New Course Request

Check Appropriate Boxes: Undergraduate credit ☑️ Graduate credit ☐ Professional credit ☐

1. School/Division: Liberal Arts & Sciences
2. Academic Subject Code: POLS

3. Course Number: Y329 (must be cleared with University Registrar)
4. Instructor: Elizabeth A. Bennion

5. Course Title: Racial & Ethnic Politics in the United States
   Recommended Abbreviation (Optional): Racial & Ethnic Politics U.S.A.

6. First time this course is to be offered (Semester/Year): Spring 2005

7. Credit Hours: Fixed at 3 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes ☐ No ☑

9. Is variable title approval being requested? Yes ☐ No ☑

10. Course description (not to exceed 50 words) for Bulletin publication: A survey of minority group politics in the United States. The course examines the socio-economic position and political history of various demographic groups and highlights key public policy debates central to the future of ethnic politics and race relations in the United States.

11. Lecture Contact Hours: Fixed at 2.5 or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

13. Estimated enrollment: 40 of which _______ percent are expected to be graduate students.

14. Frequency of scheduling: every 2 years

15. Will this course be required for majors? Yes ☐ No ☑

16. Justification for new course: Seeking a permanent number for a popular variable title course.

17. Are the necessary reading materials currently available in the appropriate library? Yes (excluding student text) ☑

18. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Department Chairman/Division Director
Date 7/1/03

Approved by: [Signature]
Dean
Date 8/13/03

Dean of Graduate School (when required)
Date

Chancellor/Vice-President
Date

University Registrar
Date

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
The following syllabus reflects how this course was taught in the past, when it was offered as a special topics course (POLS Y380).

### Racial and Ethnic Politics in the United States
Department of Political Science (POLS Y380)
Instructor: Elizabeth A. Bennion, Ph.D.

### Spring 2003
5:30 – 8:00 p.m.
DW 1125

#### Instructor Contact Information:
Office: 2181 Wiekamp Hall
Phone: 237-4128
E-mail: ebennion@iusb.edu

#### Office Hours:
1:00 – 2:00 p.m. TR
Also by appointment.

#### Textbooks:


#### Course Description:
This course takes a close look at race and ethnic relations in the United States of America. It focuses on minority group politics in the United States, using a wide variety of examples and group experiences. The course explores the different strategies groups use in their struggle with minority status—including assimilation, separatism, and radicalism. It also examines key areas of public policy, including education, employment, immigration, and law enforcement, that are central to the future of ethnic politics and race relations in the United States. Finally, the course requires students to form their own opinions about controversial issues in race and ethnicity by reading essays and asking questions about affirmative action, reparations for slavery, redistricting, racial profiling, police brutality, environmental justice, income inequality, immigration, American Indian autonomy, and prejudice in the United States.

#### Basic Requirements (All Students):
- **Attend all class sessions.** Regular attendance is both recorded and required.
- **Do your reading.** Reading should be completed before the date listed on the syllabus.
- **Participate.** Active participation in class discussions is expected. You will receive a participation grade. All classes will be interactive. Come prepared to participate.
- **Submit homework each class period.** Your top 15 scores will be recorded.
- **Take exams as scheduled.** You will be asked to complete three take-home examinations. Extensions are granted only in extraordinary situations. **Emergencies must be documented.**
- **Complete all additional assignments.** This includes take-home and in-class assignments, worksheets, quizzes and group projects. None of these assignments will be very time-consuming. However, these projects will influence your overall participation grade.
Examination Dates: Mark your calendars now!
Examination #1: Due 02/26/03 (5:30 p.m.)
Examination #2: Due 04/09/03 (5:30 p.m.)
Examination #3: Due 05/07/03 (5:30 p.m.)

Point Allocation:
- Exam 1: 100 pts.
- Exam 2: 100 pts.
- Exam 3: 100 pts.
- Homework (15): 150 pts.
- Participation (10): 100 pts.

Grading Scale:
Letter Grades will be calculated as follows:
- 98-100 = A+
- 93-97 = A
- 90-92 = A-
- 88 - 89 = B+
- 83-87 = B
- 80-82 = B-
- 78 - 79 = C+
- 73-77 = C
- 70-72 = C-
- 68 - 69 = D+
- 63-67 = D
- 60-62 = D-

Any mark below 60 represents a failing grade.


