

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD1922S
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Statement of Faculty Senate Action:

APC Document 15 (POLs): **Add new course POLS 312, Politics of Reparations;**
 Add new course POLS 317, Latinx Politics in the U.S.;
 Add new course POLS 319, Politics and the Mind;
 Add new course POLS 339, Politics and Place;
 Add new course POLS 340, Race and Class in U.S. Politics

Effective Date: Fall 2022

1. Add: On page 272, new course, **POLS 312, Politics of Reparations:**

312 Politics of Reparations (4)

Examines contemporary and historical debates surrounding the provision of reparations for Black Americans in the United States and the forms those reparations may take. While the primary focus of the class will be on reparations for slavery, Jim Crow segregation, and institutionalized racism in the US, we will also examine other forms of and debates around reparations throughout US history and cross-nationally to give context to this examination. We will end the semester with a close case study of Asheville's resolution to provide reparations to Black residents. Class discussion will be supplemented with guest lectures from experts and advocates in the community. See department chair.

2. Add: On page 272, new course, **POLS 317, Latinx Politics in the U.S.:**

317 Latinx Politics in the U.S. (4)

Exploration of the place of Latinxs in the American political system. Topics covered include Latinx civil rights, political incorporation, political attitudes and behavior, political representation, intergroup relations, and pan-ethnic identity. See department chair.

3. Add: On page 272, new course, **POLS 319, Politics and the Mind:**

319 Politics and the Mind (4)

Uses findings from the fields of social and cognitive psychology to explain political phenomena. Particular attention is paid to the role of social categorizations in politics such as race and gender, and the use of cognitive shortcuts in decision making. While the lessons in the course can be applied across nations, most of the findings come from studies focused on U.S. politics. See department chair.

4. Add: On page 274, new course, **POLS 339, Politics and Place:**

339 Politics and Place (4)

Examines the role that politics plays in shaping the environments in which we live, and the way in which those environments then influence our politics. During the semester we will focus on the development of the U.S. suburbs, the resegregation of U.S. society in the middle of the 20th century, and the development of the urban-rural partisan divide. See department chair.

5. **Add:** On page 274, new course, **POLS 340, Race and Class in U.S. Politics:**

340 Race and Class in U.S. Politics (4)

Explores the origins of racial categorization, the historical impact of race and class in the U.S., and the impact of these constructs on our politics today. In particular, this course will focus on the experience of historically marginalized groups, the contemporary rise of economic inequality, and the impact of racial attitudes on the class struggle within the U.S. See department chair.

Impact Statement: The addition of these new courses should have no negative impact on the Political Science major or minor, or on university requirements. In terms of impact on the Political Science department, all courses proposed have been offered as special topics courses in the past two academic years (see Table 1). As such, we do not anticipate these courses adding any additional staffing or resource burdens to the faculty in the department. In addition, none of the proposed courses are required for the major; instead, they are electives from which the students can choose and that contribute to a robust set of offerings in the Political Science department. More detail concerning the role of these courses and their resources implications are provided in Table 2. Further, while particular faculty members may be primarily responsible for teaching each course, none of the courses can solely be taught by a single faculty member. Given the department's core faculty in American politics and strength in human rights studies, it is possible, if not likely, that faculty can share in the responsibility for teaching any of these courses. For example, given their areas of expertise, both Rob Shrode and Giovanni Pleites-Hernandez can teach POLS 317: Latinx Politics in the U.S., while both Ashley Moraguez and Mark Gibney are equipped to teach POLS 312: The Politics of Reparations. More detail on this is provided in Table 3, along with the Student Learning Objectives for each course, which are consistent with those of the Political Science Department as a whole.

In terms of the impact on students and the departmental curriculum, we expect little negative impact here, as well. All the courses being added are elective courses that reflect evolving student interests in these fields. Further, the courses have enrolled well in the past (see Table 1), and we believe they will continue to do so. Regularly offering these courses will contribute to, and strengthen, the department's curriculum delivery and provide students with a wider array of courses from which to choose. We have intentionally placed "See department chair" in the course descriptions for the scheduling of these courses to avoid misleading students on when and how often they will be offered. While our intention is to offer some of these courses each academic year (POLS 319 and 339, for example) and others every other year (POLS 312 and 317), it is our experience that this is not always possible, due to faculty release time, medical and family leaves, professional development leaves, Fulbright awards, and faculty interest in teaching Special Topics courses on pressing political issues. Since none of these courses are required for the Political Science major, we do not believe this will pose any adverse effects for student scheduling/planning.

We also believe that these changes will have little negative effect on university requirements or the department's ability to contribute to university programs; instead, they will assist in the department's ability to serve the university and the Liberal Arts Core. Three of the five courses proposed have already been approved as DI courses. Ashley Moraguez intends to apply to have a fourth course on the list, POLS 312: The Politics of Reparations, designated as a DI course in Spring 2022. In addition, POLS 319: Politics and the Mind has been cross-listed as a Psychology elective both times it has been offered (Spring 2020 & Spring 2021) and will be again in Spring 2022. This information is shown more clearly in Table 1. Finally, many of these courses will also have the potential to be offered as electives in the Human Rights Studies minor. As such, we believe these course additions and reinstatements will benefit students both within and outside our department.

