
WINTHROP UNIVERSITY

THE DEPARTMENT OF POLITICAL SCIENCE FALL 2016

Course: PLSC 319 Section 001: Race and Ethnic Politics in the United States (3 credit hours)
Time & Location: Tuesday/Thursday 2pm – 3:15pm ♦ Kinard 204
Instructor: [Dr. Adolphus G. Belk, Jr.](#)
Office Location: 332 Bancroft
Office Hours: Tuesdays and Thursdays 12:30pm – 1:30pm, or by appointment
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**“Not everything that is faced can be changed, but nothing can be changed until it is faced.”
– James Baldwin, “As Much Truth As One Can Bear”
(1962)**

**“There can be little genuine progress in solving the so-called race problem or in creating the kind of social citizenship all Americans deserve unless and until continuing white skin privilege is openly acknowledged and addressed. In effect, the problem of the twenty-first century is not the color line but finding a way to successfully challenge whiteness as ideology and reality.”
– Linda Faye Williams, *The Constraint of Race* (2004)**

COURSE DESCRIPTION AND GOALS

Welcome to PLSC 319: Race and Ethnic Politics in the United States. According to the late Dr. Linda Faye Williams, a politics centered on race has characterized the U.S. since its birth as a republic. Students enrolled in this class will develop a thorough understanding of the significance of race and ethnicity in American politics and policymaking. Rooted in theories of race, racism, and political economy, the course considers relevant historical background, the constitutional framework of American government, and the nature of interactions between whites, blacks, Latinos/as, Asian Americans and Pacific Islanders, and Indian peoples and the main institutions of government.

Furthermore, the course focuses on the role and participation of racial and ethnic groups in American politics as well as the role of political parties, independent organizations, and social movements. In the process, students will come to understand the long struggle of excluded groups to gain full inclusion in the American political community. Lastly, the intersections of race, class, and gender are a concomitant focus of the course.

This course contributes to the mastery of the following [university-level competencies](#) (ULCs):

3. **Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

4. **Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Finally, the class is part of the [Global Learning Initiative](#) by its very nature, as students will have “local, regional, national and/or international experiences” that may differ from their own culture. Moreover, no matter what race/ethnicity a student is, s/he will encounter information about other races/ethnicities in this course.

Prerequisites: PLSC 201 with a grade of C or better, or AAMS 300, or permission of instructor.

STUDENT LEARNING OUTCOMES

At the close of the term, students will be able to think analytically about the experiences and influence of racial and ethnic groups in the American political system. More specifically, students will be able to identify and analyze:

1. The core concepts and themes of racial and ethnic politics in the United States.
2. The historical evolution of “We the People” and the struggles of racial and ethnic minority groups to gain inclusion in the American political community.
3. The characteristics, strategies, and trends of American political behavior.
4. The role and significance of minority elected officials and independent organizations.
5. The continued significance of race in American government, politics, and policy.

Lastly, at the conclusion of the semester students will have acquired sufficient knowledge to carry out future work in the study of race and ethnicity, both in the United States and abroad.

COURSE REQUIREMENTS AND GUIDELINES

It is my sincere hope that each student will do well in the course. For this to happen, students must live up to the responsibilities and requirements outlined in this syllabus. Therefore, each student must:

1. **Complete the readings** prior to the class in which the material will be discussed.
2. **Attend lectures.** Attendance is not required. The lectures, however, are designed to build upon the assigned readings—they do not simply regurgitate the textbook. Moreover, regular attendance and thorough lecture notes will be two of your most valuable resources for the examinations. Thus, *it will be to your advantage to attend all class meetings.*

3. **Participate** in making the class a productive learning experience for all.
4. **Ask questions.**
5. **Show sensitivity and respect** for your colleagues and the instructor. This includes *turning off all cell phones*. (Note: I *will* answer your phone if it rings. Also, if you are caught sending a text message, then you will be summarily dismissed. Ask about me.) For more details, please see [the College of Arts and Science Policy for Appropriate Use of Hand-held and Wireless Technology](#).
6. **Hand in assignments on the date they are due.** Please note that a late assignment will be penalized *one full letter grade* for each day that it is overdue.
7. **Take examinations on the date they are scheduled.** A student who fails to take an exam on the scheduled date—and who also fails to offer proper documentation to explain her or his situation—will have 25 points deducted from whatever grade is earned on the make-up exam. In addition, any unauthorized use of personal electronic devices—including but not limited to cell phones—during examinations will be taken as *prima facie* evidence of academic misconduct. I will immediately confiscate the examination of any student caught using such devices. The student will not be permitted to complete the test and the incident will be reported to University authorities.
8. **Inform the instructor of any concerns.**
9. **Make suggestions** on how the course could be improved.
10. **Abide by the Winthrop University [Code of Conduct](#).**

REQUIRED READINGS

Todd Shaw, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis, *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics* (Hereafter referred to as SDPT)

You can purchase the textbook at the Winthrop Bookstore or other bookstores or online vendors. Additional readings will be available via [Blackboard](#), the Internet, or placed on reserve at [Dacus Library](#).

