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## POLI 315 Minority Group Politics (Online)

University of Wisconsin-Stevens Point, Fall 2019

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Instructor	<b>Dr. Saemyi Park</b>
Instructor's Office	<b>CCC 468</b>
Office Hours	<b>T/TH 8:50AM-10:50AM</b> You are certainly welcome to visit my regular office hours to discuss about the course and/or your performance in class. Feel free to stop by my office if you are around the campus.
Online Office Hours	You can request an individual meeting with me via Canvas. Please email me at least 48 hours prior to your preferred time.
Email	<a href="mailto:spark@uwsp.edu">spark@uwsp.edu</a> I will be checking my e-mail at least twice a day EXCEPT the weekend. <b>For the general questions</b> about the course, you should read the syllabus first and then use <b>the Muddiest Point Forum in the course site</b> for the unanswered questions. If your questions or concerns are personal, you should NOT use the Muddiest Point Forum. You can email me or request for an online meeting with me. You need to follow the specific email format for online communication with me. <b>I would not respond your email if it does not meet the email format requirement.</b> Please read the email communication guideline carefully in page 5.

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### COURSE DESCRIPTION

This course introduces the students to the dynamics of race and ethnicity in United States. It specifically examines the role of race and ethnicity in American politics by focusing on the contemporary political experiences of the four major racial and ethnic minority groups (blacks, Hispanic, Asian Americans, and Native Americans) and their interactions with the dominant racial group (non-Hispanic whites) in the United States. This course utilizes an interdisciplinary approach that incorporates theoretical frameworks and empirical data from the different disciplines to understand concepts of race and ethnic identity. Major topics include racial formation, racial and ethnic identity, immigration and citizenship, suffrage, inequality in political participation and representation, and interracial conflict and coalition building. Current politics and policy debates affecting racial/ethnic minorities such as voting rights, affirmative action, bilingual education, and immigration reform will be covered to the great extent.

### Student Learning Outcome

At the end of this course, students will

- explain the complex ways racial and ethnic identities are constructed by the society and asserted by individuals,
- analyze how race and ethnicity have been defined and employed by American political institutions and actors,

- examine the contemporary issues such as immigration conflicts, language education policy, police misconduct, health care, majority-minority districts, racial gerrymandering, and affirmative action with respect to its consequences to minority groups
- articulate how the members of minority groups have responded to discrimination and inequality

Students will meet the outcomes listed above through a combination of the following activities in this course:

- Complete readings and learning materials
- Take practice quiz
- Participate in the discussion
- Submit the Assignment and Peer Review
- Watch the films featuring the subjects
- Write a reflective essay
- Take the unit test

### REQUIRES READING

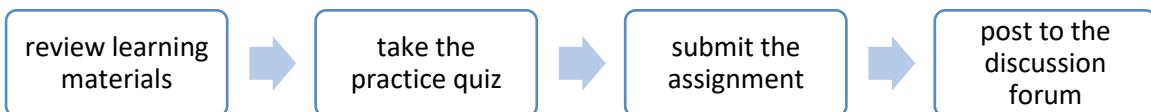
There is NO required textbook for students to purchase. This course has a site in Canvas. All course materials including the readings assigned to each module will be uploaded to the course site. You can click on the Canvas quick link from the UWSP homepage or the address is <http://www.canvas.uwsp.edu>. Please see the course calendar at the end of this syllabus to see the list of readings assigned to each week.

### STUDENTS RESPONSIBILITIES & REQUIREMENTS

Since this is an online class, there is much more responsibility placed on the student in terms of active involvement and participation. You are required to log in to the course website at Canvas daily. You must complete the required work in a timely manner. This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

### COURSE FORMAT

There are 15 modules in this course, which are structured in a similar way so that you will know what you are expected to do for each module.



**First, you will review learning materials before completing any assignments/exercise.** For a maximum outcome, please read the assigned reading(s) before you begin the lesson. Learning materials include a) PowerPoint slides with my brief lecture, b) video or audio segments, c) an external website or data

repository, d) new articles featuring the subject, and/or e) scholarly readings and more. Please keep in mind that whether or not you complete all learning materials are recorded and is a part of your grade. In addition, all required work for the course must have the references to learning materials.

**Second, you will take a practice quiz in each module.** This quiz is designed to help you to understand the subject covered within the week and for helping me to see that you understand the topic. You will have 15 practice tests (including the syllabus quiz). They are graded, but you can take it repeatedly until you pass with a 100%.