Table 1: Special Topics Courses to be added to Catalog

Course	Last offered	Enrollments	Cross-listed	Designations
312: Politics of Reparations	Spring 2021	21/20		
317: Latinx Politics in the U.S.	Spring 2020	16/20		DI
319: Politics and the Mind	Spring 2021	20/20	PSYC	
339: Politics and Place	Fall 2019	22/22		DI
340: Race and Class in U.S. Politics	Spring 2019	10/20		DI

Table 2: Course Details & Resources Implications

Course	Role in Major	Format	Size	Class/Contact/Workload Hrs	Space/Material Needs	UNC CNS
312: Politics of Reparations	Elective; not required	Seminar	20	4	None	NA
317: Latinx Politics in the U.S.	Elective; not required	Seminar	20	4	None	NA
319: Politics and the Mind	Elective; not required	Seminar	20	4	None	NA
339: Politics and Place	Elective; not required	Seminar	20	4	None	NA
340: Race and Class in U.S. Politics	Elective; not required	Seminar	20	4	None	NA

Table 3: Course Coverage and SLOs

Course	Faculty	Student Learning Objectives
312: Politics of Reparations	Moraguez (primary); Gibney; Shrode	After this class, students should be able to: <ol style="list-style-type: none">1. Define reparations and understand the role reparations play in the process of reconciliation and restorative justice.2. Think critically about the systemic features in the United States government that make the provision of reparations for Black Americans and other groups difficult to actualize and understand the role political actors play in this policy stagnation.3. Engage in the debates about the provision and goals of reparations, the form that they can and should take, the relevant stakeholders and decision-makers in the process, and the level at which reparations can be provided.
317: Latinx Politics in the U.S.	Pleites-Hernandez (primary); Shrode; Moraguez	After this class, students should be able to: <ol style="list-style-type: none">1. Explain why there is a need to study race and ethnicity within political science.2. Understand the foundations of individual opinions and political behavior.3. Critically engage with peer-refereed publications.4. Describe the extent to which the government is responsive to the interests of the American people.5. Discuss contemporary issues in the study of Latino politics.
319: Politics and the Mind	Shrode (primary); Pleites-Hernandez	After this class, students should be able to: <ol style="list-style-type: none">1. Students understand the role that heuristics play in political decision making.2. Students understand the impact of in-group out-group dynamics on political attitudes and actions.3. Students understand how segregation impacts perceptions and political behavior.4. Students understand the role that gender plays in the perception of politicians.5. Students will understand the link between personality characteristics and political orientations.6. Students will gain a nuanced understanding of the roles that race, and racial attitudes play in U.S. politics.7. Students gain the skills necessary to lead an informed discussion of a political or psychological topic.
339: Politics and Place	Shrode (primary); Pleites-Hernandez	After this class, students should be able to: <ol style="list-style-type: none">1. Students will understand the socially constructed nature of identities.2. Students will understand the significance of individuals' differing relationships to power.3. Students will understand how individuals, organizations, and institutions create, perpetuate, or challenge inequality.

		<ol style="list-style-type: none"> 4. Students will understand how multiple identities intersect. 5. Students will be better equipped to reevaluate their ideas about diversity and difference. 6. Students will understand the origins of the urban-rural political divide in the United States, and its role in contemporary U.S. politics. 7. Students will understand the ways in which government policies resegregated U.S. cities and deprived minorities of economic opportunity. 8. Students will understand the impact of residential segregation on contemporary politics and individual economic outcomes. 9. Students will understand how specific facets of our built environment impact social interaction and political behavior.
<p>340: Race and Class in U.S. Politics</p>	<p>Shrode (primary); Pleites-Hernandez; Moraguez</p>	<p>After this class, students should be able to:</p> <ol style="list-style-type: none"> 1. Students will understand the socially constructed nature of race in the United States and Europe. 2. Students understand the significance of individuals' differing relationships to race and power in the United States, and how structural racism undergirds institutions 3. Students will understand how individuals, organizations, and institutions create, perpetuate, or challenge racial inequality in the United States. 4. Students will understand the transnational dynamics of race, migration, and ethnicity, and the relationships among history, culture, politics and race. 5. Students understand the social and political histories of migration to, from, and within the United States. 6. Students understand the nature of race and racism, systemic and institutional racism, racial injustice, and what it means to be an anti-racist. 7. Students understand how race and class intersect in the United States. 8. Students understand the relationship between racial attitudes and support for redistributive policies. 9. Students will be able to accurately place current levels of economic inequality in the United States in both a historical and global context. 10. Students will understand the impact of political forces on economic inequality

Rationale: The course additions proposed in this document are primarily motivated by staffing changes in the Political Science Department and evolving faculty and student interests. In the past few years, the Political Science Department has had two major retirements, as well as two new hires (Rob Shrode and Giovanni Pleites-Hernandez). Of the five courses proposed to be added to the catalog, four of these will be primarily taught by Drs. Shrode and Pleites-Hernandez, as they fall with their areas of expertise. The topics of these courses (which range from political psychology to Latinx politics) also reflect increasing student demand for courses in these areas of political science, which the department was not able to cover previously. The other course addition is proposed to be taught primarily by Ashley Moraguez as a response to pressing questions in politics and timely political developments.