PUP 3314: Minorities in American Politics

University of Central Florida

Department of Political Science

College of Sciences

3 credit hours

Instructor Information

- Instructor: Dr. Kenicia Wright
- Office: HPH305B (sign in at the Dept. of Political Science front office)
- Office Hours on Mondays from 8-12pm, also available by appointment and via phone, and Skype (if necessary)
- Email: Kenicia.Wright@ucf.edu or use the “Inbox” available via Webcourses
- GTA: TBD, Office location and hours: TBD

Course Information

- Term: Summer 2019
- 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. We will cover many topics, including the meanings of race and ethnicity, racial formation in the US, some political effects of race/ethnicity, and

“colorblindness”. We will discuss largest racial and ethnic groups in the US (i.e. Blacks, Latinos / Hispanics) with some reference to other groups as well as the impact of intersecting social identities.

Student Learning Outcomes

Students who successfully complete this course should understand and 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 and contextual factors that influence the experience of minorities in the US.
3. Detail dynamics in the relationship between majority and minority groups in America.
4. Explain the social and political inequality minorities in the US have and continue to face.
5. Effectively differentiate scholarly, academic sources from non-academic sources.
6. Locate examples of and clearly discuss scholarly, academic sources in writing.
7. Summarize the research questions, key concepts, and main findings of scholarly readings that we cover in this course.
8. Respectfully respond to the comments and viewpoints of other students in the course.

Course Materials and Resources

Required Materials

1. Omi, M., & Winant, H. (2015). *Racial Formation in the United States: Third Edition*. Routledge.
2. I will also assign additional readings from scholarly journals. Students will be able to access these articles by searching for the title of the article on the UCF Library website: https://library.ucf.edu/.

Additional Texts: If you’re 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.*
2. King, K. (2010). *African American Politics*. Polity Press.
3. McClain, P. D. (2010). *" Can We All Get Along?": Racial and Ethnic Minorities in American Politics.*

Course Assignments

1. **Syllabus Quiz (0 points)**
    - 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 will not count toward the grade in this course.

2. **Discussion Posts (worth 30 points – 15 points each)**
   The instructor will post a discussion question related to the assigned readings and current events related to the topics covered in the course in Webcourses. Students should complete the assigned readings for this course by Monday of each week and incorporate points from the readings in their discussion board responses. **For full credit for a discussion post, students MUST:**
    1. Give their first response that is at least THREE sentences long to the discussion question **Tuesday at 11:59pm**. (Initial post)
    2. RESPECTFULLY respond to one comment from a classmate **Thursday at 11:59pm.**
    3. RESPECTFULLY respond to either (1) one comment left on your initial post or (2) post a response to the initial post of a student you haven't commented on, if another student in the course didn't leave a post on your initial response. Responses must be at least TWO substantive sentences long and posted **Friday at 11:59pm.**

   NOTE: Responses must be meaningful. "Thanks" or "Yes" are not meaningful responses and will NOT result in you receiving full credit. The instructor and the GTA for this course will review all posts before giving credit, so think critically about the readings and your response before posting.

3. **Short Response Papers (worth total of 40 points – 20 points each)**
    - Students enrolled in this course must complete two short response papers over assigned readings. There are three requirements for this paper:
        1. A clear and accurate summary of all assigned readings in this course before the deadlines. This means, the paper that is due on 5/31 MUST include discussion of assigned readings from Weeks 1, 2, ***and*** 3; similarly, the paper that is due on 6/15 MUST include discussion of assigned readings from Week 4 ***and*** 5. **The discussion should center on scholarly articles and book chapters from these weeks; discussion of each reading should be in a separate paragraph.**
        2. In one or two well-thought out, clearly written paragraphs, students must provide specific discussion of the strengths and weaknesses of ONE assigned reading of their choice. The reading selected MUST (1) be a scholarly article published in a scholarly journal *NOT* a Monkey Cage post, Pew Research Center reading, etc. and (2) assigned during the weeks that correspond with that response paper (as noted in Requirement 1 above) .

3. A one paragraph summary of a scholarly source that isn't assigned in this course, but relates to the reading the student provides the in-depth discussion for (discussed in Requirement 2 above). Students should use the steps included in the "Week 1: Finding Scholarly Sources" module to identify scholarly sources from reputable academic journals, blog posts, newspaper articles, op-eds are NOT acceptable.

