PUP 3314: Minorities in American Politics

Department of Political Science
College of Sciences
3 credit hours

Instructor Information

- Instructor: Dr. Wright
- Office: HPH305B
- Office Hours on Wednesdays and Fridays from 9-11am and by appointment
- Email: Kenicia.Wright@ucf.edu or use the "Inbox" tool in Webcourses
- GTA: TBD, office location and office hours: TBD

Course Information

- Term: Fall 2019
- Course Number & Section: PUP 3314-OW60
- Credit Hours: 3 credit hours
- Class Meeting Days: Online course
- Course Modality: W - fully web-developed course

Enrollment Requirements

Course Prerequisites: ENC1102 or POS 2041, or consent of the instructor.

Course Description

This course is designed to improve your understanding of the political participation, representation, and influence of minority groups in American Politics. We will largely focus on Blacks, Latinos/Hispanics, and some reference to smaller minority groups. We will cover many topics, including the factors that contribute to the election of minorities, participation rates of minorities, political attitudes of minorities, differences in the behavior of minority representatives and white representatives, and variation in the representation of minorities at different levels of government (local, state, federal). In the final weeks of the course, we will focus on patterns and trends in minority *female* representation.

The course will begin with the history of discrimination that racial and ethnic minorities have faced in American politics, move to discussion of how minorities responded to this discrimination (changes in laws and protests, voter participation, running for office, etc.), trends in the minority representation, and conclude with the current state of minority representation in American politics.

Course Materials and Resources

Required Materials/Resources

1. McClain, Paul and Jessica Carew. *Can We All Get Along*, 7th edition
   ISBN: 978-0813350516
   Listed as *CWAGA* in the Course Schedule below
2. King, Kendra A. 2010. *African American Politics.* Polity Press.
   ISBN: 978-0745632810
3. Tesler, Michael. *Post-racial or most-racial?: Race and politics in the Obama era*. University of Chicago Press, 2016.
   ISBN: 978-0226353012
   Listed as *PRMR* in the Course Schedule below
4. Articles from scholarly journals will also be assigned. These articles can be accessed through the UCF Library website: https://library.ucf.edu/.

Additional readings for students interested in learning more about the topics we cover in this course:

- Aguirre, Adalberto, and Jonathan H. Turner. *American ethnicity: The dynamics and consequences of discrimination*. 2009.
- Alexander, Michelle. The New Jim Crow: Mass incarceration in the age of colorblindness. The New Press, 2012.
- Omi, Michael, and Howard Winant. Racial formation in the United States. Routledge, 2014.

Student Learning Outcomes

Students who successfully complete this course should:

1. Gain an improved understanding of the historical and contemporary influence of race and ethnicity in American politics.
2. Be able to explain the factors that shape the political representation, policy attitudes, and political participation of racial and ethnic minorities as well as toward minority groups in America.
3. Be able to identify and critically analyze existing research relating to the experience of minorities in the US.
4. Be able to respectfully express original ideas in writing and to respond to the thoughts and opinions of others.
5. Be able to create an original body of work by effectively using the tools covered in this course.

Course Assignments

1. SYLLABUS QUIZ (0 points, required financial aid activity)

This assignment will open on the first day of class and centers on questions based on the syllabus for this course. Students should read the course syllabus *then* complete the quiz. Completion of this assignment counts as the required financial aid activity, but not toward the overall grade in this course.

2. DISCUSSION BOARD POSTS (worth 50 points each)

Although this is an online course, students are expected to interact with one another about assigned readings and related topics through discussion board posts. To receive full credit for each discussion board post assignment, students MUST:
(1) Upload their first post in response to Dr. Wright's question by Tuesday at 11:59pm,
(2) Upload their second post responding to another student in their group by Thursday at 11:59pm,
(3) Upload their third post by Friday at 11:59pm. This post should be a response that a group member made on that students' original post ((1) above).

