

POLITICAL SCIENCE 235W
Politics of Ethnic Minorities and Gender
Professor Biles – Spring 2008
Room 302, AB-1, TuTh, 11:00-12:20

TEXTS: CQ Researcher, *Issues in Race and Ethnicity*. Washington: CQ Press, 2007, 3rd ed.

Ford, Lynne E. *Women and Politics: The Pursuit of Equality*. Boston: Houghton Mifflin, 2006, 2nd ed.

Blackboard and Electronic Reserve. Notices and course information will be placed on **Blackboard** (found on the SHSU homepage). Use your computer account info to access it. Please check the **Announcements section** periodically. I may also email the class using your student computer account address. If you do not check your student account regularly, roll it over to the one you do check. The syllabus will be on Blackboard in case the dog attacks your copy. If I need to post information that does not work for Blackboard, I will put it on **Electronic Reserve** and announce it on Blackboard. To get to Electronic Reserve, go to the SHSU homepage, click Library, then Course Reserves, Electronic Reserve, and finally Electronic Reserves and Reserves Pages. Select Course Reserves by Instructor (Biles), POL 235, and finally the item you wish to download. Password: **ethnicity**. The password will also be on the Blackboard announcement. You will need to use PDF (Adobe Acrobat) to download the material. It should come up automatically.

OBJECTIVES: The purpose of this course is to introduce the student to the study of ethnicity, race, and gender. While politics is the major focus, students are expected to learn about the impact of economic, social, and historical factors on minorities. Students will become familiar with the historical and contemporary experience of white ethnics and Asians and will learn in more detail about the experience of the two major contemporary ethnic minorities - African and Hispanic Americans. Finally, students will examine the role of women in politics, covering political behavior, women as political elites, how politics affects women, and the politics of the women's movement. As a result of the course, students should increase their knowledge, understanding, and analytical and writing skills. (The course is writing enhanced.) It meets the core requirement for a political science course beyond POL 261.)

BASIS OF GRADES:

First essay exam	15%	90 = A
Second essay exam	20	80 = B
Comprehensive final		70 = C
(may be multiple choice)	15	60 = D
Paper	40	Course grades round up at .5 (e.g., 89.5 = A).
Debate	10	

PAPER: The paper is **due Tues., February. 26**. The **topic** must be **approved by the instructor**. Discuss the paper with me and by Thurs., **Jan. 31**, provide me at least a typed paragraph describing what you will do. The paper should deal with some aspect of ethnicity or gender and be of interest to you. You might consider a topic applying ethnicity or gender to your major or intended profession. In choosing a topic, bear in mind that the paper should be **analytical, not descriptive** (e.g., why, what were the consequences?). The first day, we will talk about topics and hints on how to do the paper. Use formal writing style, but write the paper at a level that it could be read by the other students in this

class at the end of the semester. By then, they would know something about race and gender but not a great deal about your topic. Half of the grade will be determined by the *substance of the paper*: for example, is the information accurate and complete, is the thesis developed adequately, does the paper reflect the knowledge in the field, are the sources adequate? The other half of the grade will be determined by the *quality of the writing*: grammar, spelling, organization, smoothness of writing, etc. If you make a good effort the first time and want to do a **revision**, it is **due** three weeks after the paper is returned to you. Having the possibility of a *revision does not mean you can skip the original due date*. The first version should NOT be the dreaded “rough draft,” a capital offense in many jurisdictions.

- To be accepted, the paper must be at least **six word processed double spaced pages** of text (12 font and one-inch margins).
- Papers based on **original research** are recommended. Requirements for numbers and kinds of sources will be established in consultation with the instructor. Supporting materials such as the questionnaires, notes, etc. must be provided.
- Library research projects must have at least **fifteen DIFFERENT sources that are actually cited in the paper** (not fewer sources cited 15 times!!).
- Except by permission, news magazines (such as *Time* and *Newsweek*), the textbooks for this course, general encyclopedias, and dictionaries **may not be counted** to meet the required number of sources. *Wikipedia* may not be used at all.
- For **Internet sources**, only those sites of academic value are acceptable (such as electronic academic journals and government and organizational data sites). Interest group, blog, and individual sites selling their own views are acceptable only if they are serious players and you are presenting their argument as one perspective. Use the university’s data bases and Google Scholar.
- Books, professional journals, serious magazines, interviews and established, academic, and government Internet sites are **suggested sources**.
- The paper **must have notes and a works cited section** containing all (and only) the cited sources. The *works cited* style of citation should be used.
- **Page numbers must be given** for each citation in the parenthetical insertions.
- The paper should use proper style. A **style manual** such as the *MLA Handbook* or Kate L. Turabian, *A Manual for Writers*, must be followed. In the bibliography, **indicate the manual used**. Include a **photocopy** of the pages from your style manual illustrating the type of note and bibliographic entry you used.
- Include a **copy of each page cited**.
- Turn in a **paper copy** with the supporting materials **to the instructor**. **Submit an electronic copy of the paper** (but not supporting materials) to **Turnitin.com**, which is a *plagiarism checker*. Instructions for using Turnitin.com are on Blackboard under Announcements. Keep an electronic **copy for yourself**.
- **Revisions** are optional. A revision is a serious rewrite of the whole paper, not just a few cosmetic changes. I will mark the first page or so of the paper in great detail. Do NOT just change those items. **Do two things**. First read and follow the suggestions for improving the paper on the rubric attached to the returned paper. Second, go through the paper looking for errors similar to those marked. A session at the Writing Center often helps. The grade on the revision will be the grade for the paper.