Grade Insurance:
Grades are calculated automatically by the Oncourse Gradebook based on a minimum point requirement (i.e. 90% is the minimum for an A-, not 89% or even 89.99%).
The instructor does not automatically round grades that fall 0.5% or less below the next higher letter grade. You should purchase your own "grade insurance".
You may purchase "grade insurance" through extra credit projects to avoid narrowly missing a higher grade. These projects are strongly encouraged. These projects have a high educational value and can even be fun!

Participation Grade:
You will receive a participation grade for each of the regular (non-exam) class sessions beginning January 22nd and ending April 30th. Your top 10 (out of 11) grades will be counted toward your final participation grade in the course. Participation scores will be posted on the Oncourse Gradebook each week. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>10.0</td>
<td>Outstanding; Insightful and Sustained Participation; Discussion Leader</td>
</tr>
<tr>
<td>9.0</td>
<td>Strong; Thoughtful and Sustained Participation throughout the Session</td>
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<tr>
<td>8.0</td>
<td>Infrequent but Important Contributions to the Class Discussion</td>
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<tr>
<td>7.0</td>
<td>Occasional Participation as Required</td>
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<tr>
<td>6.0</td>
<td>Low Level of Participation; Participation Mostly Limited to Active Listening</td>
</tr>
<tr>
<td>5.0</td>
<td>Attendance Only; No Clear Evidence of Active Learning</td>
</tr>
<tr>
<td>0.0</td>
<td>Did Not Attend/Disruptive</td>
</tr>
</tbody>
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OnCourse Web Site:
The instructor will maintain a web page for this course. A copy of the syllabus and an up-to-date course gradebook will be available at http://oncourse.iu.edu. Students will be required to post many homework assignments on the Oncourse gradebook. Students may respond to one another’s postings for extra credit. Check Oncourse regularly for class announcements, assignments, and course grades.
E-Mail Communication:
All students should check their e-mail regularly. The instructor will compile and use a Y380 e-mail distribution list. If you do not have an e-mail account, you may receive a free IUSB account by contacting the Office of Information Technology (OIT) or visiting a consultant at any campus computer lab. All students must also provide the instructor with a current (preferred) e-mail address. The instructor will provide students with important course updates and announcements via e-mail. It is your responsibility to attend class and to check your e-mail on a regular basis. Missing class is not an excuse for missing an assignment (including those announced in class).

Current Events:
It is important to keep up with current events throughout the semester. You should read a good daily newspaper (New York Times, Washington Post) whenever possible, and watch or listen to news programs such as News Hour with Jim Lehrer (PBS), the O'Reilly Factor (FOX News), Hannity and Colmes (FOX News), and National Public Radio (88.1 FM).

Cheating and Plagiarism:
Academic dishonesty will not be tolerated. Do not submit the work of a parent, child, friend, lover, spouse, relative, published (or unpublished) author, colleague, peer, or paid consultant. The work you submit must be your own. Be sure to include proper citations for all work that you paraphrase or quote. When in doubt, ask the instructor! Any person caught violating the rules as spelled out in the Code of Student Rights, Responsibilities, and Conduct (1996: 17-18) will receive a failing grade. If you do not have a copy of the Code see the instructor immediately or purchase a copy at the bookstore.

Americans with Disabilities Act Accommodations:
If you have special learning needs, please let me know. All arrangements for special testing conditions, notetakers, or other services must be made through Student Academic Support Services (Donna Lamborn, 237-4832) or Disabled Student Services (Mark Dosch, 237-4479). Upon receiving documentation, the instructor will sit down with each student to discuss the accommodations that best meet the student’s individual needs.

Opportunities for Additional Course Work on Minority Issues:
Did you enjoy this course? Check out other courses cross-listed with Afro-American Studies, Latino/Latin American Studies, American Studies and Women’s Studies for additional courses with similar content.

Modifying the Syllabus:
The instructor reserves the right to modify the syllabus.
Students will be responsible for changes to the syllabus as announced in class.
POLS Y380: Racial and Ethnic Politics in the United States

ASSIGNMENT SCHEDULE: (CQ Reader chapter numbers are italicized)

All students must complete fifteen homework assignments (worth 10 points each). Seventeen options are listed below. Complete 15 out of 17 to avoid receiving any zeros.

