Course Syllabus

Spring Semester 2016

Instructor Contact

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Course Information

- Course Name: Minorities in American Politics
- Course ID & Section: PUP 3314-0W59
- Credit Hours: 3
- Semester/Year: Spring 2016
- Location: Online Asynchronous

Course Description

Historical and contemporary role of minority groups in the American political process, including an examination of their electoral significance and relevant legislative, executive, and judicial policies. PREREQUISITES: ENC 1102 or POS 2041 or consent of the instructor.

Course Objectives

As the instructor of this course, I expect that my students at the end of the course will:

- Be able to discern the difficulties in trying to measure and evaluate social phenomena.
- Be able to review, analyze, and connect preexisting research in a useful and coherent way.
- Be able to express arguments rooted in substantive evidence.
- Be able to respectfully and intelligently critique arguments made by others.
- Be able to develop a writing style that is focused and informative for readers.
- Be able to communicate your ideas to others with precision and clarity.
- Be able to harness technological tools to construct a critical assessment of concepts.
- Be able to critique research on relationships that exist between prominent minority groups and major political institutions.
- Be able to discuss areas of disagreement and debate on prominent social and political issues affecting minority groups in America.
- Be able to evaluate the historical and contextual factors that help explain social and political inequality in America.

Required Textbooks

- Shaw, Todd, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis. 2015. *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*. Washington, D.C.: CQ Press.
- CQ Researcher. 2015. *Issues in Race and Ethnicity*. 7th Edition. Washington, D.C.: CQ Press.
- All other required materials will come primarily from the electronic holdings of the UCF Library. A link to reach the materials will be posted within the corresponding week in which it is assigned on the course schedule.

Course Requirements

The course requires successful completion of several assignments that at all times adhere to existing UCF standards of academic integrity, as well as standards pertaining to the display of respect for others within the learning environment. Details of all of these aspects are discussed in greater detail in the ensuing sections of the syllabus, as well as the course expectations page within the Week One module.

Missed Assignments/Make-Ups/Extra Credit

Due to the nature of the class, late assignments are not accepted unless a note from an appropriate source
confirms a university excused reason for the work needing to be submitted late. Students must provide legitimate documentation for any instance where a student will not meet an assignment deadline that meets university guidelines for a permissible absence. This documentation must be provided the same

business week of the absence. Documentation can be left in the department main office and should be time-stamped by an office worker. Once legitimate documentation has been provided, students will be provided an opportunity to submit the assignment at a time agreed upon by both instructor and student.

No extra credit is offered in the course.

Evaluation and Grading

Final grades are out of one hundred points possible (a Z designation represents academic dishonesty) –

Letter Grade	Points
A	91.5-100 points
A-	90.0-91.4 points
B+	88.6-89.9 points
B	81.5-88.5 points
B-	80.0-81.4 points
C+	78.6-79.9 points
C	71.5-78.5 points
C-	70.0-71.4 points
D+	68.6-69.9 points
D	61.5-68.5 points
D-	60.0-61.4 points
F	59.9 or less points

Required Graded Course Items	Points
Class Discussion Participation	30
Digital Presentation	20
Annotated Bibliography	30
Analytical Essays	20
Total	100

Description of Assignments

Class Discussion Participation (30 points): For each week of the fifteen weeks of course instruction, a discussion prompt will be posted in the module for the corresponding week. Your initial analysis should be posted by Wednesday at 11:59 pm EST. The analysis should be 6 to 9 sentences in length. Upon posting of your response, you will see the perspectives of classmates in your specific discussion group. Respond to the posts made by two classmates by Sunday at 11:59 pm EST The responses to the posts of classmates should also be 6 to 9 sentences in length. Make a sincere attempt to reply to the posts classmates offer analyzing your initial analysis post. Students can earn up to 1 point for providing a thorough initial analysis of the discussion prompts, and can earn up to 1 point for engaging in a dialogue with classmates about both your own analytical post and their analytical post. 2 points total can be earned each week within the discussion thread. To help ensure you earn full credit, make sure all replies feature professional writing expected in an academic setting (proper grammar, spelling, etc.). Discussion posts cannot be edited after they have been submitted. **Do not post your personal ideology and/or pure opinions; an impartial analysis of all perspectives is required.** Please note the participation guidelines for this assignment in the "Attendance and Behavior Policy."

