

PUP 3314-0W59 Minorities in American Politics

Instructor: Dr. Christopher Olds

Meeting Time: Online Asynchronous

Credit: 3 units, letter grade (including +/- modifiers)

Classroom: webcourses@ucf interface

Office Hours: Friday 12:00 pm to 4:00 pm EST (in-person) and Thursday 2:00 pm to 5:00 pm EST (via Skype), and by appointment

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Course Description

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. PREREQUISITES: ENC 1102 or POS 2041, or consent of the instructor.

Taking this course without having taken American National Government previously will make it difficult to follow the materials.

Course Objectives

As the instructor of this course, I expect that my students at the end of the course will:

1. Be able to critique research on relationships that exist between prominent minority groups and major political institutions.
2. Be able to discuss areas of disagreement and debate on prominent social and political issues affecting minority groups in America.
3. Be able to evaluate the historical and contextual factors that help explain social and political inequality in America.
4. Be able to discern the difficulties in trying to measure and evaluate social phenomena.
5. Be able to review, analyze, and connect preexisting research in a useful and coherent way.
6. Be able to express arguments rooted in substantive evidence.
7. Be able to respectfully and intelligently critique arguments made by others.
8. Be able to develop a writing style that is focused and informative for readers.
9. Be able to communicate your ideas to others with precision and clarity.
10. Be able to harness technological tools to construct a critical assessment of concepts.

Grades and Assignments

Final grades are out of one hundred points possible (a Z designation represents academic dishonesty) –

Grade Score

A = 91.5-100

A- = 90.0-91.4

B+ = 88.6-89.9

B = 81.5-88.5

B- = 80.0-81.4

C+ = 78.6-79.9

C = 71.5-78.5
C- = 70.0-71.4
D+ = 68.6-69.9
D = 61.5-68.5
D- = 60.0-61.4
F = 59.9 or less

• *Description of Assignments*

Examinations (17 points each, 51 points overall after three exams): Over the course of the semester, three examinations are administered over the webcourses@ucf class page. These examinations will be closed book, closed note, and closed collaboration. Each week where there is an examination assigned, students will have 60 minutes to complete the examination at any point that week, so long as the examination is completed before 11:59 pm EST on the specified due date. Examinations can potentially be a mixture of question styles (essay-based, short answer fill-in, etc.). Not every examination administered in the course will necessarily have the same combination of question types. Specific examinations might also consist of just one question type. In other words, students should be prepared for a variety of different question styles. Refer to the course schedule for when exams are implemented. The examinations are all cumulative in terms of content.

All students must have or acquire a working webcam enabled that submits a visual of you completing each examination, as every examination will use the ProctorHub tool that monitors student behavior while taking an online assessment. You must give permission to webcourses@ucf to enable monitoring your behavior during your examination period. If you complete an examination online but there is no webcam enabled or working, the student will automatically earn a zero on that examination. There will be no exceptions; no webcam visualization of student behavior during the examination period results in a score of zero on that particular exam. Students that do not follow the closed book, closed note, and closed collaboration rule of the exams will receive a zero on any examination where an infraction takes place. It is mandatory to have a visualization of student behavior to be sure of academic honesty and integrity of every course assessment. There will be a brief practice use of the ProctorHub tool one week prior to the first examination. Those students who have issues with webcam visualization during this practice run will be contacted. In instances where an alternative webcam solution cannot be found, the student must contact me before an exam period begins so that an in-person examination can be arranged.

Description of Research Hypotheses and Design Paper (25 points):

In this paper, students will discuss the research hypothesis or hypotheses emerging from a research question **directly relevant to a political science topic pertaining to minority groups in America** that interests them. They will also detail how they intend to go about evaluating the research hypothesis or hypotheses by presenting a legitimate research design. Students are writing a paper discussing their research study idea and how they would carry out the project if they had the time/opportunity to perform a full research project; **students are not actually carrying out the study in full.**

The research question must be clearly specified and needs to be understandable to a reader that has no previous background or interest in the area of political science relevant to the research question. The hypothesis/hypotheses offered must show direct relevance to the research question presented. The concepts (variables) that are relevant to examining the research hypothesis/hypotheses need to be described in an accessible way. **The concepts and procedures discussed in Olds (2017) text will be the primary guide to help complete this project.**

In this paper, the student should explain why the examination of their hypothesis or hypotheses should be relevant to other people. Students should attempt to answer the ever important 'so what' question - how would examining the hypothesis or hypotheses make a contribution to knowledge that others would appreciate?