All students must also complete three take-home exams (worth 100 points each).

✓ Assignment & exam grades will be posted on the Oncourse Gradebook.
✓ Students are encouraged to check the gradebook frequently.
✓ If any grades are inaccurate (or missing), inform the instructor immediately.
✓ The instructor will correct all problems promptly.
✓ Post assignments on the Oncourse Discussion Forum (“In Touch”) as required.
  The dated posting proves that you submitted the assignment on time.
✓ Keep all graded assignments until you receive your final course grade in the mail
✓ Late assignments will be penalized 20% per day.
✓ Assignments due at noon but submitted later the same day will be penalized 10%.

<table>
<thead>
<tr>
<th>Due Date:</th>
<th>Reading:</th>
<th>Assignment:</th>
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<tbody>
<tr>
<td>01/22/03</td>
<td>Chapter 1, America’s Dilemmas</td>
<td>Write a single paragraph describing, in your own words, America’s major dilemmas regarding race and ethnicity. Post your comments on the Oncourse Discussion Forum. DUE: NOON</td>
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<td>01/29/03</td>
<td>Chapter 2, Resources and Status of America’s Racial Minorities</td>
<td>Create graphic depictions of the resource and status distribution in the United States. Be sure to include comparisons (rankings) of various racial and ethnic groups (including Caucasians). Your graphs can be hand drawn or computer generated. Select (or create) the variables you deem to be most important in telling the story of resource distribution. Be ready to share your graphs with the class. DUE: 5:30 p.m.</td>
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See the next page for an additional assignment for 01/29/03!
Date: 01/29/03  Reading: Chapter 5, Racism and the Black Middle Class  Students: R-Z (last name)  
Assignment: In your opinion, is racism still a big obstacle to advancement for many black professionals? Do members of the black middle class have an obligation to other blacks to live in predominantly African-American neighborhoods, especially in poorer areas in the inner city? If not, do they have any other obligations to such neighborhoods? Why or why not? Post your 1-page response on the appropriate Oncourse Discussion Forum.  
DUE: NOON  
OR  
Reading: Chapter 7, Income Inequality  Students: A-Q (last name)  
Assignment: In a single paragraph, summarize your own ideas regarding what, if anything, the government should do to reduce income inequality. If you do not believe that the government should be involved, explain why. Post your response on the Oncourse Discussion Forum.  
DUE: NOON  

Date: 02/05/03  Reading: Chapter 3, America’s Racial Minorities in the Contemporary Political System: Actors  
Assignment: Go to the Oncourse Discussion Forum. What was the most interesting thing you learned in this week’s reading? What was the most confusing? What one topic would you like to discuss in class this week? Submit your typed response to each question for this week by NOON. Include a page number for each topic. You must submit all THREE responses.  
DUE: NOON  

Note: Be sure to ask the instructor about topics that are particularly interesting or confusing to you each week. You are encouraged to send the instructor e-mail messages about topics you wish to discuss in class. Alternatively, you may stop by during office hours to “chat” about the course material. If these times do not work for you, set up an appointment with the instructor. I am happy to talk with you!
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<tr>
<td>02/12/03</td>
<td>Chapter 4, America's Racial Minorities and the Policymaking Process</td>
<td>How do you think minority representation (or under-representation) shapes education policy and civil rights policy in the United States? Must minorities groups be present in the government to gain policies that benefit these groups? What constraints limit the link between descriptive representation (presence) and substantive policy representation? Answer in a 2-page paper. Use evidence from the textbook to support your argument. <strong>DUE: 5:30 PM (IN-CLASS)</strong></td>
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<tr>
<td>02/19/03</td>
<td>Chapter 5, Coalition or Competition? Patterns of Interminority Group Relations</td>
<td>Post three specific suggestions for improved interminority relations. <strong>DUE: NOON</strong></td>
</tr>
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<td>Chapter 6, Will We “All Get Along”?</td>
<td>On a scale from 1 to 10, how optimistic are you that we will “all get along?” List three specific reasons for your level of optimism (or pessimism). Post your comments on the Oncourse Discussion Forum. Your comments should not exceed one double-spaced page. <strong>DUE: NOON</strong></td>
</tr>
</tbody>
</table>
| 02/26/03 | No New Reading. | **EXAM #1 DUE DATE**  
Take Home Exam.  
You must do your own work.  
Do not consult with others.  
Failure to follow this rule will result in an “F” in the course.  
**DUE: 5:30 p.m.** |