STUDENT LEARNING ACTIVITIES, EVALUATION, AND GRADING SYSTEM

Students will participate in the following learning activities and will be evaluated and graded based on the criteria described below:

1. **Class Participation (10%):** Participation includes raising *relevant* questions, answering *relevant* questions, and, from time to time, taking part in in-class assignments or exercises.
2. **Quizzes (10%):** Quizzes will be both announced and unannounced. *Be prepared.*
3. **Examinations (60%):** There will be three examinations, each worth 20 percent of your final grade. Students must take exams *when they are scheduled* on the syllabus. Tests will begin at the appointed time and will be a combination of essay, short answer, and multiple-choice questions.

4. **Writing Assignments (20%):** Each student will participate in a group paper project. I will create the teams at a later date. The final assignment must be **15 to 20 pages** in length (no more, no less) and should focus on a contemporary issue in race and ethnic politics at the national, state, or local level of government. To jumpstart your work, each team will submit a **2 to 3 page paper proposal on Thursday, September 15**. The proposal will include your topic, research question, thesis, outline, and a list of references. The proposal is an **ungraded requirement**. However, a team that fails to submit a proposal will be penalized on its final paper.

The final paper must be thoroughly researched, well organized, and eloquently written. What is more, all papers must be typed, double-spaced, stapled, and have standard margins and consecutively numbered pages. Students also must include a reference page that shall list **no fewer than 20 sources**. (Note: A cover sheet and/or reference page *will not* count toward the allotted number of pages.) Please do not use a font smaller than Times New Roman 12. **The paper must be formatted using the [APSA Style Manual](#).**

Note that the following sources are **inappropriate** for the assignment: Wikipedia, About.com, Infoplease.com, Spark Notes or other dubious online sources not vetted by an editor or peer reviewed (blogs, personal websites, and the like are examples); encyclopedias; textbooks.

Finally, each team must upload its paper to [TurnItIn.com](#). **I will penalize assignments that fail to adhere to these basic guidelines.**

Grading:

- A** 93-100 = A **Designates work of superior quality**
90-92 = A- Class participation is voluntary, frequent, relevant, and reflects you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well organized and thought provoking, and free of grammatical or mechanical errors.
- B** 87-89 = B+ **Designates work of high quality**
83-86 = B Class participation is voluntary, frequent, and reflects you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.
80-82 = B-
- C** 77-79 = C+ **Designates work that minimally meets the course requirements**
73-76 = C Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.
70-72 = C-
- D** 67-69 = D+ **Reflects minimal clarity and comprehension**
63-66 = D Class participation is minimal, never voluntary, and reveals you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.
60-62 = D-
- F** 0-59 = F **Unsatisfactory performance** along most (or all) measures.

The “N” Grade and S/U Issues

This semester, the deadline to withdraw from a course with an automatic grade of “N” is **Friday, October 21**. *Students may not withdraw from the course after this date without documenting extenuating circumstances to the Registrar.*

ASSIGNMENT AND EXAMINATION SCHEDULE

Paper Proposal	Week 4	Thursday	September 15
Exam No. 1	Week 7	Tuesday	October 4
Exam No. 2	Week 11	Thursday	November 3
Group Research Paper	Week 15	Tuesday	November 29
Examination No. 3 (Final)		Wednesday	December 7, 11:30AM

SYLLABUS CHANGE POLICY AND COURSE CALENDAR

Note: The syllabus and/or course calendar will be adjusted to accommodate events that provide significant learning opportunities for students, weather conditions, etc. Additionally, a more detailed syllabus and/or course calendar may be issued at the instructor’s discretion.

