PUP 3314-AW60: Minorities in American Politics
School of Politics, Security, and International Affairs
University of Central Florida
Fall 2021
Course Syllabus

Instructor Information

- Dr. Wright
  - ***All office hours will take place virtually; via Zoom, over the phone, etc.***
  - Office Hours: Wednesdays and Thursdays from 1-3pm EST and by appointment
  - Email: Kenicia.Wright@ucf.edu, the "Inbox" tool in UCF Webcourses
- GTA: TBD

Course Information

- Term: Fall 2021
- Course Number & Section: PUP 3314-AW60
- Credit Hours: 3 credit hours
- Class Meeting Days: Online course
- Course Modality: W - fully web-developed course; there are no required meetings for this course. Students are expected to complete all assigned readings and to submit assignments in Webcourses; all grades are subject to change until they have been approved by Dr. Wright - an Announcement will be posted when the finalized grades are available for students to view.

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. Shaw, Todd, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis. 2019. *Uneven Roads.* 2nd Edition. ISBN: 9781506371764 (*UR* in the Course Schedule below.)
2. Additional academic articles are 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.

COVID-19 Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of completion of assignments by stated deadlines in an effort to take as much from this course as possible.

Course Assignments

Assignment	Maximum points	Deadline
Syllabus Quiz	1 point	Available of the first day of class.
Two Discussion Board Assignments	20 points total	- Two required posts – on Tuesday and Friday - must be uploaded in response to items provided by Dr. Wright to Webcourses. Tuesday's post is worth 5 points and Friday's post is worth 5 points; you will not earn credit if the first post is not uploaded by Tuesday! - Two separate posts uploaded by the deadlines in Week 2 (10 points) and two separate posts uploaded by the deadlines in Week 14 (10 points)
Faculty Biography	10 points	Due Friday, Week 11 at 11:59pm EST. Early submissions encouraged.
Three Timed Quizzes	30 points total (10 points each)	Each quiz is worth 10 points and will be available for students to complete in Webcourses from 12am to 11:59pm EST on Friday in Week 4, Week 9, and Week 14.
Two Timed Exams	40 points total (two exams worth 20 points each)	Exam 1: Available in Webcourses on Week 7, Friday from 12am to 11:59pm EST

		Exam 2: Available in Webcourses during Finals Week (date noted in Course Schedule below) from 12am to 11:59pm EST.
Optional You find an article	Up to 5 additional points	*Optional:* If you decide to complete this assignment, upload your submission to Webcourses by Friday, Week 12 at 11:59pm EST. Early submissions encouraged.
		Total Possible Points: 101 points

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. The quiz can be completed as many times as students needs.

2. **Discussion Posts (worth 10 points each, 20 points total)**

Although this is an online course, there are benefits from discussing the topics we will cover in this course with others! All students will be randomly assigned to a group at the start of the semester and each student is expected to contribute to the group discussion on a topic listed in the assignment upload in Webcourses. **There are TWO required posts for this assignment – students who do not upload the first post by the deadline noted above will earn a "0" for the entire assignment!**

(1) Upload a first post that responds to items Dr. Wright lists in the assignment upload area in Webcourses by Tuesday at 11:59pm.

(2) Upload a second post that responds to the items Dr. Wright lists in the assignment upload area in Webcourses by Friday at 11:59pm.

Carefully read all provided instructions in Webcourses BEFORE starting this assignment! 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. **Faculty Biography (worth 10 points)**

Students must develop a short paper on a CURRENT UCF faculty member *with a PhD* who has research interests related to a topic that we discuss in this course. Graduate students and teaching assistants are *not* appropriate to focus on for this assignment.

