PUP 3314-AW60: Minorities in American Politics

School of Politics, Security, and International Affairs

University of Central Florida

Fall 2020

Course Syllabus

Instructor Information

- Dr. Wright
  - ***Given UCF's transition to remote instruction, all office hours will take place virtually (i.e. via phone, Zoom meeting, etc.)***
  - Office Hours: Wednesdays and Fridays from 9-11am EST and by appointment
  - Email: Kenicia.Wright@ucf.edu, the "Inbox" tool in UCF Webcourses
- GTA: TBD

Course Information

- Term: Fall 2020
- Course Number & Section: PUP 3314-AW60
- 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. Students may find understand the concepts covered in this course very difficult if they have not completed American National Government (POS2041).

Course Description

This course is designed to improve your understanding of the 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. The specific topics we will discuss, include the difference between race and ethnicity, racial formation in the US, the history of race / ethnicity in the US, and political related effects of race/ethnicity. We will read academic articles in this course. Most of this research focuses on the largest minority groups in the U.S. (i.e. Blacks, Latinx individuals). Because of the status of the existing literature, most of our discussion will center on these groups; we will give attention to the growing body of research on other minority groups, as well as intersectionality, near the end of the course.

Student Learning Outcomes

Students who successfully complete this course should be able to:

1. Explain the meaning of race and ethnicity in the American context, as well as the difference between the two.
2. Describe the historical influence of race and ethnicity in the US.
3. Explain the continued social inequality that minorities in the US continue to face.
4. Appropriately differentiate academic articles from reputable, non-academic sources.
5. Gain access to, and explain the main sections, of academic sources.
6. Summarize the research questions, theory, hypotheses, and main findings of scholarly readings that we cover in this course.
7. Respectfully respond to the comments and views of other students on topics related to minorities in the US.

Course Materials and Resources

Required Materials

1. *Diversity and Society: Race, Ethnicity, and Gender*. Healey and Stepnick. 6th edition
   ISBN: 9781506389059 (D&S in the Course Schedule)
   Optional: To assist with any potential difficulty students may have with purchasing this required text, students will have immediate access to digital course materials through Webcourses@UCF. This course is part of an inclusive access model called First Day™, which allows enrolled students to easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in UCF Webcourses. The UCF Campus Store and the publisher of your textbooks have discounted your course materials to bring you the lowest price available. To take advantage of this discounted rate, you will need to Opt-In to have the cost of these materials billed to your UCF Student Account under a fee called "Digital Course Materials". This means you can access the course materials today and not have to pay for them until the UCF fee payment deadline on your UCF Student Account. *Note: you are responsible for paying any fees that are not covered by your financial aid.* **The Opt-In deadline is this Friday of the first week of class at 11:59pm; you can opt-in or opt-out as many time as you like during the Add/Drop period, but once the deadline passes, the Opt-In screen is removed and the pricing changes.** We cannot add you back into the program once the deadline closes. After the Opt-In deadline passes, all sales are final. Refunds are not available on First Day course materials.
   Helpful, Additional Information
   Link to Customer Care website: customercare.bncollege.com
   FAQs and Tutorial Videos for the First Day Program: https://tinyurl.com/firstdayfaq
   Open a ticket Online for the Customer Care team: https://tinyurl.com/customercarerequest
   Email the Customer Care team: bookstorecustomercare@bncollege.com
   Call the Customer Care team: 1-844-9-EBOOKS (1-844-932-6657)
   Your UCF Bookstore Contact is: Melissa Yopack

2. Additional academic articles will be assigned in this course. The Week 1 Module contains an exercise that explains the steps students need to complete to gain access to assigned readings published in academic journals.

Additional Texts: If you are interested in learning more about minorities in American Politics, you can read the books listed below.

1. Aguirre, A., & Turner, J. H. (2009). *American ethnicity: The dynamics and consequences of discrimination.* McGraw-Hill Humanities Social.
2. King, K. (2010). *African American Politics*. Polity Press.
3. McClain, P. D. (2018). *Can We All Get Along?: Racial and Ethnic Minorities in American Politics.* Routledge.
4. Omi, M. and Winant, H. (2014). *Racial Formation in the United States.* Routledge.

Course Assignments

1. **Syllabus Quiz (1 points)**
   - This assignment will open on the first day of class and counts as the required financial aid activity. Students should read the course syllabus *then* complete the quiz.