Digital Presentation (20 points): In this project, students will create a digital presentation that analyzes the arguments presented in one of the “At Issue” debates for one of the twelve topics assigned in class from the CQ Researcher text. The student must produce the content themselves (e.g. provide their captions and/or narration in their own words). The digital presentation can be an audio only podcast, or an audiovisual short film. In the presentation, the student will compare and contrast the points made by the “Yes” and “No” arguments in the “At Issue” debate they select. The student will assess the strengths and weaknesses of each argument, and present information they have collected from reputable academic sources that justifies their position. A good tool to find academic sources is the UCF Library website. In the discussion, the student will state which position they found most persuasive, and offer an explanation for this view. The length of the digital presentation should be around six to ten minutes.

There are many free options to record and post an audio only podcast, such as Chirbit, Clyp, or SoundCloud. More about these resources can be found on Google. There are a variety of options in terms of producing a free audiovisual short film, such as WeVideo or PowToon.

All submissions must include a link that works to a page hosting the finished project (such as a SoundCloud page with playable audio, or a YouTube page with a playable film). It is the responsibility of the student to post their project in its finished state at the time of the deadline. If the student does not provide a working link to the project at the time of the deadline, they cannot receive credit for the assignment. It is essential that the student checks that the link they

submit is to a digital presentation that can be played. Do not put your actual name on the page that hosts the submitted assignment; it will be possible to determine the name of the student submitting the assignment through webcourses@ucf/Canvas. This is done to protect student privacy.

Refer to the course schedule for assignment due date. The scoring of this assignment is based on the following (out of 20 points possible) ---
• **8 Points:** The student presents a thorough comparison/analysis of the strengths and weaknesses of the arguments presented by each side of an "At Issue" debate using information collected by academic sources. The student in the presentation cites the actual sources of their information. The student provides an impartial and persuasive justification rooted in substantive evidence for why they believe one argument is more persuasive than the other argument provided in the "At Issue" debate

• **8 Points:** The student provides audio and/or visual content that is clear to follow, easy to understand, and does not use the words of others. Everything is presented in the student's own words

• **4 Points:** The student provides sufficient detail in their presentation, such that the length of the presentation is around six to ten minutes in length. The content of the overall presentation is appropriate for an academic course

Annotated Bibliography (30 points): Students will present a thorough review of previous research that pertains to an area of research in minority group politics that interests them. The important/major works in the research area should be detailed in the annotated bibliography. This means the research that is highly cited by other scholars in the research area needs to be covered. It is the responsibility of the student to summarize these major works and determine ways in which their findings have shaped how the research area is currently understood.

Some potential examples of research that can be summarized in an annotated bibliography are the following:

-Does friendly social contact with members of a minority group change the opinion held about that group?

-What are the variables that predict whether members of a minority group participate politically?

-What factors help to determine whether a member of a minority group assimilates or separates themselves from mainstream United States culture?

-What determines whether different minority groups collaborate or compete with each other politically within communities?

-Do legislators from a specific minority group actively use their political office to advance the interests of members from their group?

In this assignment, students will offer a summary of at minimum ten sources that all pertain to the relevant topic of interest to them. The sources you select must evaluate a research question by collecting and evaluating information relevant to the question. For each source, you must summarize the following components: research question, research theory, research hypothesis, research method, and research findings. In each section, the student must provide a brief summary in their own words. All sources must be academic peer-reviewed sources (academic journal articles, books, and book chapters).

