implications*. New York, NY: Cambridge University Press.
- Sniderman, Paul M., & Piazza, Thomas L. (1995). *The scar of race*. Cambridge, MA: Harvard University Press.
- Tesler, Michael, & Sears, David O. (2010). *Obama's race: The 2008 election and the dream of a post-racial America*. Chicago, IL: University of Chicago Press.
- Theiss-Morse, Elizabeth. (2009). *Who Counts as an American? The Boundaries of National Identity*. New York, NY: Cambridge University Press.

Grading and Assignments

- Participation and Attendance - 10% each for a total of 20%: This class relies heavily on the participation of students. As such, attendance is required. Students are allowed 1 unexcused absence, but are penalized for each additional absence. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Additionally, this class is designed to be interactive, and so students are expected to be active in class discussions and exercises. In-class participation in discussions (or a lack thereof) will directly affect one's final grade. **Important: Students must post at least 2 questions to the D2L "Questions" folder for that week based on that week's readings. These questions will be used to facilitate discussions during that week. Points will be deducted from the student's participation grade for each week they fail to fulfill this obligation.**

It may often be difficult or uncomfortable for some to engage in public forms of debate or discussion, especially as some of the topics we will cover in class may be sensitive. However, active engagement, discussion, and even debate are fundamental aspects of politics. Those who are usually uncomfortable with such engagement should be reassured in knowing that all expressions of one's views and questions are welcome (*except* those that are explicitly personal, insensitive, or offensive). Questions during class are always welcome and are a good means of participation.

That said, a discussion forum will be available on D2L for students to engage with topics outside of class time. Participation in these forums will count toward your participation grade, and students who do not feel comfortable speaking in class may make up for some, *but not all*, of their lost participation points through the forums. There will be two general forums: one for discussing and clarifying specific concepts and theories from class, and another for discussing current events from the perspective of the theories covered in this course.

The UAs policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>.

- Revel for Schaefer book - 15%: The required text for this course is the Schaefer textbook, which is available in an interactive format online through a system called Revel, which is linked to D2L. Whenever chapters from the Schaefer book are assigned, students will need to read those chapters through the interactive format on Revel and take online quizzes for each section of each chapter. Quizzes are generally 3-5 questions each, and each question is worth 3 points. You have 3 attempts to correctly answer each question, but are penalized 1 point per incorrect attempt. At the end of the semester, the total number of points you received across all Revel quizzes will be used to comprise 15% of your overall course grade.

Quizzes must be completed by the start of class on the day the readings are due (which is the first day of class the week that the readings are covered), unless otherwise

noted by the instructor or in the course calendar below.

- Midterm Paper - 20%: Students will write a midterm paper that is worth 20% of their final grade. The precise details of this paper will be announced later in the semester, but it should be noted that criticisms of this paper will need to be taken into account for the final paper. The paper will be 10-15 pages in length (not including title page or bibliography).
- Group Project - 15%: Group-based projects never go away, and are especially fundamental to this course. One's success or failure is never solely due to a single person's work. In this class, neither is yours. At some point during the semester you will be split into small groups to work on projects aimed at evaluating issues of minority groups and politics. The precise details of this project will be announced later in the semester. Each group member is responsible for contributing to the final product. Grades will be a function of **both** the individual student's contributions to the project *as well as* the overall group's performance as a whole. Thus, grades may vary depending on the amount of work that each student contributed toward his or her group's project, but the overall quality of the project will influence all group members' grades. For each project, presentations of the finished products will be given to the class.
- Final Paper - 30%: Rather than taking a final exam, students will write a final paper that is worth 30% of their final grade. The precise details of this paper will be announced later in the semester, but this paper will be graded more strictly than the Midterm Paper, because the instructor's comments from the Midterm Paper should be used to improve writing of the Final Paper. The paper will literally incorporate what you already wrote for the Midterm Paper. The paper must be 15-20 pages in length (including what you already wrote for the Midterm Paper, but not including title page or bibliography).
- Extra Credit - up to 5 points: Students are able to obtain up to 5 extra credit points toward their final overall course grade by participating in research opportunities offered to SGPP undergraduate students. During most semesters, researchers in SGPP (professors (including myself), graduate students, and sometimes even undergraduate students) are conducting studies that rely on the participation of undergraduate students. These studies generally do not last more than 20-30 minutes. Some may be available for completion online and some may require going to the SGPP research lab (Social Sciences Bldg., Rm 328b). To participate, students will log on to a web site called *Sona* (details will be made available by the instructor). The decisions of whether or not to participate in studies will not harm your relationship with the instructor, and all data from the studies is kept anonymous and handled only by the researchers. The lab manager keeps track of who has participated in which studies and lets the instructor know who to give credit to.

Grade Scale

Letter Grade	%
A	90-100
B	80-99.9
C	70-79.9
D	60-69.9
E	59.9 and below

- **Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.
- Should you wish to discuss your grade, you must meet with me in person. I am not able to discuss grades by email.

