

POLITICAL SCIENCE 330
MINORITY GROUP POLITICS
FALL, 2008

Faculty: John A. Garcia

Office: 339 Social Sciences Bldg.

Office Hrs: M/W 9:30-10:30

Tu/Th 3:30 - 4:00

or by appointment

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Books: Congressional Qrtrly. Press

-Issues in Race and Ethnicity (3rd Ed.)

Tolleson-Rinehart& Josephson(eds)

Gender and American Politics

Ramos, Jorge Quarterly- **The Latino**

Wave: Latinos Transforming Amer.

McClain& Stewart –**Can We all Get Along**

(4th Edition)

Class Times and Location: Tues./Thurs 11:00-12:15 Chavez 104

Scope of the Course:

This course is part of a series of courses offered by this department dealing with minorities (or persons of color) and their experiences in the U.S. Gender and its politics has been added to the scope of this course, in addition to the specialized course on women and politics (POL 334). With politics as the central focus, this course will examine, analyze and interpret the power relations of minority groups and women in the U.S. political system. The concepts of *power, authority, racism, culture, discrimination, mobilization, political resources, leadership, social structures, class, inequality, and group identity* are critical for us to explore in this course. Specifically, we will look at African Americans, Latinos, Native Americans, Asian Americans, and women in the U.S.

The first part of the course will be spent on a discussion of why we are focusing on these specific groups? How is a minority group defined and what does that mean in the daily life of people? Part of that discussion examines the status of minorities (in relation to their socioeconomic status, historical experiences, and political power). We will examine and discuss several models of minority group status and politics that describe, explain, and interpret the conditions of different minority groups in the U.S. The specific historical, legal, and cultural experiences of the various groups will be discussed. **Secondly**, we will construct a demographic profile of these groups by focusing on: 1) population size

and growth; 2) social status- age, education, language, family, immigrant status); 3) economic indicators- income, wealth, occupational status, etc.; 4) geographic location and distribution; 5) political representation; and 6) cultural indicators. (At the same time, this is not a history course, such that background materials for the minority groups and women will be condensed.) Our discussion of the several models will be evaluated both in terms of the present and future trends for America and today's minority groups.

The next part of the course will focus on political arenas, processes, institutions, and organizations involved in the shaping of power relations between minority groups/ women and the American political system. The areas to be covered will be: 1) race, gender, and ethnic identity and consciousness; 2) pan-ethnicity; 3) group leadership and organizations; 4) elections and electoral behavior; 5) political organizations and community groups; 6) modes and arenas for political participation; 7) legal issues, court rulings, and unresolved legal issues; 8) political mobilization and protest; and 9) legislative activities and public policies.

The last part of the course will focus on several specific policy areas that are relevant to minority groups and women. These areas would include: 1) education- segregation, educational quality, vouchers and charter schools; 2) employment and labor markets- training, discrimination, glass ceilings -; 3) poverty—children in poverty, welfare reform, cycle of poverty- ; 4) housing—availability, financing, residential segregation--; 5) crime, criminal justice system, and law enforcement; 6) affirmative action; 7) Indian gaming; 8) reparations for slavery; and 9) immigration. In each case, I will try to deal comprehensively with each of the policy areas and apply the relevant information to the impacted groups. This part of the course serves to connect specific situations, needs, and issues with the political behavior of groups in American politics.

The policy foci for the course will be inter-twined throughout the semester. That is, for several class periods, we will examine a specific policy area. In doing so, factors such as leadership, organizations, political strategies, policy preferences, and oppositional politics will be integrated into the discussion.

Classroom Environment:

The effectiveness and benefits of any course lies with the interaction and involvement among the students in the class and the instructor(s). This cooperative venture can work well with the basic principles of mutual respect and courtesy. This course includes considerable opportunities for interaction, discussions, and other forms of class participation. Our class meets for specific time periods each

week such that prompt and timely entry into the classroom avoids unnecessary disruptions and allows for maximum time to devote to the course. Conversations shared with another student should be shared with the entire class or please hold off that conversation until after class. In a course like this one, most persons have opinions, experiences, and viewpoints. In class discussions, we should explore and discuss the content of the comments while minimizing any personal references. The bottom line for a positive classroom environment is one of mutual respect and courtesy to each other.

Course Requirements:

There will be three major ways in which your performance for this class will be evaluated. The first will be **class attendance and participation**. The presentation and discussion of the materials cannot be fully understood by just doing some of the readings and sporadic attendance to class. It is both in yours and the class best interests to participate by asking questions, seeking clarification, and contributing comments and insights. This course is such that each of you has developed opinions and perspectives, as well as experiences on this aspect of American life. At the same time, there will be ongoing events during the semester that will be pertinent to this course, which can be a source of discussion and new information. This part of your grade will account for **eight percent** of your grade. A class sign-in sheet will be passed out each class period so that you can indicate your attendance for that class period. **Remember to sign in for only yourself and no one else.**

The second part of your grade will be derived from your performance on three equally weighted exams. Each exam will be worth **28% of your total grade**. The exams will cover all of the materials and topics up to the date of the exam. The third exam is scheduled during the final examination period; **BUT**, it is your third exam, not the **FINAL**. (Worth the same percentage, same time allocation, and not comprehensive). The tests will be a combination of short answers format and essay questions. One week prior to each exam, you will receive a list of core essay questions from which your actual essay questions will come. During that week, you have the opportunity to think about the possible answers, seek clarification, work in study groups, or any other approach to address the content of the essay questions.