Students will also describe the research design they believe is most appropriate to evaluate their hypothesis/hypotheses. An explanation as to why the student believes their research design is a better option than potential alternatives is required. A description of how the student intends to collect information to research their hypothesis is mandatory for this paper. The procedure through which you will evaluate this information is also required. For instance, if the student will perform statistical regression(s), what will the statistical model look like? If the student is studying how feelings of “linked fate” predict voting participation levels of ethnic/racial minority groups, the student must describe where and how the student will collect information on these and any other relevant variables. Is the information used readily available, or would the student have to build their own dataset? If a dataset exists, what are the important characteristics of the sample? The length of the paper should be six to ten pages. Remember, students are not asked to actually complete the research study. Students are merely being given the task to write a paper that offers a detailed blueprint of what students would intend to do if they could actually complete an original research project. Refer to the class calendar at the end of the syllabus for due date.

Students must type the research design paper in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc or .docx files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their research design. The student should cite all resources used by **CONSISTENTLY** following the citation guidelines of the citation format of their choice. **Every research design assignment must be checked for academic integrity by submitting the work to TurnItIn’s plagiarism monitor via Canvas.**

The scoring of this assignment is based on the following (out of 25 points possible) –

- 5 Points: The student describes their research question and hypothesis/hypotheses relevant to minority groups in American politics in a clear, understandable fashion
- 5 Points: The student describes the concepts (variables) that are relevant in examining their hypothesis/hypotheses
- 5 Points: The student describes the research design they will use and why it is appropriate relative to other options
- 5 Points: The student describes how they will collect the information to research their hypothesis/hypotheses
- 5 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student also follows requested formatting rules and avoids frequent spelling and grammatical errors. A consistent citation style mentioning existing academic sources is used throughout. Paper avoids using quotes. The paper is between six to ten pages in length to provide a full discussion of the research design

Class Discussion Participation (24 points): For the twelve weeks of course instruction where there is not an examination being administered, a discussion prompt will be posted in the module for the corresponding week. Your initial analysis should be posted by Wednesday at 11:59 pm EST. The analysis should be 6 to 9 sentences in length. Upon posting of your response, you will see the perspectives of classmates in your specific discussion group. Respond to the posts made by two classmates by Sunday at 11:59 pm EST. **Note: The only exception to the due date rules for discussion threads is for Week Eleven (shortened due to Spring Break). During Week Eleven, all posts are due by Sunday at 11:59 pm EST.**

The responses to the posts of classmates should also be 6 to 9 sentences in length. Make a sincere attempt to reply to the posts classmates offer analyzing your initial analysis post. Students can earn up to 1 point each discussion thread after providing a thorough initial analysis of the discussion prompt, and can earn up to 1 point for engaging in a dialogue with two classmates about both your own analytical post and the analytical posts they wrote. 2 points total can be earned each week within the discussion thread. To help ensure you earn full credit, make sure all replies feature professional writing expected in an academic setting (proper grammar, spelling, etc.). Discussion posts cannot be edited after they have been submitted. Do not post your personal ideology and/or pure opinions; an impartial analysis of all perspectives is required. Please note the participation guidelines for this assignment in the “Class Behavior Policy.”

It is very important that all posts are in your own words. NO QUOTING IS ALLOWED, AT ALL. The point is to demonstrate your understanding of the material in your own words. If you cite a specific fact from one of the course materials, just name the source and the page number, but do not copy what they write verbatim.

Missed Assignments/Make-Ups/Extra Credit

Due to the nature of the class, late assignments are not accepted unless a note from an appropriate source confirms a university excused reason for the work needing to be submitted late. Students must provide legitimate documentation for any instance where a student will not meet an assignment deadline that meets university guidelines for a permissible absence. This documentation must be provided the same business week of the absence. Documentation can be left in the department main office and should be time-stamped by an office worker. Once legitimate documentation has been provided, students will be provided an opportunity to submit the assignment at a time agreed upon by both instructor and student.

No extra credit is offered in the course.