Upload a Word document or a PDF that presents a clear, accurate, and original response to each of the following items: (1) The name of the current faculty member you select and the university where they earned their PhD, (2) The department or school within UCF that the faculty member is currently affiliated with, (3) Approximately a paragraph that summarizes the faculty member's research expertise, courses taught, and a specific way these items connect to a specific concept we cover in this course, (4) In one sentence state whether there are pictures of the faculty in the school or department of the faculty member, and (5) Approximately a paragraph that explains the diversity of the department or school that the

member is affiliated with; at a minimum, this discussion should state the aspect of diversity you're focusing on and how it connects to a specific concept covered in the course, how you reach the conclusions you discuss (based on assumptions, pictures, or information that is provided), and what you learn from completing this assignment.
Note: You do not need to contact the faculty member to complete this assignment. Most UCF faculty members provide a CV or background information online; use the information on the CV to complete this assignment. **Double check your submission after you've uploaded it to Webcourses – inappropriate submissions will earn a "0".**

4. **Three timed quizzes (worth 10 points each for a total of 30 points)**
To assess student understanding of assigned readings before exams, there will be three quizzes consisting of a random mix of multiple choice, true / false, and/or short answer questions. The quizzes are timed, but students can use assigned readings, their notes, and the provided lecture slides. Quizzes will be available in Webcourses on the Fridays designated in the table above and in the Course Schedule below from 12am and 11:59pm EST.

5. **Two Exams (worth 20 points each for a total of 40 points)**
There are two timed exams in this course. Each exam has the same structure as the timed quizzes – exams are open book, open note and key points from assigned academic articles and book chapters are "fair game"; questions may be multiple choice, true / false, and/or short essay questions. Exams will be available in Webcourses on the Fridays designated in the table above and in the Course Schedule below from 12am and 11:59pm EST.

6. ***Optional* You find an article! (worth up to 5 additional points)**
Students who decide to complete this assignment should upload a Word document or a PDF to Webcourses with this submission by the deadline noted in the Course Schedule below. Grading will be based on accuracy, clarity, and originality – put all of the discussion in this submission in your own words. The required items for this assignment are:
   1. Provide the APA citation of a *political science* academic article that is not assigned in this course, but that relates to a topic covered in this course.
      - Do not focus on academic articles assigned in this course. Focus on an academic article that is published in an academic journal that contains "political science" in the title. If you'd like to confirm that you've identified an appropriate article to focus on, review the information provided in Webcourses and the weekly lecture slides!
   2. In no longer than two paragraphs, summarize the key points of the article based on the section outlined in the "Finding Academic Articles" page in Webcourses. Grading will be based on accuracy, clarity, and inclusion of details that are not clearly stated in the article!
   3. In approximately one paragraph, provide a clear example of ONE specific point, theory, or concept in the academic article that connects to a specific point, theory, or concept in an assigned reading. This discussion should be in your own words; include a clear statement of the assigned reading and the page number(s) where the point, theory, or concept is discussed.

4. In no longer than one paragraph, state the name of a song, TV show, a movie, or a podcast that relates to the article you select. Provide details that explain the connection between your article selection and the song, TV show, movie, podcast, or blog.

Tips from Dr. Wright

- If you would like to contact Dr. Wright, email her at Kenicia.Wright@ucf.edu or send her a message using the "Inbox" tool in Webcourses. The course GTA may be contacted at the email address listed at the top of this Course Syllabus and via the "Inbox" tool in Webcourses. Allow two business days for a response!
- In order to be successful in this course you must complete all assigned readings and submit all required assignments by the deadline! The assigned readings, required assignments, and structure of this course is aimed at facilitating the development of skills that will be helpful to you long after you complete this course. Completing tasks by a deadline is a necessary life skill, so I do not accept late work without documentation supporting an 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 you become aware of your inability to complete an assignment by the deadline.
- This is a completely online course – there are no required Zoom lecture meetings, face-to-face lectures, etc. This means important course reminders, updates, etc. will be provided online – enrolled students should have regular access to the internet! Log in to Webcourses and check your UCF email **frequently** – I suggest twice a day at *minimum*. Remember, you are responsible for information provided online; not seeing an Announcement, not checking your email, etc. are not University approved excuses for missing a deadline.
- Download and answer the items in the Weekly Lecture slides to prepare for quizzes and exams! Reach out to the course GTA if you'd like to confirm you have an accurate understanding, if you have any questions, or would like to discuss a component of an assigned reading in this course.