The third component of your grade will be a short research paper chosen from a listing of possible topics. You will be asked to select from the list of research topics during the second week of class. Once you have made your selection, you will develop your paper with the following elements: a) restate the topic in the form of a research question; b) identify and integrate the relevant

research materials (i.e. articles, books, reports, etc.) in developing your response to the research question; c) complete the paper with any overall conclusion regarding the research question posed and possible “new” questions that arose from your analysis. The papers will be limited to 4-5 pages and an additional page for your references. This part of your grade will be worth **eight** percent of the total grade. After your selection, you will be clustered into three groups. Based upon your grouping the due dates for your papers will be : **Group I- October 16th ; group II – November 13th ; and Group III- December 4th.**

Course Topics and Readings:

August 26-28th:

Introduction to the Course:	CQ- 23-51
Scope of topics/groups examined	Mc/S- 1-16
The Changing American mosaic: A Multiracial America?	T-R/J- #1

September 2th –4th

Who are minorities and Why?	CQ- 223-242
Race and Ethnicity: Models and Theories	Mc/S- 17-28
Historical factors and group Experiences	Ramos- Ch. 3
Sovereignty and tribal rule	

September 9th - 11^h:

Race, ethnicity, gender and class and social structures	CQ- 267-286
Demographic and issue map of race ethnicity and gender	Mc/S- 29-46
Minority progress report- economic, education, family, poverty, health, political representation	T-R/J- #2

September 16th –18th:

Group consciousness and political identity	Mc/S- 65-79
Pan-ethnic identities and politics	Ramos- Ch. 2,5
Issue Area #1-Indian Gaming	

September 23rd –25th

Minority organizations-	Mc/S- 118-124
Goals, structures, accomplishments,	T-R/J- #13
Longevity, effectiveness	
Minority leadership and styles	
Leadership goals and strategies	

September 30th –October 2

Issue Area #2- Reparations for Slavery	CQ- Ch. 6
Political participation models	Mc/S- 47-56
Protest behavior	Ramos- Ch. 4
Patterns of minority/ women participation	T-R/J- #3
Local organizations and grass-roots efforts and issues	
Test #1—September 30th	

October 7th -9th:

Presidential/National Elections 1996-2008	Mc/S- 80-117
Issue Area #3- Gender Gap and Women as Leaders	
Partisanship and Minorities/women	Ramos- Ch. 1
Elections- participation, registration, turnout, campaigns, candidates, and electoral impact	T-R/J- #4, 7

October 14th -16th:

Minority/women campaigns, polarization	CQ- 55-75
Issue Area #4- Redistricting and Representation	Mc/S-125-157
Campaign strategies, selection of candidates and successes	Ramos- Ch. 8
Representation and responsiveness	T-R/J- #10,11

October 21st –23rd :

Civil Rights legislation, equality of opportunity, equal protection	Mc/S- 57-64, 158-175
Civil Rights Acts, Voting Rights Legislation	T-R/J- #5
Voting rights court cases and alternative election systems	

October 28th –30th :

Public policy process and minorities
and women

CQ- 1-18
T-R/J- #12

Issue Area #5- Affirmative Action and Glass Ceiling

Educational policy and women and
minority community concerns

November 4th – 6th**Issue Area # 6-Educational Quality and
Desegregation**

CQ- 79-101, 105-122

Crime and punishment

Law enforcement and communities of color

Test #2- November 4th**November 11th – 13th:****Issue Area #8- Criminal Justice system and
Minorities**

CQ- 245-262

Immigration: Naturalization, Undocumented
Immigration- Overview

November 18th - 20th:**Issue Area #7- Immigration Reforms and Policy
Reform**

CQ- 198-218
Ramos- Ch. 7

Workers, Immigration policy reforms

No class 11/11**November 25th – 27th :**

Comprehensive immigration and globalization
American Poverty

Mc/S- 179-207
Ramos – Ch. 6

NO CLASS 11/27**December 2th – 4th:**

Issue Area # 9-Poverty –Minorities and Women
Minority Politics as Local, as National, as Global

Ramos- Epilogue
T-R/J- #14

December 9th :**Issue Area #10 – Environmental Justice**

Future of women and minority politics
Concerns, issues and system responses

CQ- Ch. 7
Mc/S- 207-218
T-R/J- #14

Test #3- December 16th