**Third, you will submit a brief written assignment in each module.** For example, you are invited to find the news story that feature the topic of the module, and you will offer a summary and analysis of it to your classmates. You are also invited to take a survey or a quick test (not graded) for a reflection essay. You will be asked to attend the school or community events that feature the topics in race and ethnicity for a reflection paper. The minimum words you should write for this assignment will be approximately 300-400 words. You can certainly write more than the minimum word requirement. For most written assignments, you will be assigned to two peers to review their posts. For more details, please read the guideline in each module.

**Next, you will participate in the discussion forum.** You will be asked to engage in the discussion with your classmates. Readings and studying lesson materials are enough to participate in the discussion (or debate). You need to post to the forum first and read/respond to two other students' posts by next day. The minimum words you should write for this assignment will be approximately 300-400 words. You can certainly write more than the minimum word requirement. For more details, please read the instruction in each module.

**Lastly, you will take the unit test after each unit is covered.** There are 15 modules in four units, so you will take 4 unit tests throughout the semester. Unit tests provide you an opportunity to express your opinions and thoughts on the essay questions. It will be open for two days, and you can take it anytime in your preferred time. But, you are given two hours to complete the test.

## COURSE REQUIREMENTS

	Points	Total
15 Practice Quizzes	8	120
15 Short Assignments	8	120
15 Discussion Forums	8	120
4 Unit Tests	25	100
"A Day as a Minority" Paper	20	20
Film Analysis Paper	20	20
<b>Total</b>		<b>500</b>

There are 15 practice quizzes, 15 written short assignments, 15 discussion forums, and 4 unit tests for students to complete. In addition, students are required to submit two papers. **Students must complete ALL the required work in order to be eligible to receive a passing grade in the course.** You do NOT have the option to "take a zero" on an assignment. Not completing all the required work will result either in a final grade of incomplete until the work is submitted or an F for the course.

You are NOT allowed to submit and complete the required course assignments late unless you receive my permission to do so. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. The instructor reserves the right to determine whether or not extensions will be given. Students with serious illness or family emergencies may be considered to be given for late submission, but I will need to see an official evidence to verify the seriousness of the situation. All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

## GRADE POLICY

Final grades assigned for this course will be based on the total points earned and are assigned as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
466-500	450-465	440-449	415-439	400-414	390-399	365-389	350-364	340-349	315-339	Below 314

Points you receive for graded activities will be posted to the Grades section of the Canvas course. Look at your recent feedback on the home page or click on the Grades link to view your points. Your instructor will update the online grades each time a grading session has been complete - typically 3-4 days following the completion of a module. You will receive a notification from Canvas when new grades are posted depending on your notification settings.

## PAPER ASSIGNMENT DESCRIPTIONS

### ***A. "A Day as a Minority" Paper***

This is a reflection/thought paper. You are invited to experience yourself as a minority in a novel situation. Without putting yourself in harm's way, consider doing an activity or going to a function that would make you a minority. The purpose of this paper is to make you feel a member of minority groups' ordinary day. The essential part of this assignment is to observe if the mainstream society (or the majority) treats you differently and to analyze how and why you encounter such different treatments. Basically, you are asked to provide a description of the situation and how you were a minority, notice others' reactions towards you, and reflect on your experiences. Please read a full instruction in Canvas.

### ***B. Film Analysis Paper***

You will analyze ONE films/documentaries in light of the lecture materials and assigned readings for this course. You are free to write on any topic related to minority politics addressed in the documentaries, as long as they are able to incorporate and demonstrate your thorough understanding of the different assigned course readings. Please read a full instruction in Canvas for more details.

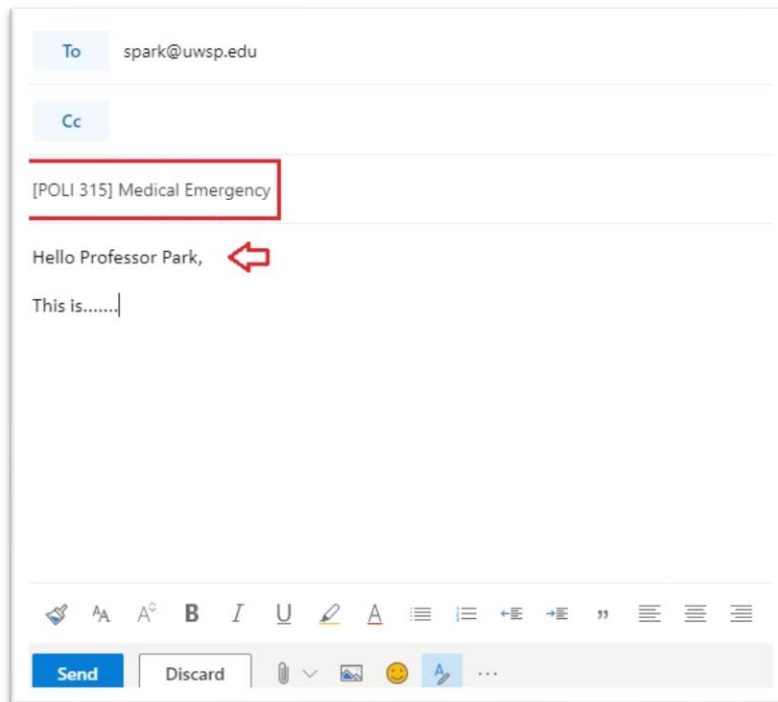
**Note:** There is a separate module for paper assignments. You can read a full instruction for each paper and submit your paper here. Paper grade rubric is attached to each submission page. It is also synched with TurnItIn.com that allows you to check if your paper has any texts and contents without proper citation.

