

## **POLS 300, Section 1 –Politics of Ethnic Groups**

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Spring 2019 –University of New Mexico

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Office: Social Science Building #2066  
Office Hours: Tuesdays 3:30 pm – 5:00 pm, and by appointment  
Class Time: TR 2:00 pm – 3:15 pm  
Class Location: Dane Smith Hall (DSH) 333

### **I. COURSE OBJECTIVE AND DESCRIPTION**

This course is dedicated to the examination of minority groups within the United States. This examination will be focused on the following groups: African Americans, Latinos, Asian Americans, and American Indians. This discussion is highly relevant given recent population shifts revealing that Latinos are the largest minority group, and that Asian Americans are the fastest growing group in the United States. You will leave this course with a firm understanding of why race and ethnicity have been fundamental components of the U.S. socio-political systems, and continue to be central to any issue concerning politics or public policy. What defines a minority group? How does pan-ethnicity and group cohesion impact the political power of these groups? And finally, has the election of the first African American President and the most racially diverse Congress in history improved substantive representation for the minority groups? A large segment of this course will be dedicated to answering these questions.

Our course will begin by placing these groups within a historical context. This will be focused on exploring how the introduction to the United States, the assimilation process, laws, and economic participation of each group has impacted their current status in the American political system. This background information will prepare you to analyze why these groups have differential positions in the economic, social, and political realms of the United States. We will also cover the policy-making process, as well as policy areas that are significant to these populations. With this knowledge, we will be able to make projections regarding these populations and American politics. Effectively covering all of these groups in a single semester is challenging; therefore, I will expect a lot from you as a student. You will need to stay on top of the readings and the course lectures in order to succeed in this class.

### **II. COURSE REQUIREMENTS**

The suggested prerequisite for this course is POLS 200 (American Politics). Given that, I assume that all members of the course will have a background in American politics; therefore, several basic concepts will not be reviewed in this course. However, a strong knowledge of minority group politics is not a requirement.

### **III. REQUIRED READINGS & COURSE WEBSITE**

The following two books are required reading for this course:

- Paula McClain and Jessica D. Johnson Carew. *Can We All Get Along? Racial and Ethnic Minorities in American Politics*. 7<sup>th</sup> Edition. Westview Press. 2018.
- Michael Dawson. *Behind the Mule: Race and Class in African American Politics*. Princeton University Press. 1995.

In addition to the books, there will also be several articles and videos assigned that students must read or watch *before* their corresponding class. These readings and videos will be available in [Learn.unm.edu](http://Learn.unm.edu).

#### IV. COURSE STRUCTURE

The course is set up to be cumulative in nature, meaning that the material that we cover early on in the session will be necessary in order for you understand the material that is covered later. Therefore, it will be critical for you to make sure that you stay on top of the readings and meet with me if you are having trouble understanding anything from the lectures or required readings.

#### V. GRADING

Exam 1	30%	February 28
Exam 2	30%	May 2
Research Paper	20%	May 7, via Learn
Media Log	10%	May 7, via Learn
Class participation	10%	Lecture attendance and active discussion

Grades will be assigned on the following scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

**Exams:** You will have a total of **two** exams during this course. The exams for the course are a mixture of multiple choice questions, short answer questions and essays. Each exam is designed to take one hour to complete. Although we will take the second exam at the end of the semester, this exam will not be a cumulative final and will only cover material from the second half of the semester.

**Research paper:** you will be responsible for writing a 8-10 page paper on a subject of your preference choosing that is relevant to the topic of American minority group politics. Paper topics must be approved by the instructor and must be turned in no later than **March 21 during class**. The final draft of the research paper must be **uploaded to Learn no later than Tuesday, May 7 at 11:59pm**. Papers turned in after the deadline will be subject to a 10 point per day late grade reduction. You can find the grading rubric for this assignment in Learn.

Although you are encouraged to incorporate classroom material into your paper, you will have to read and synthesize published literature focused on your research topic as well. I will consider grammar and overall writing ability when grading the papers. Therefore, carefully proofread your work before uploading it to Learn. You should have a *clear thesis statement, a series of body paragraphs that encompass an argument, and a conclusion that summarizes the main implications and outcomes of your research*. I am open to reviewing outlines and rough drafts of your paper before the final deadline.

While you can choose any recognized citation style (such as APA, MLA, Chicago) to employ in your paper, you must cite anything that you take either directly or indirectly from any source. You must also remain consistent with the citation style you choose throughout the paper. You must have a bibliography at the end of your paper. This should include all sources that were used in writing your paper. You must use a *minimum of eight sources*, of which four must be books or academic journals.

**Media Log:** Ten percent of your grade will be based on a media log that you will work on throughout the session and upload to Learn no later than **Tuesday, May 7 at 11:59pm**. The purpose of this aspect of the class is for you to become aware of the prevalence of minority issues in the American socio-political landscape. Your task will be to compile a log of relevant newspaper or magazine articles throughout the semester. You will need to put together a brief summary along with the relevance of the article to the course for each source that you include in your log (for a total of two or four sentences per article). You are expected to summarize two to three articles per week. Your grade will be based on the quantity, quality, and appropriateness of the articles that you include in the log, as well as the

summaries you provide and the overall organization of the media log. You can find a template of the media log in Learn.

**Class participation:** participation at the A-level means coming prepared by having completed and thought critically about the readings for that day. You are expected to participate actively in the discussion and contribute towards a positive learning experience for the class.

## VI. FEEDBACK/EVALUATION

My policy is to grade and return your assignments within seven days of receiving them.