Late Work Policy

As noted above and in alignment with UCF's Policy, all enrolled students may receive approval to submit an assignment late *if* they miss a deadline due to a University approved excuse. These excuses include university-sponsored events, religious observances, or legal obligations (such as jury duty). If participation in this type of event impedes your ability to complete an assignment contact Dr. Wright as soon as possible and/or within five business days of the deadline. If you encounter unexpected medical issues and would like to know your options and how they will impact any financial aid, please visit: https://www.ucf.edu/financial-aid/policies/late-drops-withdrawals/.

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 23rd)	Assignment: Complete Syllabus Quiz (required financial aid activity) as soon as possible. **August 27th: Drop/Swap Deadline**	*By the end of the week* • Course Syllabus and the "Finding Academic Articles" page in Webcourses • Instructions for emailing a professor (link here) • Pew Research Center Readings on "The Changing Categories the US Census has used to measure Race" and Changes in Representation in Congress • Enders, A. M., & Scott, J. S. (2019). The increasing racialization of American electoral politics, 1988-2016. *American Politics Research*, 47(2), 275-303. • McClain, P. D., Johnson Carew, J. D., Walton Jr, E., & Watts, C. S. (2009). Group membership, group identity, and group consciousness: Measures of racial identity in American politics. *Annual Review of Political Science*, 12, 471-485.
Module 2: Understanding Race, Ethnicity, and Racism (Week of August 30th)	**Assignment: First Discussion Post** (1) Students must make their first discussion post by Tuesday, August 31st **at 11:59pm.** *You will not receive credit for this assignment, if the first post is not uploaded by this deadline.* (2) Students must upload their second discussion post by Friday, September 3rd at 11:59pm EST.	*By Monday, August 30th* • *UR*, Chapter 1 "Introduction" *By Thursday, September 2nd* • *Tedx Talk* by Dr. Candis Watts Smith "Three Myths About Racism" (Link here) • Schildkraut, D. J. (2014). Boundaries of American identity: Evolving understandings of "us". *Annual Review of Political Science*, 17, 441-460. • Videos on the History of American Diversity and Demographic Shifts in the US
Module 3: Native Americans (Week of September 6th)		*By the end of the week* • *UR*, Chapter 2 "Native Americans…" • Frymer, P. (2016). Why Aren't Political Scientists Interested in Native American Politics?. *Perspectives on Politics*, 14(4), 1042-1043.

Note: Labor Day is Sept. 6th.		• Hobbs, W., & Lajevardi, N. (2019). Effects of divisive political campaigns on the day-to-day segregation of Arab and Muslim Americans. *American Political Science Review*, 113(1), 270-276. • Huyser, K. R., Sanchez, G. R., & Vargas, E. D. (2017). Civic engagement and political participation among American Indians and Alaska natives in the US. *Politics, Groups, and Identities*, *5*(4), 642-659. • Kalkan, K. O., Layman, G. C., & Uslaner, E. M. (2009). "Bands of others"? Attitudes toward Muslims in contemporary American society. *The Journal of Politics*, *71*(3), 847-862. • Sanchez, G. R., Foxworth, R., & Evans, L. E. (2021). Sovereign Bodies: Native Nations, Native American Women, and the Politics of 2018. *Political Research Quarterly*, *74*(2), 491-505. • Videos on role of Native American voters in 2020, land loss, and misconceptions on Native American people • Details on Native American loss of land • *NPR – Talk to a Muslim* • Ted Talk – "The Muslim on the Airplane"
Module 4: African Americans (Week of September 13th)	*Quiz 1 will be available for students to complete in Webcourses Friday, Sept. 17th from 12am to 11:59pm EST.*	*Before beginning Quiz 1* • *UR*, Chapter 3 "The African American Political Journey, 1500s-1965" • Shaw, T. C., Foster, K. A., & Combs, B. H. (2019). Race and poverty matters: Black and Latino linked fate, neighborhood effects, and political participation. *Politics, Groups, and Identities*, *7*(3), 663-672. • 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. • Money Cage post – Was slavery that bad? • "The hidden links between slavery and Wall Street" • PRC reading on Black Political Representation • Ted Talks on Implicit Bias and Racial Injustice • Newsweek – "Racial Residential Segregation" • Understanding Microaggressions • Pew Trusts – Racial Wealth Gap

