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

## Instructor Information

- Dr. Wright
  - **This is a web-based course. There will not be any required Zoom meeting lectures and all content will be access via Webcourses. This site has details on the W- course modality; review this information to ensure this course modality is a good fit for you!**
  - Zoom Office Hours: Tuesdays and Thursdays, 12pm to 2pm, and by appointment
  - Email: Kenicia.Wright@ucf.edu or send me a message using the "Inbox" tool in Webcourses
- Course GTA: Pleasant Ogedengbe
  - Zoom Office Hours: Mondays, 12-1pm
  - Email: pbunmi@knights.ucf.edu

## Course Information

- Term: Summer 2021, Session: A
- Course Number & Section: PUP 3314-AW60
- Credit Hours: 3 credit hours
- Class Meeting Days: Online course
- Course Modality: W – Again, this is a fully web-developed course. **Visit this site to ensure this course modality is the best fit for you!**

## Enrollment Requirements

Course Prerequisites: ENC1102 or POS 2041, or consent of the instructor. Students may find it very difficult to understand the concepts covered in this course, 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 race, ethnicity, and other identities along which a person can become minoritized in the US. We will focus on the experiences and effects of individuals who belong to minoritized groups in the political realm and in each branch of American government. Specific topics we will discuss include the "unique" process that contributed to the formation of race in the US, clarification of the difference between "race" and "ethnicity", and the history of race / ethnicity in the US. We will discuss the historical legacy and lingering effects of these factors as evidence in recent events of racial injustice, police brutality, and social inequality.

Our discussions will be based on the assigned book and academic articles (instructions for accessing these readings are available in Webcourses). Because most existing research centers on the largest racial and ethnic minority groups in the US – Non-Hispanic Black Americans, Latinx Americans, etc., so will class discussion. Near the end of the course, we will

focus on scholarly attention to the growing body of research on other minority groups, as well as intersectionality.

**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 legacy of social identities in shaping life experiences, social inequality, and political behavior of Americans.
4. Appropriately differentiate academic articles from reputable, non-academic sources.
5. Gain access to and summarize the research questions, theory, hypotheses, and main findings of academic articles assigned in this course.
6. Respectfully respond to the viewpoints, comments, and feedback of other students in the course, the GTA, and Dr. Wright.

**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)
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. If you are appropriately logged in to the UCF system and follow the steps in Webcourses, these readings will be FREE to access!

**Course Assignments**

| **Assignment** | **Points** | **Deadline** |
|---|---|---|
| Syllabus Quiz | 1 point | Available of the first day of class. |
| Discussion Board Posts | 20 points | - Two required posts – on Tuesday and Friday - must be uploaded in response to items provided by Dr. Wright to Webcourses to earn 10 points.<br>- Two posts uploaded during Week 2 (10 points) and two separate posts uploaded during Week 5 (10 points)<br>- A total of four posts are required to earn all 20 points |
| Faculty Biography | 15 points | Due June 11th at 11:59pm EST. Early submissions encouraged. |
| Broader Relevance submission | 10 points | Due June 11th at 11:59pm EST. Early submissions encouraged. |
| Reflection Paper | 15 points | Due June 23rd at 11:59pm EST. |
| Two Timed Exams | 40 points total (two exams worth 20 points each) | Exam 1: Available in Webcourses from Friday, June 4th to Sunday June 6th<br>Exam 2: Available in Webcourses on Friday, June 25th from 12:01am to 11:59pm EST. |
| | | Total Possible Points: 100 points |

**Course Assignments**

1. **Syllabus Quiz**
    - 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 need.

2. **Discussion Posts**

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!** You must upload the first post to earn credit for this assignment and your post must respond to the items in the assignment upload area of 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. **Faculty Biography**

Students must develop a short paper on a CURRENT UCF faculty member – this does NOT include graduate students or teaching assistants - who has research interests related to a topic that we discuss in this course. For this assignment, students must upload a Word document or a PDF that clearly presents a response to each item: (1) The name of the current faculty member you select, (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 areas of research and courses taught and how they relate to the focus of this course, (4) Approximately a paragraph that explains what you learned from completing this assignment, (5) In one sentence state whether there are pictures of the faculty in the school or department of the faculty member, and (6) If there are pictures of the other faculty members, provide approximately one paragraph that explains how much diversity – along any of the social identities we discuss in this course – you notice.

*Note:* Students do not need to contact the faculty member to complete this assignment. Most UCF faculty members provide a CV or background information online, so students can 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. **Broader Relevance Assignment**

Students must upload a Word document or a PDF to Webcourses that contains an assignment that connects course content to the real world. Grading of this assignment will be based on accuracy, clarity, and inclusion of the following items:

(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.
(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.
(3) In no longer than one paragraph, provide a clear example of ONE point in the academic article that connects to the discussion of an assigned reading – provide the APA citation for the assigned reading that your chosen academic article relates to.
(4) In no longer than one paragraph, state the name of a song, TV show, a movie, a podcast, or a blog that relates to a topic covered in the course. Provide details that explain your selection and be clear about the connection to the course material.