2. **Discussion Posts (worth 18 points each, 36 points total)**

   Although this is an online course, there are benefits from discussing the topics we will cover in this course with other enrolled students. To this end, all students will be randomly assigned to a group at the start of the semester; each student is expected to contribute to the group discussion on a topic listed in the assignment upload area in Webcourses. In order to earn all possible points for this assignment, each student MUST:

   (1) Upload a first post that responds to Dr. Wright's discussion question by Tuesday at 11:59pm,

   (2) Upload a second that responds to the first post of a group member by Thursday at 11:59pm,

   (3) Upload a third post by Friday at 11:59pm.

   For student who received a response to their first post: the third post should be a response to a comment that a group member left on your first discussion post.

   For students who did not receive a response to their first post: grading of the third post will be based on whether you: (1) leave a comment on the discussion post assignment that states you didn't receive a response on your first post and (2) add a post that responds to a group member's first post (should not be the same group member you responded to in your second post) by the deadline. Deadlines are strictly enforced!s

   Carefully read all provided instructions in Webcourses BEFORE starting this assignment! In order to receive full credit, student's posts must align with the requirements listed in Webcourses and be in Webcourses by the deadline. Discussion posts must address all requirements noted in the assignment upload area in Webcourses, be RESPECTFUL, and reflect critical thinking; responses of "Interesting", "Thanks", "Yes / No" etc. will result no credit being earned!

3. **Office Hour Visit (worth 3 points)**

   Students who "visit" Dr. Wright during her office hours (via Zoom meeting or phone call) on Wednesdays and Fridays from 9-11am EST **by Week 13 (November 16th)** will earn 3 points toward their final grade in the course. Office hours are first come, first served; if you click on the Zoom meeting link and are relegated to the "Waiting Room" – don't panic! It means I am already meeting with another student, but will get to you as timely as possible. If you are not

available during Dr. Wright's office hours, email her to schedule an appointment to speak. This gives Dr. Wright the opportunity to learn more about you and you can ask any questions you may have!

4. **Faculty Biography (worth 10 points)**

Students must develop a short summary of a **current UCF faculty member** who belongs to a minority group. By the deadline noted in the Course Schedule below, students must upload a Word document that explicitly states: (1) The name of the faculty member, (2) The department or school within UCF that the faculty member is affiliated with, (3) Approximately a paragraph that summarizes the faculty member's background and area of research / courses taught, (4) Approximately a paragraph that explains why you selected that faculty member (what minority group does the person belong to? How did you reach this conclusion?), and (5) Are there pictures available on the UCF website for the department, school, or program? If so, how diverse is the faculty? If not, state that pictures are not available. *Note:* Students do not need to contact the faculty member to complete this assignment. Most UCF faculty provide a CV or background information online; the information on the CV is enough to complete this assignment.

5. **Annotated Bibliography (worth 20 points)**

By the end of the semester, students must upload a Word document with 10 summaries of academic articles in political science academic journals on a research question related to this course (i.e. "Minorities in American Politics"). Students must have their topic approved by the deadline listed in the Course Schedule below; there is an example of the Research Question assignment available in Webcourses. **Students who do not upload research questions for review by the deadline will receive a 5-point penalty on their Annotated Bibliography.** For the Annotated Bibliography, students MUST focus on the research question that is approved by Dr. Wright; the summaries must focus on academic articles that are NOT assigned in this course; full APA citations must be provided for all articles included in your submission. There are often major differences in how scholars across disciplines write about the same topic; to assist students in developing a comprehensive understanding of a how political scientists write about a topic of interests, all summaries must focus on an article published in a journal that contains "Political Science" in the title or be approved by Dr. Wright.

An example of the Annotated Bibliography is available in Webcourses. Student are expected to summarize the key points of TEN academic articles *in their own words.* **Submissions should reflect an entire semester of work – Annotated Bibliography submissions that do not contain TEN sources are subject to a "0".** For each academic article, students MUST include: (1) the full APA citation of the article and an original summary of the main points of the article (this includes a clear statement of the research question, an overview of key points in the theory, the hypotheses, main findings, and implications. At the end of the submission, in no longer than one page, students must answer the following: (1) Did you notice a consensus in the existing literature regarding your RQ? (2) If so, what would you say is the common understanding / prevalent "answer" to your RQ? (3) What do you think is missing from existing research related to your RQ? (i.e. how could existing research be improved?), (4) List two specific items that you've learned from completing this assignment.