DEBATES: At midterm, we will choose debate topics (by class vote) and divide the class into teams. Each team will decide on a format, do research, and carry out a debate on its topic. Grades will be

given by each team member based on contribution to the group and by the prof based on the substance of what is said. The debates will be at the end of the semester.

ATTENDANCE, MISSED WORK, PARTICIPATION, & COMPORTMENT:

Students are expected to attend class regularly and punctually, to respect others, to read the assignments, to participate in class discussions, and to contribute to a good learning environment.

- For each unexcused **absence in excess of three, a point will be deducted** from the course average. Students with **one or no absences** will receive a **two point bonus** on their average.
- It is the responsibility of the student to **report late arrival (at the end of the class)**, to provide written **documentation** of excused absences and to arrange to make up any missed work, including examinations.
- Barring extenuating circumstances, **missed work** should be made up within two weeks of your return to school. All missed work must be made up by the last day of classes.
- **Excused absences include** official active participation in university functions, illness of yourself or someone for whom you are a primary caregiver, attendance at a funeral, religious holy days, and occasional work emergencies. I will consider other reasons in the spirit of the above. Sleeping late because you work late is not an acceptable reason.
- **Tardiness** will count as half an absence.
- Students **leaving class early** without prior clearance will be counted absent.
- Students physically but not mentally present in the class (e.g., reading newspapers, playing with their cell/computer, using earphones, or studying for other classes), **disturbing the class**, or using tobacco products may be asked to leave, counted absent, and referred to the Dean of Students. Students using laptops must sit on the first two rows and use them only for purposes of this class (e.g., taking notes).
- **Turn off cell phones, pagers, etc. before class begins.**
- For additional information, see <http://www.shsu.edu/syllabus/>

ACADEMIC DISHONESTY: The University and I disapprove of cheating on exams, papers, or other assignments. Those engaged in dishonest practices will be submitted to university disciplinary action. In addition, cheating will produce a zero on the assignment and will be part of the course grade. **Plagiarism** is a particular problem. It is wrong, immoral, and against the rules. Don't do it! In writing a paper, cite the source of any ideas, facts, phraseology, etc. that is not very common knowledge. **If you paraphrase** something (that is, take the ideas or information from a source but put it in your own words), cite the source. When you are learning, it is better to sin on the side of too many citations than too few. **If you use someone else's words, put them in quotation marks** and provide a citation of where you found the material. This includes material from web sites, books, articles, interviews – **any** source that is not your very own words. A common form of plagiarism is using material patched together from websites. Buying or using someone else's paper is plagiarism of the worst kind.

Cell phones must be off and out of sight **during all examinations**. If I see one on and in view, you fail the exam.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY: Holy day absences are treated like other excused absences. Provide me documentation of the absence before or after the absence and arrange to make up any missed work within two weeks of the absence.

AMERICANS WITH DISABILITIES ACT: SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until you register with the Counseling Center**

CONTACTING THE PROF: Office AB1 315H (same floor as the class), **phone** (936) 294-1460, **e-mail** gov_reb@shsu.edu. Enter the political science suite through 315 or 315K. **Office hours:** T-days, 10-10:30, 4-5; M-days, 11:30-12:30, 4-5. **Classes:** TuTh 11 & 12:30; Mon. night at the UCtr. Please do not come to see me just before class, when I am getting ready to teach. Any other time I am in, you are most welcome. Conferences by **appointment or drop-in, after class, or by phone**. I am available most of each day, and students are **not limited to office hours**. Come see me as soon as you need help; the end of the semester is generally too late.

COURSE OUTLINE

I. Race and Ethnicity

- A. Introduction
 - 1. Background, Concepts, and Competing Explanations: **Read material on Blackboard**
- B. African Americans
 - 1. Introduction: **Read *Issues*, Chap. 2**
 - 2. Education: **Read *Issues*, Chap. 4 & 5**
 - 3. Politics and elections: **Read *Issues*, Chap. 3**
 - 4. Hot button issues: Affirmative Action and Reparations. **Read *Issues*, Chap. 1, 6**

EXAM 1

- C. Latinos/Hispanics
 - 1. What's in a name?
 - 2. Past, present, and future: **Read *Issues*, Chap. 10**
 - 3. Immigration, legal and illegal: **Read *Issues*, Chap. 9**
- D. Native Americans/American Indians
 - 1. A bitter past, a bitter present? **Read *Issues*, Chap. 12**
- E. Special Issues: Environmental Justice and New Orleans: **Read *Issues*, Chap. 7 & 8**

II. Gender

- A. Introduction:
 - 1. Language and Ideas
 - 2. Home and Family
 - 3. Education and the Economy
- B. The Struggle for Equality: **Read Ford, Chap. 1**
 - 1. Two paths to equality
 - 2. Feminisms
 - 3. The Women's Movements: **Read Ford, Chap. 2**

EXAM 2

- C. Women and Politics
 - 1. Mass behavior: **Read Ford, Chap. 3**
 - 2. Women as elites: **Read Ford, Chap. 4**
 - a. Representation and advocacy: **Read Ford, Chap. 5**
- D. Women and Public Policy
 - 1. Education: **Read Ford, Chap. 6**
 - 2. Paid work and economy: **Read Ford, Chap. 7**
 - 3. Family and fertility: **Read Ford, Chap. 8**
- E. Conclusions: **Read Ford, Chap. 9**

COMPREHENSIVE FINAL: Thursday, May 15 at 11-1 in our regular classroom.