## COURSE POLICIES

### A. Email Communication

If you have a general question about the course, assignments, policies etc., you must post it to the Muddiest Point Forum. I will answer your question there so that other students can read it too. I will check the Muddiest Point Forum each night during the week days. Please utilize this forum for a quick communication with me.

**If you want to communicate with me for a personal matter or if your question requires confidentiality, email is a convenient way to contact me.** You can also email me to request an online meeting with me. While students should take advantage of this email communication opportunity with me, you should also do so in a professional manner. Please indicate the course number in a parenthesis and your question in a subject line. Please also include a salutation in your email (for instance, “Hi Professor Park,” or “Hello Dr. Park”).



I will NOT respond to emails that ask for answers to questions that can easily be found on the syllabus or the course site in Canvas. **I will NOT response to emails if it does not meet the communication format requirements.** I will be able to respond your email during weekdays (not weekend), but please email me again if you do not receive my response within 48 hours.

## ***B. Netiquette Guidelines***

This course is open to a variety of ways of interpreting history, theories, and policies that relate to race and ethnicity in the United States. Students are encouraged to share their questions and ideas in the course. Since there will be differences and disagreements, students are expected to show respect to the comments and positions of fellow students and me. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not use offensive language. Present ideas appropriately.
- Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone’s ability to read or write.
- Think and edit before you push the “Post Reply” button.

## ***C. In-Person & Virtual Office Hours***

I will be in my office (CCC 468) from 8:50AM to 11:50AM on Tuesday and Thursday throughout the semester. Although you are taking an online course, feel free to drop by during my office hours if you want me to help you for class. I WELCOME students!

I will be also available for an online meeting on Friday throughout the semester. Please email me to request a virtual online meeting that will occur in Canvas. This meeting will happen during the time you and I agree upon. For more information, please read a full instruction in Canvas.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

## ***D. Late Work***

Be sure to pay close attention to deadlines as on-time submission of the required work is a key to succeed in online course. There will be no make-up assignments or quizzes, or late work accepted

without a serious and compelling reason and instructor approval. Late work without instructor approval will be downgraded per each day it is late. Late work will not be accepted after the given module is over.

### ***E. Incomplete Policy***

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if students with serious illness or family emergencies are unable to complete 30% or more of the required work. The documents of proof will be required to submit before requesting a petition for an incomplete grade. Your instructor reserves the right to determine if students have incomplete grade. All incomplete course assignments must be completed within 2 months after the final day of class.

### ***F. Academic Honesty***

Any instance of academic misconduct will be taken seriously and may result in failure of the course. Misconduct will result in notification to the Dean of Students.

Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance;
- (f) Assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to:

- (a) cheating on an examination;
- (b) collaborating with others in work to be presented, contrary to the stated rules of the course;
- (c) submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another;
- (d) submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas;
- (e) stealing examinations or course materials;
- (f) submitting, if contrary to the rules of a course, work previously presented in another course;
- (g) tampering with the laboratory experiment or computer program of another student;
- (h) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

If you are having a problem, it is much better to talk to me about it. Do not struggle by yourself. I want you to learn and do well in this course, not punish you with a lower grade. Talk to me if you are having a problem so I can try to help you work out a solution.

## Course Calendar

Refer to the Canvas course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module.