For example, acceptable scholarly research sources include the following academic journals: *American Journal of Political Science*, *Journal of Politics*, *Politics, Groups, and Identities*, *Du Bois Review: Social Science Research on Race*, *American Political Science Review*, *Race and Class*, *Race and Social Problems*, *Social Science Quarterly*, *Political Behavior*, and *Political Research Quarterly*. In terms of books and book chapters, works from university presses (Cambridge University Press, Princeton University Press, Oxford University Press, University of Chicago Press, etc.) are ideal. The following are NOT ALLOWED as scholarly research sources: blogs, websites, newspaper articles, popular novels, mainstream magazine articles, think tank reports, and interest group newsletters. The intention of this assignment is to summarize scholarly research, not to summarize examples written in non-academic outlets.

An example of the style of the annotated bibliography will be posted on webcourses@ucf/Canvas.

Students must type the annotated bibliography in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. Every annotated bibliography assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via webcourses@ucf/Canvas. Refer to the course schedule for assignment due date.

Note: If you are in another one of my courses this semester, you are not allowed to submit the same annotated bibliography for multiple classes. If you have done an annotated bibliography for another instructor in another course, you cannot submit the same project. Students that are repeating this course from a prior semester cannot do the same subject area for the annotated bibliography.
The scoring of this assignment is based on the following (out of 36 points possible) ---
• **8 Points:** The student collects at least ten relevant academic sources about a specific area regarding minority politics

• **8 Points:** The student provides a clear and informative summary in their own words of the five key research components for each source

• **8 Points:** The student provides accurate APSA style format citations for each academic source

• **6 Points:** The writing is easy to follow, and also avoids frequent spelling and grammatical errors

Analytical Essays (20 points): For this assignment, students will be presented with prompts that they have several days to complete. The essays are open note and open book, but you cannot collaborate with anyone in completing the responses. All papers must be typed in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their papers. The student should cite all course resources used when constructing responses using citation guidelines presented in the American Political Science Association Style Manual. Every submission must be checked for academic integrity by submitting the assignment to TurnItIn's plagiarism monitor via webcourses@ucf/Canvas .

Refer to the class schedule for distribution and due date of the analytical essay assignment item. Each separate prompt should be answered in their own separate essay. An individual essay must take the form of a traditional essay, with a clear beginning, middle, and end. Essays will be graded for accuracy, clarity, appropriate usage of course materials, and adherence to stylistic guidelines. While prompts should be answered in separate essays, all of the essays should be included in a single submission to webcourses@ucf/Canvas. In order to earn maximum credit, the prompts should cite and incorporate germane information from all course materials relevant to the prompt.

Attendance and Behavior Policy

The course is focused heavily on student participation. Active learning is a major emphasis in my approach to teaching. A major portion of class is devoted to class discussion that will occur in the discussion forum section of the webcourses@ucf/Canvas learning management system. A positive environment is a good learning environment, and is especially important in a course with little face-to-face interaction between students and the instructor. Students must show respect to their peers and the instructor at all times.

Since we will be exchanging ideas and at times touch on controversial political topics through the online forum, you will in all likelihood encounter a statement you disagree with. Regardless, you must never belittle, shout down, insult, or mock another person for their position. Doing so can lead to a person's dismissal from the course. The intention of the course is to learn about how to approach questions of human behavior through the framework of minority group politics. Any behavior that hinders the ability of others to learn the materials is not permissible.

If students do not participate in class discussion for at least three class weeks, they will automatically receive a score of zero in the class discussion participation portion of the course.

Academic Honesty

No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.

If you are still uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all UCF courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Note that TurnItIn is used in the course. The service is an automated system which instructors can use to quickly and easily compare the assignment of each student with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, I receive a report from http://www.turnitin.com that states if and how another author's work was used in the assignment. This report is used as a tool when assessing academic dishonesty.

Academic Accommodations for a Disability

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor. Student Accessibility Services is located in Ferrell Commons Room 185. The office can be contacted by phone 407.823.2371, or TTY/TDD-only phone 407.823.2116. Visit the Student Accessibility website at the following link: http://sas.sdes.ucf.edu/

Note: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

UCF Guidelines on a Diverse and Inclusive Learning Environment

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at http://shield.ucf.edu/ and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please contact me as soon as possible, and/or contact Student Accessibility Services.