Grade Appeals

If a student has an issue with the grade they earned for one of the assignments, the student must write a one-page explanation describing what aspect or aspects the evaluation missed. A twenty-four hour cooling off period is required, meaning you cannot submit an appeal within the first twenty-four hours after you receive an assignment grade. The written appeal can only be submitted between the second and fourth day after you receive an assignment back. Please note that if you submit a grade appeal, the work can potentially be scored lower than the initial grade if the second review of the assignment suggests there are additional issues or problems with the assignment. Appeals should be submitted via email.

Class Behavior Policy

A positive environment is a good learning environment, and is especially important in a course with little face-to-face interaction between students and the instructor. Students must show respect to their peers and the instructor at all times, especially when there are discussion threads used in the course to stimulate critical thinking.

Since we will be exchanging ideas and at times touch on controversial political topics through the online forum, you will in all likelihood encounter a statement you disagree with. Regardless, you must never belittle, shout down, insult, or mock another person for their position. Doing so can lead to a person's dismissal from the course. Any behavior that hinders the ability of others to learn the materials is not permissible.

Academic Accommodations for a Disability

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor. Student Accessibility Services is located in Ferrell Commons Room 185. The office can be contacted by phone 407.823.2371, or TTY/TDD-only phone 407.823.2116.

Note: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Academic Honesty

◇ 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 copyrighted materials are credited to the copyright holder.

◇ Any handouts used in this course are copyrighted. Handouts means all materials generated for this class, which include, but are not limited to: syllabi, notes, essay prompts, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.

◇ Lecture notes may not be sold.

◇ No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.

◇ If you are still uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook <http://www.goldenrule.sdes.ucf.edu/> for further details. As in all UCF courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

◇ Note that TurnItIn is used in the course. The service is an automated system which instructors can use to quickly and easily compare the assignment of each student with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, I receive a report from <http://www.turnitin.com> that states if and how another author's work was used in the assignment. This report is used as a tool when assessing academic dishonesty.

UCF Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process, ranging from the brainstorming stage to the editing stage. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://uwc.cah.ucf.edu/>, or call 407.823.2197. Many features of the UWC are available through webcourses@ucf as well.

UCF Guidelines on Emergencies

Any closure of campus due to hurricanes or any other emergencies will be announced by the university with as much advance notice as possible. The UCF home page will announce campus closures and additional important information about the event. Note: Examples of an emergency could be a flood, tornado, institution-wide power outage, etc.

UCF Guidelines on Religious Observances

Students are expected to notify me in advance if they intend to miss class to observe a holy day of their religious faith. For additional information, contact the Office of Diversity Initiatives at 407.823.6479.

UCF Guidelines on a Diverse and Inclusive Learning Environment

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <http://shield.ucf.edu/> and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please contact me as soon as possible, and/or contact Student Accessibility Services.

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, wiki, or audio content repository. While some of these might be used in the class during the semester, you need **not** make any personally identifying information available on a public site. Do not post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor.

Required Course Materials

- Shaw, Todd, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis. 2015. *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*. Washington, D.C.: CQ Press.
- CQ Researcher. 2015. *Issues in Race and Ethnicity*. 7th Edition. Washington, D.C.: CQ Press.
- Olds, Christopher. 2017. *Political Research Design and the Science of Politics*. San Diego: Cognella Academic Publishing. Publisher Website Link.
- Any other supplemental materials will come primarily from the electronic holdings of the UCF Library. A link to reach the materials will be posted within the online course module for the corresponding week in which it is relevant.

Course Schedule

Note: Graded discussion threads about relevant course materials will be included at various times in the course. These discussions will help students prepare for the examinations.

Week One - Course Orientation

- Read and review course syllabus.
- Participate in the graded Week One “Introduce Yourself” discussion thread to ensure financial aid disbursement rules are met.

- Make sure you have acquired the course texts to begin readings.

Week Two - Rapidly Changing Demographics in America

- Read Shaw et al. 2015. Chapter 1.
- Read CQ Researcher. 2015. Chapter 2 - "Changing Demographics."
- Watch Episode One of film "Race - The Power of an Illusion."
<http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984946>
- Participate in the graded Week Two discussion thread.