Module	Topic
<b>Unit 1: Foundations</b>	
What is race? What is ethnicity? How have race and ethnicity become so central in American politics? What does it mean to be an American?	
Module 1	Introduction
Module 2	Theoretical Framework
Module 3	Racial/Ethnic Consciousness and Identity
Module 4	Immigration Conflicts
<b>Unit 2: Political Attitudes &amp; Political Representation</b>	
How do political attitudes vary (or not) between racial and ethnic groups? How do individuals from different ethnoracial groups learn about politics differently? How are people represented in politics?	
Module 5	Demographic Change
Module 6	Political Knowledge & Political Participation
Module 7	Political Representation, Voting Rights & Redistricting
<b>Unit 3: Contemporary Issues</b>	
What current events and legislative efforts are affected by race and ethnicity? How do racial attitudes shape our perceptions of contemporary issues in the U.S.?	
Module 8	Residential Segregation & Education Gap
Module 9	Criminal Justice & Police Misconduct
Module 10	Model Minority Myth & Affirmative Action
Module 11	Health Disparity
<b>Unit 4: Intersectionality and the Future of Race and Ethnicity in America</b>	
How do race, class, gender, and other individual characteristics intersect with one another and overlap? Are we currently in a post-racial or most-racial world?	
Module 12	Religious Minority
Module 13	Gender Minority
Module 14	Sexuality Minority
Module 15	Wrap-Up! Intersectionality



## The List of Course Readings/Materials

All readings are subject to change by the instructor.  
Any change in the assigned readings for the module will be clearly communicated with students.

### **Introduction**

- “How To Talk Race With Your Family: Ask Code Switch” from NPR
- [“Is 'Race Science' Making A Comeback?”](#) from NPR

### **Theoretical Framework**

- “Introduction: Race as an Uneven Road” in *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*
- “How Our Skins Got Their Color” by Marvin Harris

### **Racial Consciousness & Ethnic Identity**

- “Melting Pots, Salad Bowls, Ethnic Museums, and American Identity” by Steven Conn in *The Oxford Handbook of American Immigration and Ethnicity*
- “Group Identity, Ideology, and Activism” in *Uneven Roads*

### **Immigration Conflict**

- “Immigration Policy: The Road to Settlement and Citizenship” in *Uneven Roads*
- Film - “The Immigration Paradox”

### **Demographic Change**

- The 2010 U.S. Census & Census Projections
- [“Looking to the Future, Public Sees an America in Decline on Many Fronts”](#) from Pew Research Center

### **Political Knowledge & Political Participation**

- “Reexamining the ‘Racial Gap’ in Political Knowledge” by Marisa A. Abrajano (2014) in *Journal of Politics*
- “Mind the Gap: Why Large Group Deficits in Political Knowledge Emerge – and What to do about them” by Efrén O. Pérez (2015) in *Political Behavior*
- “Beyond SES: A Resource Model of Political Participation” by Henry Brady, Sidney Verba, and Kay Lehman Schlozman (1995) in *American Political Science Review*

### **Political Representation & Voting Rights & Redistricting Debate**

- “A History of the Voting Rights Act” by ACLU
- “Political Behavior and Representation: Minority’s Growing Voices” in *Uneven Roads*
- “Do Lawmakers Respond to Immigrants’ Request? The Answer Depends on Ethnicity and Race” by Gell-Redman et al. (2018) from *The Monkey Cage*

### **Residential Segregation & Education Gap**

- The first part of “Education and Criminal Justice Policies: Opportunity and Alienation” in *Uneven Roads*
- Film - TBA

### **Criminal Justice & Police Misconduct**

- The second part of “Education and Criminal Justice Policies: Opportunity and Alienation” in *Uneven Roads*
- “No Equal Justice: The Color of Punishment” by David Cole

### **Model Minority Myth & Affirmative Action**

- “The Invention of Model Minority” by Ellen D. Wu in *The Routledge Handbook of Asian American Studies*
- “On Racial Stereotyping” by Leslie Bow in *The Routledge Handbook of Asian American Studies*
- TBA

### **Health Disparities**

- “[The State of Health Disparities in the United States](#)” in *Communities in Action: Pathways to Health Equity* by National Academies of Sciences, Engineering, and Medicine
- “Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising and Brands” by Debra Merskin

### **Religious Minorities**

- “The Arab Immigrant Experience” by Michael W. Suleiman
- “Jewish Americans: Quest to Maintain Identity” by Richard Schaefer

### **Gender Minority**

- “The Gender Gap in Elections and Public Opinion” by Dolan, Deckman, and Swers
- “The spectacle of politics: Wendy Davis, abortion, and pink shoes in the Texas ‘fillybuster’” by Dustin Harp, Jaime Loke and Ingrid Bachmann in *Journal of Gender Studies*
- Film – “The Last Abortion Clinic”

### **Sexuality Minority**

- *Queer Clout: Chicago and the* <https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>*Rise of Gay Politics* by Timothy Stewart-Winter (2016)
- “The Report of the 2015 U.S. Transgender Survey” from Center for Victim Research Repository

### **Intersectionality & The Future of Race and Ethnicity in the United States**

- “Beyond Race: Intersections of Race, Gender, Class, and Sexual Orientation” in *Uneven Roads*
- Chapter 1 from *Post-racial or Most-racial? Race and Politics in the Obama Era* by Michael Tesler (2016)