Grading will be based on the appropriateness of the source (published in a POLITICAL SCIENCE academic journal), originality (i.e. writing in your own words, and presenting information beyond online summaries / the research abstract), and whether the summary meets the requirements above. ***All submissions will be reviewed through Turnitin – if there is a high match between summary content and online sources, submissions in Turnitin, and/or the research abstract of the article, your submission is subject to a "0" – use all of your own writing in your submission!***

6. **Exam (worth 30 points)**
   There is ONE required exam near the end of this course. The exam contains questions over all academic articles and book chapters assigned in the course; questions may be multiple choice, true / false, and/or short essay questions. The exam will be **available all day on during the Friday of finals week (Dec. 11th from 12am to 11:59pm EST).**

Additional Notes

- There are several options for contacting Dr. Wright: via email at Kenicia.Wright@ucf.edu and through the Inbox tool in Webcourses; appointments, phone calls, and Zoom meetings are also possible. The course GTA is also available to answer questions or provide suggestions.
- Students who aim to be successful in this course MUST complete all assigned readings. Assignments should be submitted by the deadline listed in this syllabus. The ability to complete tasks by a deadline is a life skill that is necessary for a successful life outside of college, so Dr. Wright will NOT accept late work without documentation supporting a University approved excuse for missing the assignment. Appropriate documentation – a doctor's note, a photo, etc. – should be emailed to Dr. Wright at Kenicia.Wright@ucf.edu **within FIVE business days of the assignment deadline**. Contact Dr. Wright as soon as possible if you're aware you won't be able to complete an assigned in this course.
- If you're aware of conflicts between assignments in this course and other responsibilities – contact Dr. Wright *as soon as possible* to discuss options.
- This course is fully online. Students taking this course should have regular access to the internet and log into the course **frequently** (daily at a minimum)! Enrolled students are responsible for any information provided by Dr. Wright and/or the course GTA via email, Webcourses Announcement, etc.

Make-up Exam and Assignments

Per university policy, students can submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, students should contact Dr. Wright as early in the semester as possible.

Assessment Procedures

Assignment	***Points***
Syllabus Quiz	1 point
Discussion Post I	18 points
Faculty Biography	10 points

Discussion Post II	18 points
Exam I	30 points
Office Hour Visit	3 points
Annotated Bibliography	20 points
Total	100 points

Grading

A: 92.5 - 100 points
A-: 89.5 - 92.4 points
B+: 86.5 - 89.4 points
B: 82.5 - 86.4 points
B-: 79.5 - 82.4 points
C+: 76.5 - 79.4 points
C: 72.5 - 76.4 points
C-: 69.5 – 72.4 points
D+: 66.5 - 69.4 points
D: 62.5 - 66.4 points
D-: 59.5 - 62.4 points
F: 59.4 points and below

Course Schedule

Week and topic	Assignments and Due Dates	Required Readings
Module 1: Course Introduction (Week of August 24th)	Assignment: Complete Syllabus Quiz (required financial aid activity) as soon as possible. **August 28th: Drop/Swap Deadline**	*By Wednesday, August 26th* • Course Syllabus • Information on emailing a professor • Pew Research Center "The Changing Categories the US Census has used to measure Race" • Hutchings, Vincent L., and Nicholas A. Valentino. (2004). "The Centrality of Race in American Politics." *Annual Review of Political Science* • Racial and ethnic diversity of college faculty *By Friday, August 28th* • Lee, Taeku. (2008). "Race, Immigration, and Identity-to-Politics Link." *Annual Review of Political Science* • Parker, Christopher Sebastian. (2016). "Race and Politics in the Age of Obama." *Annual Review of Sociology*
Module 2: Diversity in the US (Week of August 31st)	**Assignment: Discussion Post I** (1) Students must make their first discussion post by **Sept. 1st at 11:59pm.**	*By Monday, August 31st* • D&S, Ch. 1 "Diversity in the US" *By Wednesday, Sept. 2nd* • Hobbs, William, and Nazita Lajevardi. (2019). "Effects of Divisive Political Campaigns on the

