

## **POLS 3368 – Race, Gender, and Ethnicity Politics**

Fall 2006  
Monday & Wednesday  
2:30-4:00  
204 SEC

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### **OBJECTIVES:**

1. To increase awareness of how the American government has been influenced by and has dealt with group diversity.
2. To give students a working knowledge of current and past U.S. policy that pertains to race, gender, and ethnicity.
3. To provide the building blocks of knowledge to (prospective) majors in political science.

The class will be heavily lecture. However, students are encouraged to ask questions or make comments on the material being presented.

### **LEARNING OUTCOMES:**

(1) Student will master basic concepts, theories and methods of studying political institutions and political behavior. Will also have knowledge of contemporary political issues. (2) Students will be able to locate relevant sources to buttress their arguments, they will be able to properly cite sources, and they will be able to analyze and present quantitative data when called for. (3) Students will write clear and original papers that are directed to the appropriate audience.

### **READING:**

(1) The CQ Researcher. 2005. *Issues in Race, Ethnicity and Gender: Selections from the CQ Researcher*. 2<sup>nd</sup> Edition. Washington: CQ Press. (hereafter CQ Researcher).

Additional readings (available on-line, most at [www.jstor.org](http://www.jstor.org), or on reserve in the library) have been listed to supplement the book. Reading is to be completed by the day it is listed on the reading schedule. All readings included on the syllabus are required. Not knowing how to access a journal or a book is not a legitimate excuse for not doing the reading.

### **GRADING:**

80%: Exams 1, 2, & 3. Exams 1 & 2 are worth 25%. Exam 3 is worth 30%.  
20%: In-class quizzes.

**ATTENDANCE, QUIZZES and PARTICIPATION:** Since students are responsible for all material presented and any announcements made during any and all class meetings attendance is strongly suggested. Although attendance will not be taken, there will be pop quizzes throughout the semester. Your top scores will make up 25% of your final grade. Since quizzes make up a FULL FIFTH of your final grade it is crucial that you come to class on a regular basis. A certain number of quizzes (likely two or three), missed because of an

absence, due to an emergency or even to laziness, will be dropped. PLEASE NOTE: quizzes CANNOT be made up for any reason.

The material for quizzes will be based on both reading and lecture material, but will skew heavily toward material from the readings as a way to ensure that the student is keeping up with the assigned reading. Quizzes will help you prepare for the exams, as some of the exam material will come directly from quizzes.

Participation is not necessary but will make for a much more interesting semester.

**EXAMS:** All material from class lectures and assigned readings (even if not explicitly covered in class) is subject to testing. Definitions and broad concepts will be much more important than dates and places. The exams will be a mix of multiple-choice, true/false, and short answer. Review sessions will be held during part of the class period before the exam.

Since there are only four days (3 exams and 1 presentation) when attendance is absolutely required, the instructor reserves the right to not give make-up exams. This means if the student cannot make it to an exam, he/she needs to consult with the instructor PRIOR to the time the exam is given (health center notes WILL NOT be accepted as an excuse).

**PLAGIARISM AND CHEATING:** Neither plagiarism nor cheating will be tolerated in this class. Plagiarism can be one of two kinds: intentional, which is dishonest, or unintentional, which is the result of ignorance. Both kinds are equally punishable and equally serious breaches of academic integrity. Either type may result in failing an assignment, failing the course, and in some instances, when allowed by the University, expulsion from the University. Students are responsible for being aware of the official policies and procedures of the University and will be held fully accountable for them. Full text of the official university policy regarding plagiarism, cheating, as well as other forms of academic dishonesty, is available on the University's web page.

**STUDENTS WITH DISABILITIES:** If you are a student with a disability and wish to request accommodations, please notify me by the second week of class. You are also encouraged to contact the Center for Students with DisABILITIES (CSD) at (713) 743-5400. The CSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner.

**RELIGIOUS HOLIDAYS:** In accordance with University policy, I will excuse any absences that result from religious observances, provided that you notify me in advance of your planned absence.

**NOTE:** Students are expected to conduct themselves in a manner conducive to classroom learning. It is not acceptable to come to class late, to sleep or to chat. WHATEVER YOU DO, DO NOT let your cell phone ring during class. If your cell phone rings during class, you will likely be asked to leave.

Additionally, students should always treat each other and the instructor with the utmost respect possible. Be sure to keep this in mind, particularly during discussions of a controversial nature. If there are recurring issues with a student, the instructor will address them by any means she feels necessary.