UCF Guidelines on Religious Observances

Students are expected to notify me in advance if they are unavailable for class activities to observe a holy day of their religious faith. For additional information, contact the Office of Diversity Initiatives at 407.823.6479.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Any handouts used in this course are copyrighted. Handouts means all materials generated for this class, which include, but are not limited to: syllabi, notes, essay prompts, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software, such as a blog, wiki, or audio content repository. While some of these could be required assignments, you need **not** make any personally identifying information available on a public site. Do not post or provide any private information about yourself or your classmates. Some assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personal sensitive information. If you have any concerns about this, please contact your instructor.

Note about Final Examination Period

Please be aware that the time period that would normally be devoted to a final examination is a part of the time allotted to students to complete the analytical essays graded assignment. The instructor will be available at various times during the final examination period in the course chat page to discuss with students the key concepts learned in the class over the course of the semester, or to answer general questions about the analytical essays.

Course Schedule

Week/Dates	Topic	Assignments	Due Dates
Week 1	**Course Orientation and Rapidly Changing Demographics in America**	Read Shaw et al. 2015. Chapter 1. Read CQ Researcher. 2015. Chapter 2 - “Changing Demographics.” Review APSA Referencing/Citation Style Guidelines and Complete Citation Style Activity. Watch Episode One of film "Race - The Power of an Illusion." (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984946 (Links to an external site.)). Participate in Reflection Discussion Thread #1. Review Syllabus and Complete Syllabus Quiz.	First post in Reflection Discussion Thread #1: 1/13/16 by 11:59 pm EST Syllabus Quiz: 1/15/16 by 12 pm EST Complete Citation Style Activity: 1/17/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #1: 1/17/16 by 11:59 pm EST
Week 2	**Rapidly Changing Demographics in America** (continued)	Read CQ Researcher. 2015. Chapter 4 - “Changing U.S. Electorate.” Watch film "The Whole Enchilada" (http://ucf.catalog.fcla.edu/permalink.jsp?29CF029216864 (Links to an external site.)). Participate in Reflection Discussion Thread #2.	First post in Reflection Discussion Thread #2: 1/20/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #2: 1/24/16 by 11:59 pm EST
Week 3	**Latino Immigration and the Rapidly Changing Demographics Debate**	Read Shaw et al. 2015. Chapter 11. Read CQ Researcher. 2015. Chapter 6 - “Immigration Conflict.” Watch film "Life on the Line" (http://ucf.catalog.fcla.edu/permalink.jsp?29CF029210525 (Links to an external site.)). Participate in Reflection Discussion Thread #3.	First post in Reflection Discussion Thread #3: 1/27/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #3: 1/31/16 by 11:59 pm EST
Week 4	**Latino Immigration and the Rapidly Changing Demographics Debate**(continued)	Read CQ Researcher. 2015. Chapter 7 - “Immigration Debate.” Watch film "Walking the Line" (http://ucf.catalog.fcla.edu/permalink.jsp?29CF029210457 (Links to an external site.)). Participate in Reflection Discussion Thread #4.	First post in Reflection Discussion Thread #4: 2/3/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #4: 2/7/16 by 11:59 pm EST
Week 5	**Historical Foundations: Native Americans**	Read Shaw et al. 2015. Chapter 2. Read CQ Researcher. 2015. Chapter 8 - “American Indians.” Watch film "Up Heartbreak Hill" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984425 (Links to an external site.)). Participate in Reflection Discussion Thread #5.	First post in Reflection Discussion Thread #5: 2/10/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #5: 2/14/16 by 11:59 pm EST
Week 6	**Historical**	Read Shaw et al. 2015. Chapter 3.	First post in Reflection