PART I: THEORETICAL FOUNDATIONS AND HISTORICAL BACKGROUND

Week 1	Tue.	August 23	Introduction: Race as an Uneven Road SDPT Ch. 1
	Thu.	August 25	Theoretical Perspectives on Race and Racism – Part I Omi and Winant Ch. 4 and 5; Bonilla-Silva et al. Video: “The Doll Study Revisited”
Week 2	Tue.	August 30	Theoretical Perspectives on Race and Racism – Part II Feagin Ch. 1; Essed Ch. 1
	Thu.	September 1	Approaches to the Study of Race and Ethnic Politics Barker, Jones, and Tate Ch. 1, p. 1-13; McClain et al.
Week 3	Tue.	September 6	The Nature of the System: American Political Culture Lieske ; Smith ; McClain and Stewart (MS) Ch. 1
	Thu.	September 8	The Nature of the System: American Political Economy Oliver and Shapiro Ch. 1 & 2; Asante-Muhammed et al. Video: “How disadvantaged neighborhoods amplify racial inequality”
Week 4	Tue.	September 13	Group History: Whites SDPT Ch. 6; Haney-Lopez (Recommended: Hixson, et al.) Video: White Americans Feel “Ceiling Effect”

	Thu. September 15	Group History: Blacks SDPT Ch. 3 (Recommended: Rastogi, et al.) Video: " The African Americans - A More Perfect Union " PAPER PROPOSAL DUE IN CLASS
Week 5	Tue. September 20	Group History: Latinos and Latinas SDPT Ch. 4 (Recommended: Ennis, et al.) Video: " Latino Americans - Peril and Promise "
	Thu. September 22	Group History: Asian Americans and Pacific Islanders SDPT Ch. 5 (Recommended: Hoeffel, et al. ; Hixson, et al.) Video: " Asian Americans – A Model Minority "
Week 6	Tue. September 27	Group History: American Indians SDPT Ch. 2 (Recommended: Norris, et al.) Video: " We Shall Remain – Series Preview "
	Thu. September 29	Review for Exam No. 1
Week 7	Tue. October 4	EXAM No. 1

PART II: POLITICAL BEHAVIOR

	Thu. October 6	Group Identities, Political Ideology, and Activism SDPT Ch. 8
Week 8	Tue. October 11	Political Parties SDPT Ch. 9, p. 274-279; MS Ch. 3, p. 89-100; Hajnal and Horowitz
	Thu. October 13	Political Participation and Voting Behavior SDPT Ch. 9, p. 265-274, 279-286; MS Ch 3. p. 100-135 File
Week 9	Tue. October 18	Groups and Interests MS Ch. 3, p. 135-140; Walton and Smith Ch. 8; Garcia Ch. 8; Aoki and Takeda Ch. 4; Wilkins Ch. 8

PART III: REPRESENTATION AND POLITICAL INSTITUTIONS

	Thu. October 20	Electoral Representation: Congress and the States SDPT Ch. 9, p. 286-291; MS Ch. 4, p. 158-164, 170-178; Manning Video: " Race and Redistricting "
Week 10	Tue. October 25	The Executive Branch MS Ch. 4, p. 146-158, 165-168; Walton and Smith Ch. 12
	Thu. October 27	The Judicial Branch MS Ch. 4, p.163-165; Walton and Smith Ch. 13

[Dacus Library](#)

Not everything can be found online. Dacus Library is the primary on-campus provider of scholarly information in all forms from print to electronic. To fulfill its mission, the library provides information quickly, efficiently, and in sufficient depth to promote excellence in all academic programs offered by the university. Additionally, the library maintains depository status for federal and state publications. For information on library hours call (803) 323-2362.

[The Writing Center](#)

Students who wish to improve their writing skills should seek assistance from the Writing Center, located at 242 Bancroft. Tutors works with students on an individual basis in all phases of the writing process and on academic and writing projects in any discipline. Call (803) 323-2138 for information regarding hours of operation and services.

[The Office of Accessibility – Students with Disabilities/Need of Accommodations for Access:](#)

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility at (803) 323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

[The Office of Nationally Competitive Awards \(ONCA\)](#)

ONCA identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222A. Please fill out an online information form at the bottom of [the ONCA webpage](#) and email onca@winthrop.edu for more information.

[The Office of Victims Assistance](#)

The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803) 323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803) 329-2800.

ACADEMIC HONESTY AND INTEGRITY

The [Student Conduct Code](#) notes, “A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for an acknowledgement of the research and ideas of others. Misrepresentation of someone else’s work as one’s own is a most serious offense in any academic setting.” Winthrop University is no exception. In short, academic integrity is very important and misconduct, in any form, will not be condoned. If you have any questions regarding academic honesty and student conduct, please review **Section V** of the Student Conduct Code.

Political Science Department Statement on Plagiarism and Academic Misconduct

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com.

Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the Political Science department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one's own;
- Reproducing, in whole or in part, principal ideas from a fellow student's work;
- Granting a fellow student permission to copy one's paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course – whether in Political Science or another discipline – to meet a course requirement in a second course, *without the express permission of all instructors involved*. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor.

When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the *Student Handbook*. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student's academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student's diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.