Week Three - Rapidly Changing Demographics in America (continued)

- Read CQ Researcher. 2015. Chapter 4 - "Changing U.S. Electorate."
- Watch film "The Whole Enchilada." <http://ucf.catalog.fcla.edu/permalink.jsp?29CF029216864>
- Participate in the graded Week Three discussion thread.

Week Four - Latino Immigration and the Rapidly Changing Demographics Debate

- Read Shaw et al. 2015. Chapter 11.
- Read CQ Researcher. 2015. Chapter 6 - "Immigration Conflict."
- Watch film "Life on the Line." <http://ucf.catalog.fcla.edu/permalink.jsp?29CF029210525>
- Participate in the graded Week Four discussion thread.
- Have working webcam prepared for practice run of ProctorHub tool in webcourses@ucf.

Week Five - Latino Immigration and the Rapidly Changing Demographics Debate (continued)

- Read CQ Researcher. 2015. Chapter 7 - "Immigration Debate."
- Watch film "Walking the Line." <http://ucf.catalog.fcla.edu/permalink.jsp?29CF029210457>
- Complete Examination #1 by 2/12/17 at 11:59 pm EST.

Week Six - Historical Foundations: Native Americans

- Read Shaw et al. 2015. Chapter 2.
- Read CQ Researcher. 2015. Chapter 8 - "American Indians."
- Read Olds. 2017. Chapter 1.
- Watch film "Up Heartbreak Hill." <http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984425>
- Participate in the graded Week Six discussion thread.

Week Seven - Historical Foundations: African Americans

- Read Shaw et al. 2015. Chapter 3.
- Read Olds. 2017. Chapter 2.
- Watch Episode Two of film "Race - The Power of an Illusion."
- Participate in the graded Week Seven discussion thread.

Week Eight - Historical Foundations: Latinos

- Read Shaw et al. 2015. Chapter 4.
- Read CQ Researcher. 2015. Chapter 5 - "Border Security."
- Read Olds. 2017. Chapter 3.
- Participate in the graded Week Eight discussion thread.

Week Nine - Historical Foundations: Asian Americans

- Read Shaw et al. 2015. Chapter 5.
- Read Olds. 2017. Chapter 4.
- Watch film "Golden Venture." <http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000989999>
- Participate in the graded Week Nine discussion thread.

Week Ten - Historical Foundations: White Identity and the Debate Regarding the Concept of White Privilege (Shortened Due to Spring Break)

- Read Shaw et al. 2015. Chapter 6.

- Read CQ Researcher. 2015. Chapter 10 - “Affirmative Action.”
- Complete Examination #2 by 3/22/17 at 11:59 pm EST.

Week Eleven - Voting Rights (Shortened due to Spring Break)

- Read Shaw et al. 2015. Chapter 7.
- Read CQ Researcher. 2015. Chapter 1 - “Voting Controversies.”
- Read Olds. 2017. Chapter 5.
- Watch film: “Spies of Mississippi.” <http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984442>
- Participate in the graded Week Eleven discussion thread.

Week Twelve - Political Behavior and Representation

- Read Shaw et al. 2015. Chapter 9.
- Read CQ Researcher. 2015. Chapter 3 - “Redistricting Debates.”
- Read Olds. 2017. Chapter 6.
- Participate in the graded Week Twelve discussion thread.

Week Thirteen - Diversity, Activism, and Community

- Read Shaw et al. 2015. Chapter 8.
- Watch film: “Anne Braden: Southern Patriot.” <http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000984947>
- Participate in the graded Week Thirteen discussion thread.

Week Fourteen - Education

- Read Shaw et al. 2015. Chapter 10.
- Read CQ Researcher. 2015. Chapter 11 - “Racial Diversity in Public Schools,” and Chapter 12 - “Fixing Urban Schools.”
- Watch film: “What’s Race Got To Do With It?” <http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000986500>
- Participate in the graded Week Fourteen discussion thread.

Week Fifteen - Religion and Sexuality

- Read Shaw et al. 2015. Chapter 13.
- Watch film: “The New Black - LGBT Rights in African American Communities.” <http://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA000986606>
- Complete Examination #3 by 4/24/17 at 11:59 pm EST.

Finals Week

- Digital file of Description of Research Hypotheses and Design Paper assignment submission due at web-courses@ucf on 5/2/17 by 11:59 pm EST.

Syllabus subject to change at instructor’s discretion