**5. Reflection Paper**

For this assignment, each student should submit a Word document or PDF to Webcourses by the deadline noted in the Course Schedule below. Grading will be based on originality, accuracy, and clarity of your response to the following items:

(1) In your own words, summarize the main idea of assigned readings. There should be a one paragraph discussion for each week – this means a total of seven paragraphs that summarize the key themes and main ideas of assigned readings from Week 1 to Week 6 of the course.
(7) Select the one book chapter that you found most interesting. In no more than one paragraph, state two specific points that you learned from the chapter – be specific and provide details.
(8) Select the one academic article that you found interesting. In no more than one paragraph, provide the APA citation of the article, describe the focus of the article, provide a detailed overview of existing explanations or theories in research that are discussed in the reading (this is a summary of the Literature Review section), explain the argument the author(s') are making and their expectations (this is the theory and hypothesis), SKIP THE MATH, provide a clear and accurate summary of their findings, and a sentence that explains why you selected this academic article. **Grading will be based on accuracy, clarity, and inclusion of specific points from the article that are not provided in the research abstract.**
(9) In no longer than one paragraph, note any reading(s) or concept(s) we have covered in the course that you don't fully understand, find confusing, etc.
(10) In no longer than one paragraph, provide a detailed explanation of what you have learned from this course.

*Note: Check your submission after you upload it to Webcourses. Your submission should contain approximately 10 paragraphs that cover the content explained above. If you realize after the deadline that you uploaded an inappropriate submission, you will earn a "0" on this assignment.*

**6. Two timed exams (worth 20 points each, total of 40 points)**

There are TWO required exams in this course. Exams are NOT cumulative and are open book, open note. Questions will be based on assigned readings and exams may consist of multiple choice, true / false, and/or short essay questions.

- Exams will be completed online and will be available for students in Webcourses.
- Exam 1 will be available on **Week 3, Friday at 11:59pm to Week 3, Sunday at 11:59pm (all deadline times are EST).**
- Exam 2 must be completed on the last day of class, **Friday, June 25th. The exam will be available in Webcourses on Friday, June 25th at 12:01am until 11:59pm.**

*Note: If you run into a technical issue while completing an exam, contact UCF Webcourses Support immediately and reach out to Dr. Wright immediately afterward.*

## Grading

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|---|---|---|
| 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 | | |

*Additional Notes*

- 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.
- There are several options for contacting Dr. Wright: via email at Kenicia.Wright@ucf.edu, through the "Inbox" tool in Webcourses, and by appointment. The course GTA is also available to answer questions or provide suggestions. Reach out to either of us as early in the course, and as frequently, as necessary!
- Students who aim to be successful in this course MUST complete all assigned readings and upload required submissions by the deadlines noted in the Course Schedule below. Completing tasks by a deadline is a 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 deadline. Closely review the Course Schedule below and if you are aware of a conflict, contact Dr. Wright as soon as possible to discuss your options.
- This course is seven weeks long, so you should contact Dr. Wright as early in the course as possible if you find yourself struggling. Do NOT wait until the final weeks of the course, because at that point Dr. Wright will have limited ability to help you.

## 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. Without appropriate documentation being provided within FIVE business of the deadline, late submissions will NOT be accepted.

## Course Schedule

| Week and topic | Assignments and Due Dates | Required Readings |
|---|---|---|
| *Module 1: Course Introduction*<br>(May 17 – May 21) | Assignment: Complete Syllabus Quiz (required financial aid activity) as soon as possible.<br><br>**May 21st: Drop/Swap Deadline on myUCF** | *By the end of the week*<br>• Course Syllabus and information in Webcourses<br>• Pew Research Center (PRC) readings: "The Changing Categories the US Census has used to measure Race", Diversity in 117th Congress, Changes in Representation in Congress<br>• Videos on Diversity in America and Demographic Shifts in the US<br>• Enders, A. M., & Scott, J. S. (2019). The increasing racialization of American electoral politics, 1988-2016. *American Politics Research*, 47(2), 275-303.<br>• 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: Diversity in the US*<br>(May 24 – May 28) | **Assignment: Discussion Post I**<br>(1) Students must upload their first post to the upload area in Webcourses by **May 25th at 11:59pm.**<br>(2) Students must upload their first post to the upload area in Webcourses by **May 28th at 11:59pm.** | *By Monday*<br>• D&S, Ch. 1 "Diversity in the US"<br><br>*By Thursday*<br>• D&S, Ch. 2 "Assimilation and Pluralism"<br>• 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.<br>• 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. |