REVEL/Inclusive Access information

The following information regards access to “Schaefer, Richard T. (2015). Racial and Ethnic Groups (15th Edition). Pearson,” the required text for this course.

Course materials: Course materials are being delivered digitally via D2L through the Inclusive Access program.

Please access the material through D2L the first day of classes to make sure there are no issues in the delivery, and if you are having a problem or question, it can be addressed quickly.

You automatically have access to the course materials FREE through January 22, 2019. You **must** take action (even if you have not accessed the materials) to opt-out if you do not wish to pay for the materials, and choose to source the content independently. The deadline to opt-out for the 15-week course beginning January 9th is 9:00pm MST, January 9, 2019.

If you do not opt-out and choose to retain your access, the cost of the digital course materials will appear on your October Bursars account.

Please refer to the Inclusive Access FAQs at <https://shop.arizona.edu/textbooks/Inclusive.asp> for additional information.

Academic Integrity

Academic dishonesty is taken *extremely* seriously in this course. **Anyone found guilty of fabrication, falsification, or plagiarism will, at a minimum, receive an F for this course, and will be referred to university authorities.** Fabrication means altering information dishonestly, falsification means inventing information dishonestly, and plagiarism means presenting someone else’s work as your own, either by not giving proper acknowledgment of the source or by presenting in whole or in part any work that has been prepared by or copied from another person.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructors express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course

sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Class Conduct

This course will consist of a substantial amount of discussion and debate, and I look forward to class discussions that are energized and thought-provoking, but this is not an excuse for incivility in the classroom. Your fellow classmates will undoubtedly often hold different opinions than your own, and I expect you to handle this disagreement with civility and respect for differing viewpoints. To foster a positive learning environment, students and instructors have a shared responsibility to do so. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. Failure to show such respect will reflect in your final grade (specifically, points will be deducted from your participation grade).

It is also worth noting that laptops are acceptable in the classroom. However, they should be used strictly for note-taking. It is not difficult to tell when someone is using their laptop for other purposes such as social networking, checking email, or writing blog posts rather than engaging in the class discussion. If I observe this behavior, it will be reflected in your final grade (specifically, points will be deducted from your participation grade).

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

A NOTE ON SENSITIVE TOPICS

The topics we are discussing are extremely emotionally sensitive for a number of reasons. This is the case when it comes to discussions of any aspect of minority groups and politics, because we are *always* talking about discrimination that people in class have likely experienced. This can range from experiencing rude comments to experiencing physical violence and assault. During some weeks, the discrimination we are talking about is more likely (although not “necessarily”) to involve physical assault and traumatic experiences, so we need to have these discussions *assuming* that at least one person in the classroom has been a victim of a serious physical assault. By making this assumption, I think it allows us to have these conversations without accidentally minimizing the seriousness of sexual assault and discrimination.

That does not mean we cannot fully evaluate the issues. It does not mean you cannot question things (regardless of your sex, the gender you identify with, sexual orientation, race, ethnicity, socioeconomic status, or any other group membership). It does not mean we need to “put logic on hold” in order to “make room for emotions.” It means we need to value argument/disagreement/debate/criticism while simultaneously *acknowledging* and being aware of the serious emotional weight of the topics we are discussing. It means we can express our views regardless of who we are *while also* recognizing how who we are (i.e. our group memberships as well as our unique personal histories) influence and even *limit* our perspective.

Also, emotions are not “bad” or counter to healthy conversation - we do not need to all be Spocks (emotionless beings, for those of you unfamiliar with the reference) in order to talk about this stuff. In point of fact, perhaps the most important thing about talking

about these topics is that we *acknowledge and embrace* the role of emotion. Expressions of emotion show that we care about the topic (wouldn't it be worse if no one cared and it was just awkward silence?). And despite the best efforts of some, it is *impossible* to completely disentangle logic from emotions when discussing these issues (well, it is impossible to ever disentangle these things in general from a neuroscientific perspective). So, my point is, I want us to be able to explore the vast and sometimes uncomfortable regions of these issues, but please do not feel like we should be cold rational beings in order to discuss these issues, and in fact, please be constantly aware of the fact that these issues hit home a lot harder for some than for others. That all being said, when emotional reactions become directed at specific people or are personal in anyway, that is when we have crossed the line beyond what is acceptable in the classroom.

Please do not hesitate to contact me if the things we are talking about affect you in a way that you do not feel comfortable in class. I am more than willing to talk with you about this or not depending on your preference, and if these topics are particularly traumatic for you let me know.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Incompletes and Late Papers

Course incompletes will not be given except in extreme situations where all of the appropriate documentation is provided. Late assignments will be docked one letter grade if not handed in at the beginning of class on the due date (i.e., assignments handed in during the middle or at the end of class will already be docked one letter grade). Grades on the assignment will be lowered one additional letter grade for each additional day late.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>. Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>.