Additional details on the requirements for discussion board posts are listed on each Discussion Board post assignment in Webcourses, so carefully read through the instructions BEFORE starting this assignment. In order to receive full credit, each post must meet the requirements listed in Webcourses and each of the three posts must be uploaded by the deadline stated in the paragraph above. Discussion posts must also be RESPECTFUL and meaningful – for the purposes of this course, this means your post must reflect critical thinking; responses of "Great idea", "Interesting", "Thanks", "Yes / No" etc. are meaningful responses and will result in no credit being earned.

3. FACULTY BIOGRAPHY (worth 50 points)

For this assignment, students are expected to get more familiar with the research being produced by faculty at UCF. Students should upload a Word document that explicitly states: (1) The name and department/school/etc. the faculty is affiliated with, (2) Two to three sentences on their background, area of research / courses taught, and (3) Three to four sentences on why you find that faculty member interesting. (The faculty member doesn't have to have interests related to the material covered in this course.) **Due: Week 9, Friday at 11:59pm.**

4. EXAMS (worth 100 points each)

- There are TWO exams in this course. Exams will contain questions over assigned readings and may consist of multiple choice, true / false, and/or short essay questions. Exams are NOT cumulative and will be available for students to complete from Wednesday at 11:59pm to Friday at 11:59pm (all deadline times are EST).
- Exams will be administered online and students must use ProctorHub while completing the test. A practice test will be available for students to complete to ensure that the ProctorHub tool works effectively on the computer they intend on using to complete the exam. Additional details will be provided in the module that corresponds with the week of each exam. For clarity, students enrolled in this course, **MUST**:
    - Have a working webcam enabled on their computer when completing the exams and give permission to webcourses@ucf.edu to monitory their behavior during exam completion. Webcams are standard on most laptops and may also be borrowed from UCF Libraries. Students will receive a

score of “0”, if their webcam is not enabled or working during the exam or if the student appears to use class notes, assigned readings, online resources, or collaborate with others during an exam. **THERE WILL BE NO EXCEPTIONS!**

- Students who would like to improve their grade at the end of the course, will have the ability to complete a third exam. Completion of this exam is optional – students who decide not to complete the exam will not see a difference in their grade, and the grades of students who complete the exam will only change in the score higher on the exam than the two required exams in the course. The structure of the exam will be the same as the two required exams and will be in the designated module in Webcourses.

5. ANNOTATED BIBLIOGRAPHY (worth total of 550 POINTS)

- *Required Formatting:* 12-point Times New Roman, double spaced, one-inch margins, and APA format. Points will be deducted from submissions that are not appropriately formatted.
- *Incorporate scholarly sources*: academic journals and books should be the primary information source for your annotated bibliography, do NOT rely on newspaper articles, non-scholarly websites, or op-eds. The Week 1 Module explains the difference between these types of sources as well as instructions on how to locate scholarly sources and structure their annotated bibliography throughout the course. Discussion of each scholarly source must range from 150-200 words / approximately one paragraph and 25 sources should be included in the full draft.
- All submissions must be uploaded as a Word document with the appropriate formatting.
    - **1) REQUIRED ASSIGNMENT I:** *Identify topics for your Research Question* (RQ) – upload a Word document into the appropriate folder in Webcourses that contains three research questions or topics you’re interested in focusing on for this assignment.
      Due: Week 3, Friday at 11:59pm.

    - **2) REQUIRED ASSIGNMENT II:** *Select RQ and find scholarly research* – Identify the RQ you will focus on for your annotated bibliography. Upload a Word document with 1) your research question, 2) three different academic sources related to your research (Do not include sources that are assigned in this course), and 3) a one paragraph summary of each of the academic sources you’ve included.
      Due: Week 5, Friday at 11:59pm.

    - **3) REQUIRED ASSIGNMENT III:** *Full draft of Annotated Bibliography* – Should follow the formatting described in the first paragraph for this assignment and contain summaries of 25 scholarly sources (do not include sources covered in this course); submissions will go through the Turnitin system, so be sure to include the appropriate APA citations; points will be deducted if appropriate citations are not used and

submissions with a 50% match (or higher) to submissions already in the system will be identified and the appropriate steps will be pursued. Penalties for plagiarizing can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade. No exceptions! Upload the full critical annotated bibliography to the Turnitin link in Webcourses.
Due: Week 12, Friday at 11:59pm.

