

PUP 3314 - 0002 Minorities in American Politics

Instructor: Dr. Christopher Olds

Meeting Time: Tuesday and Thursday 10:30 a.m. to 11:45 a.m.

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

Classroom: CB1 O319

Office Hours: Tuesday 1:45 p.m. to 2:45 p.m., and Thursday 1:45 p.m. to 5:00 p.m.

Office: HPH 302R

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Specific Goals of the Course

This course is designed to encourage students to think about the beliefs, influence, and contextual background of minority groups in contemporary American politics. The class will primarily explore the issues confronting various racial and ethnic groups in the United States. In addition to this, the class will analyze how identifying with a religious minority group, or having an LGBTQ sexual orientation, can help to shape one's identity and experiences in current American politics. The course affords us the opportunity to assess the role of prejudice, discrimination, intergroup competition, and intragroup competition on the minority political experience within the United States. We will use scholarly research and documentary films to evaluate how individuals, groups, and institutions interact to shape political life. In doing so, we will explore how social and political inequalities have often been rooted along specific demographic characteristics. Along the way, you will cultivate general skills that will serve you well into the future:

- the ability to think critically about differing viewpoints by evaluating the strengths and weaknesses of evidence
- the ability to communicate your ideas in a clear way
- the ability to perform extended research of multiple sources to concisely summarize what is currently known about a topic

Course Objectives

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

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

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

◇ 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.

◇ Lectures cannot be recorded, unless special accommodations for disability are required.

◇ 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.

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 hurricane, 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.

Course Format

The course is focused heavily on student participation. Active learning is a major emphasis in my approach to teaching. A major portion of class is devoted to class discussion. A positive environment is a good learning environment. Students must show respect to their peers and the instructor at all times.

Since we will be engaging in discussion about controversial political topics, you will in all likelihood encounter a statement you disagree with. Regardless, you must not belittle, shout down, insult, or mock another person for their position. Doing so can lead to a person's dismissal from the course. The goal of the course is not for you to spout off your ideological views about different minority groups and/or political issues. The goal of the course is to encourage everyone to think about the strengths and weaknesses of theories used to describe the behavior and experiences of minority groups in the United States.

Grades

Grades will be based on evaluations of performance with four assignment items. Students can earn one hundred points in this course. Please note that this is a course where extra credit assignments are not made available. Your grades will reflect your performance on the four assigned tasks only. Be aware that weekly participation in the course is essential, as a substantial portion of the grade is devoted to the quality and frequency of engagement in the class discussions. Every course assignment item is intended to demonstrate an individual student's mastery of the materials, so you are not allowed to collaborate on assignments or submit an assignment as a group.

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.**

Please note that in the first week of class, there is a syllabus quiz on Canvas that requires completion. As of Fall 2014, all faculty members at UCF must follow a new process to support UCF's compliance with a federal financial aid regulation. In essence, the regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. The university must now verify that every student enrolled in every course at UCF has met the minimum engagement standard. Students must finish the syllabus quiz with a 100% score before 5:00 p.m. on August 28th in order to meet the minimum engagement standard. Students will have several tries to earn a 100% score before the deadline.

All written and audiovisual assignments are submitted over Canvas. Only submit assignments via email in those rare instances where Canvas is down and inaccessible. You will still be expected to upload the assignment when Canvas is once again accessible, such that a review of the work through the TurnItIn system is still performed. Turning in assignments after the due date and saying Canvas was down when you tried to turn it in is not acceptable.

Item #1: Class Discussion Participation (24 points)

This item is comprised of two elements. For the first element, students will be expected to write two separate discussion points for each class week, starting the third week of the class. The second week of class will serve as a practice run of this assignment. All discussion points need to be submitted via the class Canvas page by 10:30 a.m. on Tuesday. Each discussion point should be about 4 to 6 sentences in length. Each discussion point should be substantive, and be written with formal spelling, grammar, and punctuation. All discussion points must make reference to and evaluate the course materials; in particular, any of the course readings for that specific week. You will not receive full credit if you refuse to analyze the course reading. Evaluate the course materials in your own words (do not rely on direct quotes from the reading), and do not rely on outside sources. Up to one point will be earned each week for submission of appropriate discussion points by the deadline (for a total of 12 points possible). These discussion points will be used during class sessions when talking about the course materials.