Module 5: Latino/a Politics (Week of Sept. 20th)	.	*By the end of the week* • *UR*, Chapter 4 "The Road Toward Contemporary Latino Politics, 1500s – 1970s" • 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. • McCabe, K. T., Matos, Y., & Walker, H. (2021). Priming Legality: Perceptions of Latino and Undocumented Latino Immigrants. *American Politics Research*, *49*(1), 106-113. • Morín, J. L., Macías Mejía, Y., & Sanchez, G. R. (2021). Is the Bridge Broken? Increasing Ethnic Attachments and Declining Party Influence among Latino Voters. *Political Research Quarterly*, *74*(1), 182-198. • PRC readings on Growth in Registered Voters in Georgia, Latino Registered Voters in Florida, Affiliation with the Republican Party, and COVID
Module 6: Asian Americans (Week of Sept. 27th)		*By the end of the week* • *UR*, Chapter 5 "Different and Common Asian American Roads, 1800s – 1960s • Chan, N. K. (2020). Political Inequality in the Digital World: The Puzzle of Asian American Political Participation Online. *Political Research Quarterly*, 1-17. • Le, D., Arora, M., & Stout, C. (2020). Are you threatening me? Asian-American panethnicity in the Trump era. *Social Science Quarterly*, *101*(6), 2183-2192. • Masuoka, Natalie, Kumar Ramanathan, and Jane Junn. (2019). "New Asian American Voters: Political Incorporation and Participation in 2016." *Political Research Quarterly* 72(4), 991-1003. • Merseth, J. L. (2018). Race-ing solidarity: Asian Americans and support for Black Lives Matter. *Politics, Groups, and Identities*, 6(3), 337-356. • Raychaudhuri, T. (2018). The social roots of Asian American partisan attitudes. *Politics, Groups, and Identities*, 6(3), 389-410. • Reading: Farewell to the Model Minority Myth and Hate Crimes against Asians

Module 7: Understanding "Whiteness" (Week October 4th)	Exam 1 will be available for students to complete in Webcourses on October 8th from 12am to 11:59pm EST.	*Before beginning the exam* • *UR*, Chapter 6 "Whiteness and Shifting Roads of Immigrant American, 1780s -1960s" • Berry, J. A., Ebner, D., & Cornelius, M. (2019). White identity politics: linked fate and political participation. *Politics, Groups, and Identities.* 1-19. • Chudy, J., Piston, S., & Shipper, J. (2019). Guilt by association: White collective guilt in American politics. *The Journal of Politics*, 81(3), 968-981. • Rocha, R. R., & Espino, R. (2009). Racial threat, residential segregation, and the policy attitudes of Anglos. *Political Research Quarterly*, 62(2), 415-426. • Virtanen, S. V., & Huddy, L. (1998). Old-fashioned racism and new forms of racial prejudice. *The journal of Politics*, 60(2), 311-332. • Yadon, N., & Piston, S. (2019). Examining whites' anti-black attitudes after Obama's presidency. *Politics, Groups, and Identities*, 7(4), 794-814.
Module 8: Voting Rights in American Life (Week of October 11th)		*By the end of the week* • *UR*, Chapter 7 "Voting Rights in American Life" • Bright, C. L., & Lynch, M. S. (2017). Kansas voter ID laws: Advertising and its effects on turnout. *Political Research Quarterly*, *70*(2), 340-347. • Fresh, A. (2018). The Effect of the Voting Rights Act on Enfranchisement: Evidence from North Carolina. *The Journal of Politics*, *80*(2), 713-718. • Gibson, N. S. (2020). Moving Forward or Backsliding: A Causal Inference Analysis of the Effects of the Shelby Decision in North Carolina. *American Politics Research*, *48*(5), 649-662. • Keele, L., Cubbison, W., & White, I. (2021). Suppressing Black Votes: A Historical Case Study of Voting Restrictions in Louisiana. *American Political Science Review*, *115*(2), 694-700. • Schuit, S., & Rogowski, J. C. (2017). Race, representation, and the voting rights act. *American Journal of Political Science*, *61*(3), 513-526.
Module 9: Understanding Group Identities (Week of October 18th)	*Quiz 2 will be available for students to complete in Webcourses Friday, Oct. 22nd from 12am to 11:59pm EST.*	*Before beginning the quiz* • *UR*, Chapter 8 "Group Identity, Ideology, and Activism"