	(2) Students must make their first response to a comment from a classmate by **Sept. 3rd at 11:59pm.** (3) **St**udents must make their second response by **Sept. 4th at 11:59pm.**	Day-to-Day Segregation of Arab and Muslim Americans." *American Political Science Review* • Kalkan, Kerem Ozan, Geoffrey C. Layman, and Eric M. Uslaner. (2009). ""Bands of others"? Attitudes toward Muslims in contemporary American society." *The Journal of Politics* *By Friday, Sept. 4th* • Schildkraut, Deborah J. (2014). "Boundaries of American identity: evolving understandings of "Us"." *Annual Review of Political Science*
Module 3: "Immigrants" (Week of Sept. 7th) *Note: Labor Day is Sept. 7th*	Students must upload the Research Question submission to Webcourses for approval **by Sept. 11th at 11:59pm.**	*By Tuesday, Sept. 8th* • D&S, Ch. 2 "Assimilation and Pluralism…" • Gell-Redman, Micah et al. (2018). "Do lawmakers respond to immigrants' requests? The answer depends on ethnicity and race." Monkey Cage Post. *https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/16/do-lawmakers-respond-to-immigrants-requests-the-answer-depends-on-ethnicity-and-race/?noredirect=on&utm_term=.e8877ae2a171* *By Thursday, Sept. 9th* • Hopkins, Daniel J., Cheryl R. Kaiser, Efrén O. Pérez, Sara Hagá, Corin Ramos, and Michael Zárate. (2019). "Does perceiving discrimination influence partisanship among US immigrant minorities? Evidence from five experiments." *Journal of Experimental Political Science*
Module 4: Dominant – Minority Relations in the US (Week of Sept. 14th)		*By Monday, Sept. 14th* • D&S, Ch. 3 "The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery *By Wednesday, Sept. 16th* • Money Cage post – Was slavery *that* bad? • "The hidden links between slavery and Wall Street" • Pew Research Center – Race, Immigration, and Discrimination
Module 5: Dominant - Minority Relations in the US (Cont'd) (Week of Sept. 21st)		*By Monday, Sept. 21st* • D&S, Ch. 4 "Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society" • Newsweek – "Racial Residential Segregation" *By Wednesday, Sept. 23rd* • Rocha, R. R., & Espino, R. (2009). Racial threat, residential segregation, and the policy attitudes of

		Anglos. *Political Research Quarterly*, 62(2), 415-426. • Enos, R. D., & Celaya, C. (2018). The effect of segregation on intergroup relations. *Journal of Experimental Political Science*, 5(1), 26-38. • Understanding Microaggressions
Module 6: African Americans in the US (Week of Sept. 28th)		*By Monday, Sept. 28th* • D&S, Ch. 5, "African Americans…" • Ted Talk: Implicit Bias • Ted Talk: Racial Injustice *By Wednesday, Sept. 30th* • Gamble, K. L. (2007). Black political representation: An examination of legislative activity within US House committees. *Legislative Studies Quarterly*, 32(3), 421-447. • Tate, K. (2001). The political representation of blacks in Congress: Does race matter? *Legislative Studies Quarterly*, 623-638. • Tesler, M. (2012). The spillover of racialization into health care: How President Obama polarized public opinion by racial attitudes and race. *American Journal of Political Science*, 56(3), 690-704. • Pew Trusts – Racial Wealth Gap and Today's American Dream
Module 7: Native Americans (Week Oct. 5th)	Students must upload their Faculty Biography submission to Webcourses **by Oct. 9th at 11:59pm.**	*By Monday, Oct. 5th* • D&S, Ch. 6 "Native Americans…" *By Wednesday, Oct. 7th* • Frymer, Paul. (2016). "Why Aren't Political Scientists Interested in Native American Politics?" *Perspectives on Politics* • Huyser, Kimberly R., Gabriel R. Sanchez, and Edward D. Vargas. (2017). "Civic engagement and political participation among American Indians and Alaska natives in the US." *Politics, Groups, and Identities*
Module 8: Hispanic Americans (Week of Oct. 12th)		*By Monday, Oct. 12th* • D&S, Ch. 7 "Hispanic Americans…" *By Wednesday, Oct. 14th* • Sanchez, G. R., Vargas, E. D., Walker, H. L., & Ybarra, V. D. (2015). Stuck between a rock and a