In terms of the second element of this assignment item, it is also expected that students will make a consistent effort to participate in the actual class dialogue regarding the discussion points that have been selected to be incorporated within class sessions. Students should be willing to share their perspectives about the material in a respectful way. If a student fails to engage in any attempt to participate along these expectations after a warning is provided from the instructor, the student will forfeit all 12 points that can be earned in terms of in-class discussion participation. Students that attempt to make a positive contribution to the class discussion over the course of the semester will earn the entire 12 points possible for this element of Item #1.

Item #2: Digital Presentation (20 points)

In this project, students will create a digital presentation that analyzes the arguments presented in one of the "At Issue" debates for one of the twelve topics assigned in class from the CQ Researcher text. The student must produce the content themselves (e.g. provide their captions and/or narration in their own words). The digital presentation can be an audio only podcast, or an audiovisual short film. In the presentation, the student will compare and contrast the points made by the "Yes" and "No" arguments in the "At Issue" debate they select. The student will assess the strengths and weaknesses of each argument, and present information they have collected from reputable academic sources that justifies their position. A good tool to find academic sources is the UCF Library website. In the discussion, the student will state which position they found most persuasive, and offer an explanation for this view. The length of the digital presentation should be around six to ten minutes.

There are many free options to record and post an audio only podcast, such as Chirbit, Clyp, or SoundCloud. More about these resources can be found on Google. There are a variety of options in terms of producing a free audiovisual short film, such as WeVideo or PowToon.

All submissions must include a link that works to a page hosting the finished project (such as a SoundCloud page with playable audio, or a YouTube page with a playable film). It is the responsibility of the student to post their project in its finished state at the time of the deadline. If the student does not provide a working link to the project at the time of the deadline, they cannot receive credit for the assignment. It is essential that the student checks that the link they submit is to a digital presentation that can be played.

Refer to the class calendar at the end of the syllabus for due date of the digital presentation. The scoring of this assignment is based on the following (out of 20 points possible) –

- 8 Points: The student presents a thorough comparison/analysis of the strengths and weaknesses of the arguments presented by each side of an “At Issue” debate using information collected by academic sources. The student in the presentation cites the actual sources of their information. The student provides an impartial and persuasive justification rooted in substantive evidence for why they believe one argument is more persuasive than the other argument provided in the “At Issue” debate
- 8 Points: The student provides audio and/or visual content that is clear to follow, easy to understand, and does not use the words of others. Everything is presented in the student’s own words
- 4 Points: The student provides sufficient detail in their presentation, such that the length of the presentation is around six to ten minutes in length. The content of the overall presentation is appropriate for an academic course

Item #3: Annotated Bibliography (36 points)

Students will present a thorough review of previous research that pertains to an area of research in **minority group politics** that interests them. The important/major works in the research area should be detailed in the annotated bibliography. This means the research that is highly cited by other scholars in the research area needs to be covered. It is the responsibility of the student to summarize these major works and determine how their findings have shaped how the research area is currently understood.

Some potential examples of research that can be summarized in an annotated bibliography are the following:

- Does friendly social contact with members of a minority group change the opinion held about that group?
- What are the variables that predict whether members of a minority group participate politically?
- What factors help to determine whether a member of a minority group assimilates or separates themselves from mainstream United States culture?
- What determines whether different minority groups collaborate or compete with each other politically within communities?
- Do legislators from a specific minority group actively use their political office to advance the interests of members from their group?

In this assignment, students will offer a summary of at minimum ten sources that all pertain to the relevant topic of interest to them. The sources you select must evaluate a research question by collecting and evaluating information relevant to the question. For each source, you must summarize the following components: research question, research theory, research hypothesis, research method, and research findings. In each section, the student must provide a brief summary in their own words. All sources must be academic peer-reviewed sources (academic journal articles, books, and book chapters).