		• Huddy, L., & Feldman, S. (2009). On assessing the political effects of racial prejudice. *Annual Review of Political Science*, 12, 423-447. • Lundberg, K. B., Payne, B. K., Pasek, J., & Krosnick, J. A. (2017). Racial Attitudes Predicted Changes in Ostensibly Race-Neutral Political Attitudes Under the Obama Administration. *Political Psychology*, *38*(2), 313-330. • Pérez, E. O. (2010). Explicit evidence on the import of implicit attitudes: The IAT and immigration policy judgments. *Political Behavior*, *32*(4), 517-545. • Tedx Talk: What I'm learning from my white grandchildren
Module 10: Effects of Increased Minority Population in the US (Week of October 25th)	Withdrawal deadline is Friday, October 29th.	*By the end of the week* • *UR*, Chapter 9 "Political Behavior and Representation: Minorities' Growing Voice" • Boyd, Christina L. (2016). "Representation on the Courts? The Effects of Trail Judges' Sex and Race." *Political Research Quarterly* 69(4), 788-799. • Burge, C. D., Wamble, J. J., & Cuomo, R. R. (2020). A Certain Type of Descriptive Representative? Understanding How the Skin Tone and Gender of Candidates Influences Black Politics. *The Journal of Politics*, *82*(4), 1596-1601. • Claypool, Vicki Hesli, and Carol Mershon. (2016). Does diversity matter? Evidence from a survey of political science faculty. *Politics, Groups, and Identities*, *4*(3), 483-498. • 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. • Smith, C. W. (2013). Ethnicity and the role of group consciousness: a comparison between African Americans and Black immigrants. *Politics, Groups, and Identities*, *1*(2), 199-220. • Sadhwani, S. (2020). Asian American Mobilization: The Effect of Candidates and Districts on Asian American Voting Behavior. *Political Behavior*, 1-27. • Stokes, A. K. (2003). Latino group consciousness and political participation. *American Politics Research*, 31(4), 361-378. • Vargas, E. D., Sanchez, G. R., & Valdez, J. A. (2017). Immigration policies and group identity:

		How immigrant laws affect linked fate among US Latino populations. *Journal of Race, Ethnicity, and Politics*, *2*(1), 35-62. • PRC – Muslim American Identity, assimilation, and community • PRC Hispanic Trends – Hispanic Identity
Module 11: Education and Criminal Justice in the US (Week November 1st)	Students must upload their Faculty Biography submission to Webcourses by November 5th at 11:59pm EST.	*By the end of the week* • *UR*, Chapter 10 "Education and Criminal Justice Politics: Opportunity and Alienation" • 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. • 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. • Pitts, D. W. (2007). Representative bureaucracy, ethnicity, and public schools: Examining the link between representation and performance. *Administration & Society*, *39*(4), 497-526. • Rocha, R. R. (2007). Black-brown coalitions in local school board elections. *Political Research Quarterly*, 60(2), 315-327. • Shoub, K., Stauffer, K. E., & Song, M. (2021). Do Female Officers Police Differently? Evidence from Traffic Stops. *American Journal of Political Science*. • Wilkins, V. M., & Williams, B. N. (2008). Black or blue: Racial profiling and representative bureaucracy. *Public Administration Review*, *68*(4), 654-664. • PRC Reading on Race and Policing in the US
Module 12: An Overview of Immigration Policy in the US (Week November 8th) *Note: November 11th is Veteran's Day!*	Optional "You find an article" submissions must be uploaded to Webcourses by Friday, November 12th at 11:59pm.	*By the end of the week* • *UR*, Chapter 11 "Immigration Policy: The Road to Settlement and Citizenship" • Gell-Redman, M., Visalvanich, N., Crabtree, C., & Fariss, C. J. (2018). It's all about race: How state legislators respond to immigrant constituents. *Political Research Quarterly*, *71*(3), 517-531. • Junn, J. (2007). From Coolie to Model Minority: US Immigration Policy and the Construction of Racial