### **READING SCHEDULE-**

Mon. Aug. 21<sup>st</sup> – Course introduction. What this course is and what it is not. What is Pluralism? What is Elitism? Why does it matter to Race, Gender, and Ethnicity?

Wed. Aug. 23<sup>rd</sup> – The effects of race and ethnicity in the U.S.  
(1) CQ Researcher. Chapters 6 & 7. Read these two chapters for general trends, not for specific details.  
(2) Blank, Rebecca M. “An Overview of Trends in Social and Economic Well-Being, by Race.” Available at:  
<http://people.umass.edu/cnle/soc361/docs/ab1-2.pdf>  
(3) Shapiro, Thomas M. 2001. “Transformative Assets, The Racial Wealth Gap, and the American Dream.” Available as a hand-out.

Mon. Aug. 28<sup>th</sup> – Is health a matter of race?  
(1) CQ Researcher. Environmental Justice. Chapter 5  
(2) Williams, David R. and Chiquita Collins. 2002. “The Color of Health in the United States.” In *Rethinking the Color Line: Readings in Race and Ethnicity 3<sup>rd</sup> Ed.* Gallger, Charles A. ed. New York: McGraw Hill. Pgs. 69 – 79.

Wed. Aug. 30<sup>th</sup> – School and Housing Segregation.  
(1) CQ Researcher. Chapter 8.  
(2) Massey, Douglas. 2001. “Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas.” Pages 391- 434. Available at:  
<http://darwin.nap.edu/books/030906838X/html/391.html>

Mon. Sept. 4<sup>th</sup> – Class cancelled for Labor Day.

Wed. Sept. 6<sup>th</sup> – Desegregation. In-Class Movie. “The Strange Demise of Jim Crow: How Houston Desegregated its Public Accommodations, 1959-1963.” There will be a quiz given based on this movie.  
(1) CQ Researcher. Review Chapter 7 for info. on Jim Crow Laws.

Mon. Sept. 11<sup>th</sup> – Voting Rights.  
(1) Engstrom, Richard L. 1994. “The Voting Rights Act: Disenfranchisement, Dilution, and Alternative Election Systems.” *PS: Political Science & Politics*. 27: 685-688. Available at: [www.jstor.org](http://www.jstor.org)

Wed. Sept. 13<sup>th</sup> – Redistricting and Gerrymandering  
(1) CQ Researcher – Chapter 3.  
(2) Parker, Frank R. 1995. “A Constitutional Setback for Minority Representation.” *PS: Political Science & Politics*. 28: 47-50. Available at: [www.jstor.org](http://www.jstor.org)

- Mon. Sept. 18<sup>th</sup> – Felon Disenfranchisement.  
 (1) Uggen, Christopher, and Jeff Manza. 2002. “Democratic Contraction? The Political Consequences of Felon Disenfranchisement in the United States.” *American Sociological Review* 67:777-803. Available on-line at: [http://www.soc.umn.edu/%7Euggen/Uggen\\_Manza\\_ASR\\_02.pdf](http://www.soc.umn.edu/%7Euggen/Uggen_Manza_ASR_02.pdf)
- Wed. Sept. 20<sup>th</sup> – Catch-up and Review. Review session is optional and will be student driven. If students do not keep it going by asking questions, it will end.
- Mon. Sept. 25<sup>th</sup> – First Exam (25%).
- Wed. Sept. 27<sup>th</sup> – Affirmative Action Law.  
 (1) CQ Researcher – Chapter 1
- Mon. Oct. 2<sup>th</sup> – More on Affirmative Action.  
 (1) Swain, Carol M. “Affirmative Action: Legislative History, Judicial Interpretations, Public Consensus.” Available at: [http://darwin.nap.edu/openbook.php?record\\_id=9599&page=318](http://darwin.nap.edu/openbook.php?record_id=9599&page=318)
- Wed. Oct. 4<sup>th</sup> – Immigration. What is the current debate really about?  
 (1) CQ Researcher. Chapter 9.
- Mon. Oct. 9<sup>th</sup> – The New Immigrants.  
 (1) CQ Researcher. Chapter 10.  
 (2) Suleiman, Michael W. 1999. “The Arab Immigrant Experience.” In *Rethinking the Color Line: Readings in Race and Ethnicity 3<sup>rd</sup> Ed.* Gallagher, Charles A. ed. New York: McGraw Hill. Pgs. 498-517.
- Mon. Oct. 11<sup>th</sup> – Immigration since 9/11. In-class movie: “Unconstitutional”. There will be an in-class quiz based on this movie.
- Wed. Oct. Mon. Oct. 16<sup>th</sup> – Policing the Borders.  
 (1) CQ Researcher. Chapter 13.
- Wed. Oct. 18<sup>th</sup> – English as the Official Language.  
 (1) Arturo, Madrid. 1990. “Official English: A False Policy Issue.” *Annals of the American Academy of Political and Social Science*. Vol. 508. Pgs. 62 – 65. Available at: [www.jstor.org](http://www.jstor.org)  
 (2) Handout.
- Mon. Oct. 23<sup>rd</sup> – Catch-up and Review.
- Wed. Oct. 25<sup>th</sup> – Exam #2.
- Mon. Oct. 30<sup>th</sup> – Women’s Rights Movement. In-Class Movie. “Iron Jawed Angels.” There will be an in-class quiz based on this movie.
- Wed. Nov. 1<sup>st</sup> – Finish “Iron Jawed Angels.”