- Formatting: Students must upload a Word document with these requirements in 12 point, Times New Roman font, APA formatting, and **no longer than 1,000 words** to the link in Webcourses by the deadlines stated above and in the "Course Schedule" below**. Strict word limit enforcement!**

4. **Exam (worth 30 points)**
   - There will be **ONE** exam at the end of this course. The exam may include questions over any of the assigned readings in the course and questions may be multiple choice, true / false, and open-ended / short responses. **Students will be able to access the exam all day on Wednesday (6/19), Thursday (6/20), and Friday (6/21) during the last week of class. Students must ensure that ProctorHub and give permission to webcourses@ucf.edu to monitor their behavior while completing the exam; the exam must be completed by Friday (6/21) at 11:59pm EST.** Students should not take the exam until they have completed all of the assigned readings for the course and must ensure they are able to complete the exam on these days early in the course. Contact the course instructor as soon as possible, if you are unable to complete the exam on the days listed above. Students will receive a score of "0", if their webcam is not enabled or working during the exam or if it appears s/he are using class notes, assigned readings, online resources, or collaborates with others while completing an exam. THERE WILL BE NO EXCEPTIONS! Students are *strongly encouraged to complete the exam before Friday night, in case of technical issues.*

5. **Optional Module**
   - Students who aren't able to complete one of the required modules during the semester or who would like to improve their grade can complete the optional module in this course – no questions asked! The grade on this module will replace the lowest module grade the student has – from a "0", or missed module, to a grade of a module that the student isn't satisfied with. This module is completely optional – this means if a student decides not to complete the optional module, his/her grade will NOT be impacted!

Additional Notes

- Students who aim to be successful in this course MUST complete all assigned readings and assignments on time. 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.

- Students may complete an optional module if they would like to improve their grade – no questions asked! Outside of this, there will be no extra credit in this course. If you have concerns about your grade, contact the professor as soon as possible. Do NOT wait until the course is ending before reaching out to Dr. Wright as she will have limited ability to help you if you don't contact her early. Identify any issues you are having and reach out for support *as soon as possible*. There are several options for contacting Dr. Wright: via email at Kenicia.Wright@ucf.edu through the Inbox tool in Webcourses, during office hours, and by appointment. The GTA is also available to answer questions or provide suggestions.
- This course is fully online. Students taking this course should have regular access to the internet and log into the course **daily**! Dr. Wright and the GTA may post Announcements in Webcourses and students are responsible for any information provided this way.

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, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment Procedures

Assignment	Points
Syllabus Quiz	0 points
Discussion Post I	15 points
First Critical Response Paper	20 points
Discussion Post II	15 points

Second Critical Response Paper	20 points
Exam	30 points
Total	100 points

Grading

A: 93 – 100 points A- : 90 – 92.4 points
B+ : 87 – 89.4 points B: 83 – 86.4 points B- : 80 – 82.4 points
C+ : 77 – 79.4 points C: 73 – 76.4 points C- : 70 – 72.4 points
D+ : 67 – 69.4 points D: 63 – 66.4 points D- : 60 – 62.4 points
F: 59.4 points and below

Course Schedule

Week and topic	Assignments and Due Dates	Required Readings
Week 1: Course Introduction (May 13 – May 17, 2019)	**Assignment: Complete Syllabus Quiz** (required financial aid activity) as soon as possible. **5/16: Drop/Swap Deadline on myUCF** **Students should ensure they are able to use the ProctorHub tool in Webcourses.**	*By Monday (5/13)* (1) Key findings on Americans' views of Race in America 2019. https://www.pewresearch.org/fact-tank/2019/04/09/key-findings-on-americans-views-of-race-in-2019/ (2) Complete the "Race IAT" on the following link: https://implicit.harvard.edu/implicit/takeatest.html *By Wednesday (5/15)* (1) Omi and Winant, (2015), Introduction p.1-19.
Week 2: Importance of identity (ethnicity, social class, and national identity) (May 20 – May 24, 2019)	**Assignment: Discussion Post I** (1) Students must make their first discussion post by **5/21 at 11:59pm.**	*By Monday (5/20):* Omi and Winant, (2015), Ch. 1 "Ethnicity" p.21-51. *By Wednesday (5/22):* (1) Omi and Winant, (2015), Ch. 2 "Class" p. 53-75.

	(2) Students must make their first response to a comment from a classmate by **5/23 at 11:59pm.** (3) Students must make their second response by **5/24 at 11:59pm.**	(2) Healy et al., (2017), "Digging into the Pocketbook: Evidence on Economic Voting from Income Registry Data Matched to a Voter Survey. *American Political Science Review.* (3) Kochhar, R., (2018), "The American middle class is stable in size, but losing ground financially to upper-income families." From Pew Research Center: https://www.pewresearch.org/fact-tank/2018/09/06/the-american-middle-class-is-stable-in-size-but-losing-ground-financially-to-upper-income-families/
Week 3: Political Implications of Race / Ethnicity (May 27- May 31, 2019) *Note: Memorial Day is 5/27/2019*	**Assignment: Critical Response Paper I** (1) Students must upload their critical response paper that incorporates points from assigned readings from Week 1 to Week 3 to the link in Webcourses **by 5/31/2019 at 11:59pm.**	*By Monday (5/27):* (1) Omi and Winant, (2015), Ch. 4 "The Theory of Racial Formation" p.105 -137. (2) Hutchings and Valentino, (2004), "The Centrality of Race in American Politics". *Annual Review of Political Science.* *By Wednesday (5/29)* (1) Omi and Winant, (2015), Ch. 3 "Nation" p. 75-103. (2) Gell-Redman, Micah et al. 2018. "Do lawmakers respond to immigrants' requests? The answer depends on ethnicity and race." Monkey Cage. 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 Friday (5/31)* (1) Fraga, B., (2015), "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout". (2) Masuoka, N., (2008), "Political attitudes and ideologies of multiracial Americans: The implications of mixed race in the United States". *Political Research Quarterly.*
Week 4: *Racial Politics – the Consequences of*	**Assignment: Discussion Post II**	*By Monday (6/3):* (1) Omi and Winant, (2015), Ch. 5 "Racial Politics and the Racial State" p. 137-158.