		Identity. *Du Bois Review: Social science research on race*, 4(2), 355-373. • PRC Reading on Race, immigration, discrimination
Module 13: Diaspora Politics and Foreign Affairs in the US (Week November 15th)	**Assignment: Second Discussion Post** (1) Students must make their first discussion post by **Tuesday, Nov. 16th at 11:59pm.** *You will not receive credit for this assignment, if the first post is not uploaded by this deadline.* (2) Students must upload their second discussion post by Friday, **Nov. 19th at 11:59pm EST**.	*By Tuesday, Nov. 16th* • *UR*, Chapter 12 "Diasporic Politics and Foreign Affairs" *By Friday, Nov. 19th* • Austin, S. D. W., Middleton, R. T., & Yon, R. (2012). The effect of racial group consciousness on the political participation of African Americans and Black ethnics in Miami-Dade County, Florida. *Political Research Quarterly*, *65*(3), 629-641. • Phillips, C. D., & Lee, T. (2018). Superficial Equality: Gender and immigration in Asian American political participation. *Politics, Groups, and Identities*, 6(3), 373-388. • 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. • Smith, C. W. (2013). Ethnicity and the role of group consciousness: a comparison between African Americans and Black immigrants. *Politics, Groups, and Identities*, *1*(2), 199-220.
Module 14 *(Week of Nov. 22nd)* *Holiday. No assigned readings. Students are strongly encouraged to spend this week completing all assigned readings, reviewing their notes and Lecture Slides, and preparing for the course exam.*		
Module 15: Beyond Race: Overview of Intersectionality (Week of Nov. 29th) *The last week of the course!*	*Quiz 3 will be available for students to complete in Webcourses Friday, Dec. 3rd from 12am to 11:59pm EST.*	*Before beginning the quiz* • *UR*, Chapter 13 "Beyond Race: Intersections of Race, Gender, Class, and Sexual Orientation" • Video: What is intersectionality? • Berg, J. A., & Morley, S. (2014). Intersectionality and the foreign-born: Explaining the variation in the immigration attitudes of immigrants. *Race, Gender & Class*, 32-47. • Bergersen, M., Klar, S., & Schmitt, E. (2018). Intersectionality and Engagement among the LGBTQ+ Community. *Journal of Women, Politics & Policy*, *39*(2), 196-219.

		• 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. • Holman, M. R., & Schneider, M. C. (2018). Gender, race, and political ambition: how intersectionality and frames influence interest in political office. *Politics, Groups, and Identities*, *6*(2), 264-280. • Phillips, C. (2018). Wanting, and weighting: White women and descriptive representation in the 2016 presidential election. *Journal of Race, Ethnicity, and Politics*, *3*(1), 29-51. • Zhu, L., & Wright, K. (2016). Why do Americans dislike publicly funded health care? Examining the intersection of race and gender in the ideological context. *Politics, Groups, and Identities*, 4(4), 618-637. • PRC reading on Demographic Shifts in the US and Perceptions of Growing Racial and Ethnic Diversity • Video: Intersectionality and health
Classes end on Friday, December 3rd. *The Second Exam will be available in Webcourses on Friday, December 10th from 12am to 11:59pm EST. Dr. Wright will provide additional details as the semester progresses!*		

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. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

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. Updated Course Syllabus will be posted in Webcourses. Students are responsible for all course-related information provided in Webcourses.