(1) DuBois, Ellen Carol. 1987. "Outgrowing the Compact of the Fathers: Equal Rights, Woman Suffrage, and the United States Constitution, 1820-1878." In *Gendering American Politics: Perspectives from the Literature*. O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 19-24.

(2) McDonough, Eileen Lorenzi. 1990. "The Significance of the Nineteenth Amendment: A New Look at Civil Rights, Social Welfare, and Woman Suffrage Alignments in the Progressive Era." In *Gendering American Politics: Perspectives from the Literature*. O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 25 - 32.

Mon. Nov. 6<sup>th</sup> – The Women's Movement.

(1) Costain, Anne N. 1992. "Social Movements as Interest Groups: The Case of the Women's Movement." In *The Politics of Interests: Interest Groups Transformed*. Petracca, Mark P. New York: Westview Press. Pgs. 285 - 307.

(2) Mansbridge, Jane J. 1986. "Why We Lost the ERA." In *Gendering American Politics: Perspectives from the Literature*. O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 33 - 38.

Wed. Nov. 8<sup>th</sup> – Women as Voters. The Gender Gap.

(1) Carole Kennedy Chaney, R. Michael Alvarez, and Jonathan Nagler. Jun. 1998. "Explaining the Gender Gap in U.S. Presidential Elections, 1980-1992." *Political Research Quarterly*, Vol. 51, No. 2. Pgs. 311-339. Available at: [www.jstor.org](http://www.jstor.org)

Mon. Nov. 13<sup>th</sup> – Women Running for Office. Is there an ambition gap?

(1) Carroll, Susan J. 1985. "Political Elites and Sex Differences in Political Ambition: A Reconsideration." In *Gendering American Politics: Perspectives from the Literature*. O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 75 - 78.

(2) Constantini, Edmond. 1990. "Political Women and Political Ambition: Closing the Gender Gap." In *Gendering American Politics: Perspectives from the Literature*. O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 79 - 85.

(3) Fox, Richard L. and Jennifer L. Lawless. 2003. "Family Structure, Sex-Role Socialization, and the Decision to Run for Office." In *Gendering American Politics: Perspectives from the Literature*. O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 87 - 95.

Wed. Nov. 15<sup>th</sup> – Women in Power. Is there a real change in public policy?

(1) Swers, Michele L. 1998. "Are Women More Likely to Vote for Women's Issue Bills than Their Male Colleagues?" *Legislative Studies Quarterly*, Vol. 23, No. 3. Pgs. 435 - 448. Available at: [www.jstor.org](http://www.jstor.org)

(2) Thomas, Sue. 1991. "The Impact of Women in State Legislative Policies." In *Gendering American Politics: Perspectives from the Literature*.

O'Connor, Karen, Sarah E. Brewer, and Michael Philip Fisher. New York: Pearson Longman. Pgs. 227 – 233.

Mon. Nov. 20<sup>th</sup> – Reproductive Rights.  
(1) CQ Researcher. Chapter 16.

Wed. Nov. 22<sup>nd</sup> – Class Cancelled for Thanksgiving.

Mon. Nov. 27<sup>th</sup> – Gay Marriage.  
(1) CQ Researcher. Chapter 15.

Wed. Nov. 29<sup>th</sup> – Catch-up and Review.

Final Exam – Monday, December 11<sup>th</sup> 2-5p.m.

*This syllabus is subject to revision by the instructor at any time.*