		hard place: the relationship between Latino/a's personal connections to immigrants and issue salience and presidential approval. *Politics, Groups, and Identities*, 3(3), 454-468. • Alamillo, R. (2019). HISPANICS PARA TRUMP?: Denial of Racism and Hispanic Support for Trump. *Du Bois Review: Social Science Research on Race*, 16(2), 457-487.
Module 9: Asian Americans (Week of Oct. 19th)		*By Monday, Oct. 19th* • D&S, Ch. 8 "Asian Americans…" *By Wednesday, Oct. 21st* • Sadhwani, S. (2020). Asian American Mobilization: The Effect of Candidates and Districts on Asian American Voting Behavior. *Political Behavior*. • Kuo, A., Malhotra, N., & Mo, C. H. (2017). Social exclusion and political identity: The case of Asian American partisanship. *The Journal of Politics*, 79(1), 17-32.
Module 10: "New" Americans (Week of Oct. 26th)		*By Monday, Oct. 26th* • D&S, Ch. 9 "New Americans, Assimilation, and Old Challenges" *By Wednesday Oct. 28th* • Pew Research Center – Identity, assimilation, and community • PRC Hispanic Trends – Hispanic Identity • PRC Global Attitudes and Trends – Factors that influence opinion on diversity
Module 11: Additional Considerations (Week Nov. 2nd)	Students must upload their Annotated Bibliography submission to Webcourses **by Nov. 6th at 11:59pm.**	• Boyd, Christina L. (2016). "Representation on the Courts? The Effects of Trail Judges' Sex and Race." Political Research Quarterly • Claypool, Vicki Hesli, and Carol Mershon. (2016). "Does diversity matter? Evidence from a survey of political science faculty." *Politics, Groups, and Identities* • Jamal, A. (2005). The political participation and engagement of Muslim Americans: Mosque involvement and group consciousness. *American Politics Research*, 33(4), 521-544. • Masuoka, N. (2008). Political attitudes and ideologies of multiracial Americans: The implications of mixed race in the United States. *Political Research Quarterly*, 61(2), 253-267. • Ted Talk – "What I'm learning from my white grandchildren"

		• Phillips, C. D., & Lee, T. (2018). Superficial Equality: Gender and immigration in Asian American political participation. *Politics, Groups, and Identities*, 6(3), 373-388. • NPR – Talk to a Muslim • Ted Talk – "The Muslim on the Airplane"
Module 12: Intersectionality (Week Nov. 9th) *Note: Nov. 11 is Veteran's Day!*		• Bunyasi, T. L., & Smith, C. W. (2019). Do All Black Lives Matter Equally to Black People? Respectability Politics and the Limitations of Linked Fate. *Journal of Race, Ethnicity and Politics*, 4(1), 180-215. • Sanchez, G. R., Foxworth, R., & Evans, L. E. (2020). Sovereign Bodies: Native Nations, Native American Women, and the Politics of 2018. *Political Research Quarterly.* • Simien, E. M., & Hancock, A. M. (2011). Mini-symposium: Intersectionality research. *Political Research Quarterly*, 64(1), 185-186.
Module 13: Minority Groups Opinions toward One Another (Week Nov. 16th)	**Assignment: Discussion Post I** (1) Students must make their first discussion post by **Nov. 17th at 11:59pm.** (2) Students must make their first response to a comment from a classmate **by Nov. 19th at 11:59pm.** (3) **St**udents must make their second response by **Nov. 20th at 11:59pm.**	• Hurwitz, J., Peffley, M., & Mondak, J. (2015). Linked fate and outgroup perceptions: Blacks, Latinos, and the US criminal justice system. *Political Research Quarterly*, 68(3), 505-520. • Merseth, J. L. (2018). Race-ing solidarity: Asian Americans and support for Black Lives Matter. *Politics, Groups, and Identities*, 6(3), 337-356. • Rocha, R. R. (2007). Black-brown coalitions in local school board elections. *Political Research Quarterly*, 60(2), 315-327. • Zhu, Ling, and Kenicia Wright. (2016). "Why do Americans Dislike Publicly Funded Health Care?" *Politics, Groups, and Identities* **(Will be provided to the class.)**
Module 14 *(Week of Nov. 23rd)* *Holiday. No assigned readings. Students are encouraged to spend this week ensuring they have completed all assigned readings and preparing for the course exam.*		
Module 15 *The last week of the course!* *(Week of Nov. 30th)*		*By Nov. 30th* • D&S, Ch. 10 "Minority Groups and US Society: Themes, Patterns, and the Future" *By Dec. 2nd* • Pew Research Center – Perceptions on Growing Racial and Ethnic Diversity • Pew Research Center – Demographic Shift
The Exam will be available for students to complete in Webcourses on ***Friday, Dec. 11th from 12am to 11:59pm.*** *Students will be able to access the exam ONCE and must make the necessary time to complete the*		

exam on this day. Contact Dr. Wright by Week 4 if you're concerned you won't be able to complete the exam on this day.

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 for academic dishonesty, plagiarism, or cheating can include a warning, a "0" on an assignment, an "F" in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

University Writing Center
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information, or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call (407)823-2197.

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.edu and 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.

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 your instructor to discuss your circumstances.

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.

NOTE: This syllabus is subject to change at any point during this semester per the discretion of the course instructor. Dr. Wright will post an Announcement in Webcourses explaining any changes and will provide students with an updated Course Syllabus. Students are responsible for all course-related information provided in Webcourses and are *strongly encouraged* to check Webcourses and their UCF emails regularly.