Additional Notes

- There is one opportunity to improve your grade in this course. Students have the OPTION of completing an additional exam, if they would like to improve their grade in the course. The grades of students who decide not to complete these exams will not be impacted. Additional details will be provided in Webcourses.
- Dr. Wright desires for of her students to successfully complete the courses she teaches. The longer you wait to contact Dr. Wright with concerns, questions, etc. the more limited I am in my ability to help you, so if you have any concerns or questions contact me. There are several methods for contacting Dr. Wright: (1) Via email: Kenicia.Wright@ucf.edu, (2) via the "Inbox" tool in Webcourses, (3) during office hours, as well as (4) appointment. Identify any areas of confusion or issues you are having and reach out to the GTA or Dr. Wright *as early in the course as possible*.
- Students in this course are expected to work hard, stay aware of deadlines, and complete assignments on time. Plagiarizing is a DEFINITE way that you will not do well in this course. If you have questions at *any* point on appropriate citations, paraphrasing, etc. contact Dr. Wright or the GTA!
- This course is completely online. Students who enroll in this course must have regular internet access, log in to the Webcourses page several times a day, and check their UCF email daily. **Not being aware of information that is provided via these methods or via "Announcements" in Webcourses is NOT a University approved excuse for missing an assignment, submitting an assignment late, or getting an extension!** You are responsible for staying aware of deadlines and information provided online – check your UCF email and Webcourses frequently!

Make-up Exams and Assignments

Per university policy, you are ONLY allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances (see: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf for more infromation), or legal obligations (such as jury duty). Email Dr. Wright *as soon as* you are aware that there is a conflict between the deadline for an assignment in this course and a University approved excuse; university approved excuses must be supported with the appropriate documentation. Contact Dr. Wright or the GTA if you have any questions about what is considered a University approved excuse, appropriate documentation, etc.

Assessment (Note: items below are NOT in assigned order)

Assignment	Points
Syllabus Quiz	0 points
Discussion Board Post I	50 points
Discussion Board Post II	50 points
Discussion Board Post III	50 points
Discussion Board Post IV	50 points
Faculty Biography	50 points
Exam I	100 points
Exam II	100 points
Annotated Bibliography – Research Questions	100 points
Annotated Bibliography - Finding Scholarly Sources	200 points
Critical AB - Full draft	250 points
Total	1,000 points

Grading

A: 929.5 - 1000 points
A-: 899.5 - 929.4 points
B+: 869.5 - 899.4 points
B: 829.5 - 869.4 points
B-: 799.5-829.4 points
C+: 769.5 - 799.4 points
C: 729.5 - 769.4 points
C-: 699.5-729.4 points
D+: 669.5 - 699.4 points
D: 629.5-669.4 points
D-: 600-629.4 points
F: 599.4 points and below

Course Schedule

Module 1, Week 1 – Course Introduction
Assigned Readings: (1) The Weekly Standard Makes a Fact Free Argument about Political Science. Here are Some Facts" (Google), (2) "The Most Common Age Among Whites…": https://www.pewresearch.org/fact-tank/2019/07/30/most-common-age-among-us-racial-ethnic-groups/ , (3) Americans See Advantages and Challenges in Country's Growing Racial and Ethnic Diversity: https://www.pewsocialtrends.org/2019/05/08/americans-see-advantages-and-challenges-in-countrys-growing-racial-and-ethnic-diversity/, (4) Emailing a professor: https://www.wikihow.com/Email-a-Professor, (5) College faculty have become more racially and ethnically diverse: https://www.pewresearch.org/fact-tank/2019/07/31/us-college-faculty-student-diversity/
Assignment: Syllabus Quiz

Module 2, Week 2 – What are Race and Ethnicity?
Assigned Readings: *CWAGA,* Ch. 1, King, Ch. 1 (Introduction)
Assignment: First Discussion Board Post

Module 3, Week 3 – History of Race Relations in the US
Assigned Readings: *CWAGA,* Ch. 2, King, Ch. 2 (African Americans and Democracy), King Ch. 10 (African Americans and the Civil Rights Movement)
Assignment: Topics for A.B. Must be uploaded in Webcourses by Week 3, Friday at 11:59pm.