Electoral Rules for Minorities In the US June 3 – June 8, 2019	(1) Students must make their first discussion post by **6/4 at 11:59pm.** (2) Students must make their first response to a comment from a classmate by **6/6 at 11:59pm.** (3) Students must make their second response by **6/7 at 11:59pm.** **6/6 at 11:59pm: Withdrawal Deadline**	(2) Highton, B., (2017), "Voter Identification Laws and Turnout in the United States". *By Wednesday (6/5):* (1) Davidson, C., (2009), "The Historical Context of Voter Photo-ID Laws". *PS.* (2) Omi and Winant, (2015), Ch. 6 "The Great Transformation" p.161-184. (3) Hershey, M., (2009), "What We Know about Voter-ID Laws, Registration, and Turnout". *PS.* *By Friday (6/7)* (1) Barreto et al., (2019), "The Racial Implications of Voter Identification Laws in America". *American Politics Research.* (2) Herron and Smith, (2014), "Race, Party, and the Consequences of Restricting Early Voting in Florida in the 2012 General Election". (3) Weaver and Lerman, (2010), "Political Consequences of the Carceral State". *American Political Science Review*
Week 5: Colorblindness June 10- June 15, 2019	**Assignment: Critical Response Paper II** (1) Students must upload their critical response paper that incorporates points from each of the assigned readings from Week 3 to Week 5 to the link in Webcourses **by 6/15/2019 at 11:59pm.**	*By Monday (6/10):* (1) Omi and Winant, (2015), Ch. 8 "Colorblindness, Neoliberalism, and Obama" p. 211-245. (2) Taylor, K., "The Obama Legacy" post on "The Guardian": https://www.theguardian.com/us-news/2017/jan/13/barack-obama-legacy-racism-criminal-justice-system (3) Lee, J., "A Post-Racial Society or a Diversity Paradox" post on the Russell Sage Foundation: https://www.russellsage.org/research/post-racial-society-or-diversity-paradox *By Wednesday (6/12)* (1) Sears et al., (1997), "Is it Really Racism? The Origins of White Americans' Opposition to Race-Targeted Policies". (2) Lieberman, Robert C., (2006), ""The Storm Didn't Discriminate": Katrina and the Politics of Color Blindness". *Du Bois Review.*

		By Friday (6/14) (1) Tesler, M., (2012), "The Spillover of Racialization into Health Care…" *American Journal of Political Science*
Week 6: Course Wrap-up – Where we go from here? June 17 – June 21, 2019	**Assignment: Exam – complete on Webcourses by Friday (June 21st) at 11:59pm. ProctorHub must be enabled. The exam will be available from Wednesday (6/19) to Friday (6/21).**	*By Monday (6/17):* (1) Cilluffo and Cohn, (2018), "7 Demographic Trends Shaping the US and the World in 2018." https://www.pewresearch.org/fact-tank/2018/04/25/7-demographic-trends-shaping-the-u-s-and-the-world-in-2018/ (2) Omi and Winant, (2015), Conclusion: "The Contrarieties of Race" p. 245-270. *By Wednesday (6/19):* (1) Simien and Hancock, (2011), "Mini-Symposium: Intersectionality Research." (2) Zhu and Wright, (2016), "Why do Americans Dislike Publicly Funded Health Care?". **(Will be provided to the class.)** (3) Ha, S. (2010), "The Consequences of Multiracial Contexts on Public Attitudes toward Immigration". *Political Research Quarterly.*
Extra Module: Beyond Black and White: Consideration for Other Racial/Ethnic Minority Groups	**Optional module: Students wanting to improve their grade can complete this module. Assignment: Critical Response Paper that incorporates all assigned readings for this module is due 6/19 at 11:59pm. The grade students earn on this module will replace the lowest module they have in the course; the grade of students who do not complete this module will not change.**	*Assigned Readings:* (1) Visalvanich, N., (2017), "Asian Candidates in America: The Surprising Effects of Positive Racial Stereotyping". (2) Phillips and Lee, (2018), "Superficial Equality: Gender and immigration in Asian American political participation". (3) Mucciaroni, G., (2011), "The Study of LGBT Politics and Its Contributions to Political Science". (4) Uhlaner and Scola, (2015), "Collective Representation as a Mobilizer: Race/Ethnicity, Gender, and Their Intersections at the State Level".

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.

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 not required, but are recommended. 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the video posted on Webcourses in this portion of the “Course Syllabus”.

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.