*Submit your exam in-person (DW2181) or as an e-mail attachment using the Oncourse class mail. Submit your exam to the INSTRUCTOR ONLY! E-mail submissions should be sent no later than 5:15 p.m. You will receive a confirmation by 5:30. If you have not received this confirmation, YOUR EXAM IS LATE! Call the instructor immediately to arrange for in-person submission: 574-237-4128.*
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<tr>
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<th>Assignment</th>
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<tbody>
<tr>
<td>03/12/03</td>
<td>Chapter 1, Affirmative Action</td>
<td>In your opinion, what are the two strongest arguments FOR affirmative action? What are the two strongest arguments AGAINST affirmative action? Post your answers on the Oncourse Discussion Forum. <strong>DUE: NOON</strong></td>
</tr>
<tr>
<td>03/19/03</td>
<td>Chapter 2, Reparations</td>
<td>In your opinion, what are the two strongest arguments FOR reparations? What are the two strongest arguments AGAINST reparations? Post your answers on Oncourse. <strong>DUE: NOON</strong></td>
</tr>
<tr>
<td>03/26/03</td>
<td>Chapter 3, Redistricting</td>
<td>Do you support the creation of majority-minority districts? Why or why not? Explain your position in a one-page paper. Post your paper on the Oncourse Discussion Forum. <strong>DUE: NOON</strong></td>
</tr>
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<td></td>
<td>Chapter 4, Policing the Police</td>
<td>Select an incident from a recent news story that illustrates the problem of racial profiling, police brutality, or police discrimination against minority citizens. Cite the article title, publication, and date of publication. Summarize the story and how it relates to this week’s reading in a one-page paper. Bring a copy of your summary and article to class. Also, think about what we can do to better “police” the police. <strong>DUE: 5:30 p.m. (in class)</strong></td>
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<tr>
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<td>Reading:</td>
<td>Assignment:</td>
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<td>04/02/03</td>
<td><em>Chapter 6, Environmental Justice</em></td>
<td>What is environmental justice? Do we have “environmental justice” in the United States? What problems do you foresee in solving the problem of “environmental injustice”? Answer in a 1-page paper. Post your comments on the Oncourse Discussion Forum. <strong>Due: NOON</strong></td>
</tr>
</tbody>
</table>
| 04/09/03     | No New Reading                               | **EXAM #2 DUE DATE**  
Take Home Exam.  
You must do your own work.  
Do not consult with others.  
Failure to follow this rule will result in an “F” in the course.  
**DUE: 5:30 p.m.**  
*Submit your exam in-person or as an e-mail attachment using the Oncourse class mail. Submit to the INSTRUCTOR ONLY! E-mail submissions should be sent no later than 5:15 p.m. You will receive a confirmation by 5:30. If you have not received this confirmation, YOUR EXAM IS LATE! Call the instructor immediately to arrange for in-person submission: 237-4128.* |
| 04/16/03     | *Chapter 9, Debate Over Immigration*         | In your own words, what is the debate over immigration? Where do you stand in this debate? Post your 1-page response.  
**DUE: NOON**                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|              | *Chapter 11, The New Immigrants*             | Who are the new immigrants? How do they contribute to the debate over immigration? What suggestions do you have for successfully incorporating these new immigrants within the American political system? Post your 1-page response on Oncourse.  
**DUE: NOON**                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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</thead>
<tbody>
<tr>
<td>04/23/03</td>
<td>Chapter 10, Hispanic-Americans’ New Clout</td>
<td>Find a recent newspaper article discussing the clout of Hispanic-Americans in today’s American culture and/or politics. Cite the publication, publication date, and page number. Summarize the article and explain how it relates to today’s reading assignment. Bring a copy of the article and your summary to class. <strong>DUE: 5:30 p.m. (in class)</strong></td>
</tr>
<tr>
<td>4/30/03</td>
<td>Chapter 8, Diminishing Diversity of Language</td>
<td>Is the diminishing diversity of language a problem? Why or why not? Do you support bilingual education programs? Provide two specific reasons for your answer. Post your comments on the class Discussion Forum. <strong>DUE: NOON</strong></td>
</tr>
<tr>
<td>05/07/03</td>
<td>Chapter 12, Native Americans’ Future</td>
<td>Describe, in your own words, the future of American Indians in the United States. Is this future bright or bleak? What evidence do you have to support your predictions? Post your 1-2 page response on the Oncourse discussion forum. <strong>FINAL EXAM DUE DATE</strong></td>
</tr>
<tr>
<td></td>
<td>No New Reading</td>
<td></td>
</tr>
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**Extra Credit Options: POLS Y380  (Spring 2003)**

Purchase your own grade insurance through extra credit projects.