Module 4, Week 4 – History of Race Relations in the US (Cont'd)
Assigned Readings: King, Ch. 11

Module 5, Week 5 – Financial Impact of Race and Ethnicity
Assigned Readings: King, Ch. 3 (African Americans and Dollars and Sense), Race in America 2019: https://www.pewsocialtrends.org/2019/04/09/race-in-america-2019/
Assignment: Selection of RQ for A.B. Must be uploaded in Webcourses by Week 5, Friday at 11:59pm

Module 6, Week 6 – The Continued Influence of Race/Ethnicity on Voting Behavior
Module 6 Assigned Readings: *CWAGA,* Ch. 3, King Ch. 4, King, Ch. 8, Hispanic Identity Fades Across Generations as Immigrant Connections Fall Away: https://www.pewhispanic.org/2017/12/20/hispanic-identity-fades-across-generations-as-immigrant-connections-fall-away/
Assignment: Second Discussion Board Post

Module 7, Week 7 – But, what about Obama? Part I
Assigned Readings: *PRMR,* Introduction and Ch. 1, King, Ch. 6

Module 8, Week 8 – But, what about Obama? Part II
Assigned Readings: *PRMR,* Ch. 2 and Ch. 3
Assignment: Exam I

Module 9, Week 9- Importance of the Political Representation of Minorities

Assigned Readings: *CWAGA,* Ch. 4, King, Ch. 12, *PRMR*, Ch. 4

Assignment: Faculty Bio. Must be uploaded in Webcourses by Week 9, Friday at 11:59pm.

Module 10, Week 10 – Minorities in Congress and the Judiciary

Assigned Readings: King, Chs. 5 – 7, *PRMR*, Ch. 6

Assignment: Third Discussion Board Post

Module 11, Week 11 – Race in Shaping Policy Preferences and Party Affiliation

Assigned Readings: *PRMR,* Ch. 5 and Ch. 7

Module 12, Week 12 – Coalition or Competition?

Week 12 Assigned Readings: *CWAGA,* Ch. 6, King, Ch. 9, *PRMR,* Ch. 8

Assignment: Full AB. Must be uploaded in Webcourses by Week 12, Friday at 11:59pm

Module 13, Week 13 – Intersectionality

Week 14 Assigned Readings: *CWAGA,* Ch. 5, Moreau et al. 2019 "Intersectionality, Linked Fate, and LGBTQ Latinx Political Participation"

Module 14, Week 14 – Other Minorities

Assigned Readings: (1) Calfano et al. 2019 "Trumped up challenges…", (2) Hobbs and Lajevardi 2018, "Effects of Divisive Political Campaigns on the Day-to-Day Segregation of Arab and Muslim Americans", (3) Junn and Masuoka 2008 "Asian American Identity: Shared Racial Status and Political Context", (4) Masuoka et al. 2019 "New Asian American Voters: Political Incorporation and Participation in 2016", (5) Oskooii 2016 "How Discrimination Impacts Sociopolitical Behavior: A Multidimensional Perspective" , (6) Price 2018 "Queering Reproductive Justice in the Trump Era…"

Assignment: Fourth Discussion Board Post

Module 15, Week 15 – Course Wrap-Up

Assigned Readings: *CWAGA,* Ch. 7, King, Ch. 13, *PRMR,* Ch. 9

Assignment: Exam II

Optional Module: Contains Optional Exam that covers all assigned readings in the course. The optional exam will open after Week 15 and interested students must use ProctorHub. Exam closes on December 9th at 11:59pm.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity (Links to an external site.)Links to an external site..
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)Links to an external site.".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access

and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduand logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.You CAN Survive an Active Shooter (Links to an external

site.)Links to an external site.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact Dr. Wright to discuss your circumstances *as soon as possible!*

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.

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 or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.