	Foundations: African Americans	Watch Episode Two of film "Race - The Power of an Illusion." (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984946 (Links to an external site.)). Participate in Reflection Discussion Thread #6.	Discussion Thread #6: 2/17/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #6: 2/21/16 by 11:59 pm EST
Week 7	**Historical Foundations: Latinos**	Read Shaw et al. 2015. Chapter 4. Read CQ Researcher. 2015. Chapter 5 - “Border Security.” Participate in Reflection Discussion Thread #7. Complete Digital Presentation Assignment (20 points).	First post in Reflection Discussion Thread #7: 2/24/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #7: 2/28/16 by 11:59 pm EST Link to Digital Presentation Assignment Submitted: 2/28/16 by 11:59 pm EST
Week 8	**Historical Foundations: Asian American**	Read Shaw et al. 2015. Chapter 5. Watch film "Golden Venture" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000989999 (Links to an external site.)). Participate in Reflection Discussion Thread #8.	First post in Reflection Discussion Thread #8: 3/2/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #8: 3/6/16 by 11:59 pm EST
Week 9	**Historical Foundations: White Identity and the Debate Regarding the Concept of White Privilege**	Read Shaw et al. 2015. Chapter 6. Read CQ Researcher. 2015. Chapter 10 - “Affirmative Action.” Watch Episode Three of film: "Race - The Power of an Illusion" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984946 (Links to an external site.)). Participate in Reflection Discussion Thread #9.	First post in Reflection Discussion Thread #9: 3/9/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #9: 3/13/16 by 11:59 pm EST
Week 10	**Voting Rights**	Read Shaw et al. 2015. Chapter 7. Read CQ Researcher. 2015. Chapter 1 - “Voting Controversies.” Watch film: "Spies of Mississippi" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984442 (Links to an external site.)). Participate in Reflection Discussion Thread #10.	First post in Reflection Discussion Thread #10: 3/16/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #10: 3/20/16 by 11:59 pm EST
Week 11	**Political Behavior and Representation**	Read Shaw et al. 2015. Chapter 9. Read CQ Researcher. 2015. Chapter 3 - “Redistricting Debates.” Participate in Reflection Discussion Thread #11.	First post in Reflection Discussion Thread #11: 3/23/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #11: 3/27/16 by 11:59 pm EST
Week 12	**Diversity, Activism, and Community**	Read Shaw et al. 2015. Chapter 8. Participate in Reflection Discussion Thread #12. Watch film: "Anne Braden: Southern Patriot" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984947 (Links to an external site.)). Complete Annotated Bibliography Assignment (30 points).	First post in Reflection Discussion Thread #12: 3/30/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #12: 4/3/16 by 11:59 pm EST

			Digital File of Annotated Bibliography Assignment Submitted: 4/3/16 by 11:59 pm EST
Week 13	**Education and Criminal Justice Policy**	Read Shaw et al. 2015. Chapter 10. Read CQ Researcher. 2015. Chapter 11 - “Racial Diversity in Public Schools,” and Chapter 12 - “Fixing Urban Schools.” Watch film: "What's Race Got To Do With It?" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000986500 (Links to an external site.)). Participate in Reflection Discussion Thread #13.	First post in Reflection Discussion Thread #13: 4/6/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #13: 4/10/16 by 11:59 pm EST
Week 14	**Education and Criminal Justice Policy** (continued)	Read CQ Researcher. 2015. Chapter 9 - “Racial Profiling.” Watch film: "P.S. I Can't Breathe" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000989921 (Links to an external site.)). Participate in Reflection Discussion Thread #14.	First post in Reflection Discussion Thread #14: 4/13/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #14: 4/17/16 by 11:59 pm EST
Week 15	**Religion and Sexuality**	Read Shaw et al. 2015. Chapter 13. Watch film: "The New Black - LGBT Rights in African American Communities" (http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000986606 (Links to an external site.)). Participate in Reflection Discussion Thread #15.	First post in Reflection Discussion Thread #15: 4/20/16 by 11:59 pm EST Two responses to others in Reflection Discussion Thread #15: 4/24/16 by 11:59 pm EST
Week 16	**Wrapping Things Up**	Complete Analytical Essays Assignment Posted on webcourses@ucf (20 points).	Digital File of Analytical Essays Assignment Submitted: 5/4/16 by 11:59 pm EST