*(5 points each; 15 points maximum)*

**Option 1:** Respond to the homework posting of one of your peers. Provide a thoughtful (1-page) response to the viewpoint expressed by your peer. Where do you agree? Where do you disagree? What is missing from the original argument? Put in your two-cents worth (or more)! Submit your response paper in class and on the Oncourse Discussion Forum. This project is due one week after the original homework assignment. (5 points; Limit 2)

*Note:* This option may be used more often to gain additional participation points. This is strongly recommended for shy students!

**Option 2:** Watch a race/ethnicity-related political news program. Write a brief (2-page) paper describing: 1) the topic of the show, 2) the persons appearing on the show; 3) the main arguments advanced by various speakers, and 4) your own reactions to these arguments. Include a statement of your new, informed opinion on the issue(s) highlighted by the show. Program must be approved by the instructor. (5 points; Limit 2)

**Option 3:** Attend a politically-relevant campus or community activity. Write a brief (1-2) page report about what you learned. The event must be approved by the instructor. A list of pre-approved events is found on the reverse side of this paper! (5 points; Limit 3)

**Option 4:** Analyze a recent newspaper or new magazine story on racial and ethnic politics in the United States. Be sure to link your analysis to central concepts covered in POLS Y380. (5 points; Limit 2)

**Option 5:** Analyze a race/ethnicity themed film. Be sure to link your analysis to concepts covered in POLS Y380. (Film must be pre-approved by the instructor). In your 2-page paper, do not spend more than ½ page on plot summary. (5 points; Limit 2)

*Note:* A student may earn a **maximum of 15 points** through extra credit assignments. All news programs, news articles, and campus/community events must relate to the overall theme of racial and ethnic politics in the United States. Each project earning full credit will result in a 1% boost to your overall course grade.

*(see reverse for a list of pre-approved extra credit events)*
EXTRA CREDIT EVENTS, POLS Y380, SPRING 2003
(ADDITIONAL OPTIONS WILL BE ANNOUNCED IN CLASS)

Office of Campus Diversity Spring 2003 Calendar of Events

Asian Film Festival
5:30 to 7:30 p.m.
Friday, January 17
Wiekamp Hall 1001

Black Men's Think Tank
Friday and Saturday, February 7 and 8
Wiekamp 1001 and NS 158

Asian American Conversation
11:30 a.m. to 12:30 p.m.
Wednesday, February 12
Admin. Bldg./Computer Lounge

Black History Month Program
5:30 p.m. to 8:00 p.m.
Wednesday, February 12
Wiekamp 1001

Educating Children of Color
3:30 to 6:30 p.m.
Friday, February 21
Wiekamp 1001

Africa is a Continent Not a Country Panel Discussion Part 2
Friday, February 28, 2003 5:30 to 8:00 p.m. Wiekamp 1001

Asian Film Festival
5:30 to 7:30 p.m.
Friday, March 14
Wiekamp Hall 1001

Women of Color Conference Part 2
10:00 a.m. to 2:00 p.m.
Saturday, March 29
Wiekamp 1001

Asian American Conversation
11:30 a.m. to 12:30 p.m.
Wednesday, April 2
Student Lounge, Admin. Bldg.

A Celebration of Africa
5:30 to 8:00 p.m.
Friday, April 11
Admin. Bldg. Cafeteria

Asian Heritage Month Celebration
5:30 to 8:00 p.m.
Friday, April 25
Admin. Bldg. Cafeteria

Juneteenth Weekend Celebration
June 20 to June 22

For more information call ext. 6535.

Note: The schedule also includes dances and awards ceremonies that you are welcome to attend but that do not carry any POLS Y380 credit.

Students: If you hear about an activity or event in Michiana that you think should qualify for extra credit, please inform the instructor.