Office hours are vital to your success in this course. If you are not performing well in the course, it is your job to meet with me outside of class time to discuss the areas that you are having difficulties with. Outside of office hours, email is the most efficient method of contacting me. I highly encourage you to consult me regarding questions about course content or ideas of improving your performance.

## VII. COURSE/CLASSROOM POLICIES AND EXPECTATIONS

**Make-up Exams and Assignments:** Only in extraordinary cases will make-up exams be allowed. These cases must be those where circumstances beyond the control of the student prevent the student from attending on the day of the exam. These must be documented and valid events. If for some reason a student knows that there will be a conflict with the day and time of a scheduled exam, the student must make *arrangements to take the exam prior to the scheduled examination* period. Papers and other assignments are due on the day scheduled. Only under extreme cases will research papers be accepted after the due date. Papers will be accepted up to one week after the deadline, however 10 points will be taken off per day the paper is late. If you do not feel comfortable telling me about your extraordinary situation, contact staff from the LoboRESPECT Advocacy Center: <https://loborespect.unm.edu/advocacy-center/index.html>

**Special Accommodations:** In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Contact Accessibility Resource Center at 277-3506 for additional information.

**Academic Freedom:** You are strongly encouraged to participate in this course in a constructive fashion. Any class that addresses politics, policy and ethno-racial groups is bound show us that we all have different individual opinions and perspectives. You may find that at times you disagree with other student's positions or the position of the instructor. In this class you will be graded on the quality of your discussion, not on your point of view. I expect that we value each other's diversity and backgrounds, and discuss the content of the class in a welcoming and non-judgmental manner. Disrespectful acts and commentaries will not be tolerated

**Academic Integrity:** It is expected that students attending the University of New Mexico understand and subscribe to the ideal of academic integrity, and are willing to bear individual responsibility for their work. Any work submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty such as cheating or plagiarism will subject a person to university disciplinary action. Using or attempting to use materials, information, study aids, or commercial "research" services not authorized by the instructor is cheating. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. See the Regents' Policy Manual on Academic Dishonesty for further information: <https://policy.unm.edu/regents-policies/section-4/4-8.html>

## Course Schedule

### **Week One (January 15 and 17)**

Introduction to Course (Syllabus)  
Defining and Measuring Race/Ethnicity

*Snipp 2003*  
*Hirschman 2004*  
McClain / Carew Ch.1  
*US Census 2017*

### **Week Two (January 22 and 24)**

The Role of Race in US Socio/Political History  
The Civil Rights Era and Outcomes

*Gomez-Aguinaga, working paper*  
McClain / Carew (Chapter 2)  
*Native Vote Ch.1*

### **Week Three (January 29 and 31)**

(Same Set of Readings)  
The Role of Race in US Socio/Political History  
The Civil Rights Era and Outcomes

*Gomez-Aguinaga, working paper*  
McClain / Carew (Chapter 2)  
*Native Vote Ch.1*

### **Week Four (February 5 and 7)**

Contemporary Status of Minority Groups  
SES/ Demographics

Dawson Ch. 2  
McClain/ Carew (pages 73-105)  
*Census Reports for all Groups*

### **Week Five (February 12 and 14)**

Identity  
Pan-ethnicity  
Group Consciousness/Linked Fate

*McClain et al. 2009*  
*Sanchez and Vargas 2016*  
Dawson Chapters 1, 3, 4, and 9

### **Week Six (February 19 and 21)**

Intersectionality  
Multi-racial politics

McClain/ Carew (Chapter 5)  
*Masuoka 2017*  
*Hochschild and Weaver 2010*

### **Week Seven (February 26 and 28)**

Review for exam: February 26  
Exam: February 28

### **Week Eight (March 5 and 7)**

Political Participation Trends  
Modes of Participation  
Registration and Turnout Rates  
Models/Explanations of Participation

Dawson Chapter 6  
*Sanchez and Gomez-Aguinaga 2017*  
McClain/ Carew (Pages 106-150)  
*Native Vote (Ch. 8)*  
*Jamal 2005*  
*Masuoka 2016*  
*Hajnal et al. 2016*

**Week Nine (March 12 and 14)**  
**SPRING BREAK**

**Week Ten (March 19 and 21) (Same Set of Readings)**

Political Participation Trends	Dawson Ch.6
Modes of Participation	<i>Sanchez and Gomez-Aguinaga 2017</i>
Registration and Turnout Rates	<i>Hajnal et al. 2016</i>
	<i>Native Vote (Ch. 8)</i>
	<i>Jamal 2005</i>
	<i>Masuoka 2016</i>

**Week 11 (March 26 and 28)**

Partisanship/Ideology	McClain/ Carew (83-105)
Public Opinion	Dawson Ch.5 and Ch. 7

**Week 12 (April 2 and 4)**

Minority Representation	<i>Mansbridge 1999</i>
Majority Minority Districts	<i>Gay 2001</i>
Alternative Election Systems	<i>Native Vote (Chapter 7)</i>
	<i>Michelson 2010</i>

**Week 13 (April 9 and 11)**

Minority Coalition Formation	McClain/ Carew (Chapter 6)
	<i>Clemons 2013</i>

**Week 14 (April 16 and 18)**

Public Policy Making: Process and Procedures	McClain/ Carew (chapter 4)
Immigration Policy	<i>Lemi 2018</i>
NO CLASS APRIL 18	<i>Jones-Correa &amp; deGraauw (2013)</i>

**Week 15 (April 23 and 25)**

Affirmative Action	<i>Cunningham</i>
The Future of Minority Group Politics	<i>Gift</i>
	McClain Chapter 7
	<i>Calvano et al. 2017</i>

**Week 16 (April 30 and May 2) EXAM**

Review for exam: April 30  
Exam: May 2