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| | | • Stephens-Dougan, L. (2021). The Persistence of Racial Cues and Appeals in American Elections. *Annual Review of Political Science, 24*. |
| *Module 3: "Dominant-Minority Group Relations"* (May 31st – June 4th)<br><br>*Note: Memorial Day is May 31st, 2021* | **Assignment: Exam I**<br><br>*The exam will open* ***Friday, June 4th at 11:59pm*** *and will close on* ***Sunday, June 6th at 11:59pm.*** | *Before starting the exam*<br>• D&S, Ch. 3 "Development of Dominant-Minority Group Relations in Preindustrial America…" and Ch. 4 "Industrialization and Dominant-Minority Relations…"<br>• Davenport, L. (2020). The fluidity of racial classifications. *Annual Review of Political Science*, 23, 221-240.<br>• Video on *Microaggressions*<br>• Newsweek reading on "Racial Residential Segregation" |
| *Module 4: African Americans and Native Americans* (June 7th – June 11th) | **Assignments:**<br>**Faculty Biography** and **Broader Relevance submissions** are due **June 11th, at 11:59pm.**<br><br>June 11th: Withdrawal Deadline | *Before the end of the week*<br>• D&S, Ch. 5, "African Americans…"<br>• Philpot, T. S., & Walton Jr, H. (2007). One of our own: Black female candidates and the voters who support them. *American Journal of Political Science*, *51*(1), 49-62.<br>• PRC reading on Black Political Representation<br>• 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.<br>• Ted Talk on Implicit Bias<br>• 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.<br><br>• D&S, Ch. 6 "Native Americans…"<br>• Frymer, Paul. (2016). "Why Aren't Political Scientists Interested in Native American Politics?" *Perspectives on Politics*<br>• 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*<br>• Videos on role of Native American voters in 2020, land loss, and misconceptions on Native American people<br>• Details on Native American loss of land |
| *Module 5: Specific Minority Groups Continued* | **Assignment: Discussion Post II** | *By Monday*<br>• D&S, Ch. 7 "Hispanic Americans…" |

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| (June 14th – June 18th) | (1) Students must upload their first post to the upload area in Webcourses by **Tuesday, June 15th at 11:59pm.**<br>(2) Students must upload their first post to the upload area in Webcourses by **Friday, June 18th at 11:59pm.** | • PRC readings on Growth in Registered Voters in Georgia, Latino Registered Voters in Florida, Affiliation with the Republican Party, and COVID<br>• Stokes, A. K. (2003). Latino group consciousness and political participation. *American Politics Research*, 31(4), 361-378.<br><br>*By Friday*<br>• D&S, Ch. 8 "Asian Americans…"<br>• Hopkins, D. J., Kaiser, C. R., Pérez, E. O., Hagá, S., Ramos, C., & Zárate, M. (2020). Does perceiving discrimination influence partisanship among US immigrant minorities? Evidence from five experiments. *Journal of Experimental Political Science*, *7*(2), 112-136.<br>• 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.<br>• Phillips and Lee. (2018). "Superficial Equality: Gender and immigration in Asian American political participation". *Politics, Groups, and Identities* 6(3), 373-388.<br>• Reading: Farewell to the Model Minority Myth and Hate Crimes against Asians |
| *Week 6: Course Wrap-up – Where we go from here?* (June 21st – June 25th) | **Assignments: Reflection Paper** is due **June 23rd at 11:59pm.**<br><br>**Exam II**<br>*The exam will open **Friday, June 25th at 12:01am** and will close on **Friday, June 25th at 11:59pm.*** | *Before starting the exam*<br>• D&S, Ch. 9 "New Americans, Assimilation, and Old Challenges" and Ch. 10 "Minority Groups and US Society"<br>• Videos: Muslim on an airplane and "What I'm Learning from my white grandchildren"<br>• 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.<br>• Boyd, Christina L. (2016). "Representation on the Courts? The Effects of Trail Judges' Sex and Race." *Political Research Quarterly* 69(4), 788-799.<br>• 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.<br>• Harris, F. C., & Rivera-Burgos, V. (2020). The Continuing Dilemma of Race and Class in the Study of |

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| | | American Political Behavior. *Annual Review of Political Science*, *24*.<br>• 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.<br>• 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.<br>• Strolovitch, D. Z., Wong, J. S., & Proctor, A. (2017). A possessive investment in white heteropatriarchy? The 2016 election and the politics of race, gender, and sexuality. *Politics, Groups, and Identities*, *5*(2), 353-363.<br>• Zhu, Ling, and Kenicia Wright. (2016). "Why do Americans Dislike Publicly Funded Health Care?" *Politics, Groups, and Identities* 4(4), 618-637. |

**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 Syllabi will be posted in Webcourses. Students are responsible for all course-related information provided in Webcourses.