Confidentiality of Student Records

For more information on the confidentiality of student records at UA, please see: <http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Schedule and Readings

All readings should be done *prior* to the date for which the readings are assigned.

<u>Date</u>	<u>Topics and Readings</u>
Introduction and Concept Overview	
Jan. 9-11	Class Introduction and Syllabus Review Ingram Ch. 1 (on D2L) Watch this: Black Milwaukee (click here) And this: The Boogie Man (click here) ***Warning: explicit and offensive language used in above video*** (readings/questions not due until Friday this week)
Jan. 14-18	Group Conflict and Inequality I Schaefer Ch. 1, 2, & 3 (Revel quizzes for Ch. 1, 2, & 3 due)
Jan. 21	Martin Luther King Jr. Day <i>no class</i>
Jan. 23-25	Group Conflict and Inequality II Sidanius & Pratto Ch. 1-2 (on D2L) Alexander <i>Introduction</i> & Ch. 1 (on D2L) <i>Midterm Paper Assigned</i>
Minority Groups in the U.S.	
Jan. 28-Feb. 1	Blacks/African Americans Schaefer Ch. 7 & 8 (Revel quizzes for Ch. 7 & 8 due) Tesler & Sears <i>Introduction</i> , Ch. 1, & Ch. 8 (on D2L) Watch this: Who is Black? (click here ; warning: 45 min. long)
Feb. 4-8	Blacks/African Americans (cont.) <i>same readings from last week</i>
Feb. 11-15	Other Racial and Ethnic Groups (including Latinos, Asian Americans, and Native Americans) Schaefer Ch. 4, 6, & 12 (Revel quizzes for Ch. 4, 6, & 12 due) Abrajano & Alvarez Ch. 1
Feb. 18-22	Gender I Schaefer Ch. 15 (Revel quizzes for Ch. 15 due) Burns, Jardina, & Kinder (Ch. 6 in Berinsky) (on D2L) Tilton-Jones & Heldman (Ch. 4 & 5 in Tarrant) (on D2L) Watch this: Miss Representation (click here) <i>Group Project Assigned</i>
Feb. 25-Mar. 1	Gender II <i>same readings from last week</i>
Mar. 2-10	Spring Break <i>no class</i>

Mar. 11-15

LGBTQ

Schaefer module 17.3

(Revel quiz for module 17.3 due)

Mogul, Ritchie, & Whitlock Ch. 1, 2, & 7

Josephson & Burack (Ch. 10 in Gutterman & Murphy) (on D2L)

Currah (Ch. 1 in Currah, Juang, & Minter) (on D2L)

Read this: Talking to people about gender and sexuality ([click here](#))

Midterm Paper Due by Monday, Oct. 11th at 11 AM

Mar. 18-22

Religious Minorities

Schaefer modules 5.6 & 5.7, Ch. 11 & 14

(Revel quizzes for modules 5.6 & 5.7, as well as Ch. 11 & 14 due)

Thomas Ch. 1 & 4 (on D2L)

Watch this: Tucker debates Georgetown professor ([click here](#))

And this: Being Muslim ([click here](#))

Final Paper Assigned

**Causes and Consequences of
Discrimination and Inequality**

Mar. 25-29

Poverty and the Poor/White Working Class

Read this: Cost of being poor ([click here](#))

And this (featuring Tucson): Tucson mobile home living ([click here](#))

Shapiro *Introduction*, Ch. 1, 4, & 5 (on D2L)

Williams Ch. 2, 3, 4, & 8 (on D2L)

Apr. 1-3

Physical/Mental Effects of Discrimination

Smedley, Stith, & Nelson *Summary/Abstract*

(available here: ([click here](#)))

Sue Ch. 1, 5, & 10 (on D2L)

Watch this: *Brown v. Topeka Board of Education* ([click here](#))

Read this: Racial trauma ([click here](#))

Apr. 5

Frank Out of Town

no class

Apr. 8-12

Vehicles of Discrimination I

(Implicit bias & racial cues)

Mendelberg Ch. 2, 3 & 4 (on D2L)

Take this test: <https://implicit.harvard.edu/implicit/takeatest.html>

Date

Topics and Readings

Apr. 15-19	Vehicles of Discrimination II (Institutions and the System) Alexander Ch. 2 & 3 (on D2L) Sidanius & Pratto Ch. 5 & 8 (on D2L)
Apr. 22-24	Vehicles of Discrimination III (Individualism & national identity) Gilens Ch. 2 & 3 (on D2L) Kinder & Mendelberg (Ch. 2 in Sears, Sidanius, & Bobo) (on D2L) Theiss-Morse Ch. 3 & 5 (on D2L)
Apr. 26 (Fri.) - May 1 (Wed.)	Group Presentations Group Presentations <i>no assignments this week</i>
May 6th	Final Papers Due at 12:30 PM - NO EXCEPTIONS!