For example, acceptable scholarly research sources include the following academic journals: *American Journal of Political Science*, *Journal of Politics*, *Politics, Groups, and Identities*, *Du Bois Review: Social Science Research on Race*, *American Political Science Review*, *Race and Class*, *Race and Social Problems*, *Social Science Quarterly*, *Political Behavior*, and *Political Research Quarterly*. In terms of books and book chapters,

works from university presses (Cambridge University Press, Princeton University Press, Oxford University Press, University of Chicago Press, etc.) are ideal. The following are NOT ALLOWED as scholarly research sources: blogs, websites, newspaper articles, popular novels, mainstream magazine articles, think tank reports, and interest group newsletters. The intention of this assignment is to summarize scholarly research, not to summarize examples written in non-academic outlets.

An example of the style of the annotated bibliography will be posted on Canvas.

Students must type the annotated bibliography 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 files are preferred. Students will be expected to avoid frequent spelling and grammatical errors. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every annotated bibliography assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.** Refer to the class calendar at the end of the syllabus for due date.

Note: If you are in another one of my courses this semester, you are not allowed to submit the same annotated bibliography for multiple classes.

The scoring of this assignment is based on the following (out of 36 points possible) –

- 9 Points: The student collects at least ten relevant academic sources about a specific area regarding minority politics
- 9 Points: The student provides a clear and informative summary in their own words of the five key research components for each source
- 9 Points: The student provides accurate APSA style format citations for each academic source
- 9 Points: The writing is easy to follow and avoids frequent spelling and grammatical errors

Item #4: Analytical Essays (20 points)

For this assignment, students will be presented with prompts that they have several days to complete. The essays are open note and open book, but you cannot collaborate with anyone in completing the responses. All papers must be typed 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 files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their papers. The student should cite all course resources used when constructing responses using citation guidelines presented in the American Political Science Association Style Manual. **Every submission must be checked for academic integrity by submitting the assignment to TurnItIn's plagiarism monitor via Canvas.**

Refer to the class calendar at the end of the syllabus for distribution and due date of the analytical essays assignment item. Each separate prompt should be answered in their own separate essay. An individual essay must take the form of a traditional essay, with a clear beginning, middle, and end. Essays will be graded for accuracy, clarity, appropriate usage of course materials, and adherence to stylistic guidelines. While prompts should be answered in separate essays, all of the essays should be included in a single submission to Canvas.

Item #4 will essentially serve as the equivalent of a final exam, but given that the assignment is due over Canvas, students are not required to physically meet during the final examination period of the course (December 15th from 10 a.m. to 12:50 p.m.). Instead, it is expected that students will have the opportunity (if needed) to complete and submit the analytical essays online during this time period. There will be an online chat room in Canvas with the instructor available during the final examination period taking place where students will be able to discuss their reflections on the material presented in the course. Participation in the chat room during the final examination period is encouraged, but not graded.

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

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.

Course Materials

There are two texts that are required. These books are frequently discounted on online sites like Amazon.com. They can also be rented. Additional readings will be posted on Canvas.

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.

Reading Schedule

Week One - Rapidly Changing Demographics in America

- Shaw et al. 2015. Chapter 1.
- CQ Researcher. 2015. Chapter 2 - "Changing Demographics."

Week Two - Rapidly Changing Demographics in America continued

- CQ Researcher. 2015. Chapter 4 - "Changing U.S. Electorate."

Discussion on Thursday, September 3rd over Canvas in online discussion room between 10:30 a.m. and 11:45 a.m.

Week Three - Latino Immigration and the Rapidly Changing Demographics Debate

- Shaw et al. 2015. Chapter 11.
- Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141 (2): 30-45.
- Huntington, Samuel P. 1997. "The Erosion of American National Interests." *Foreign Affairs* 76 (5): 28-49.
- CQ Researcher. 2015. Chapter 6 - "Immigration Conflict."

Week Four - Latino Immigration and the Rapidly Changing Demographics Debate continued

- Alba, Richard. 2006. "Mexican Americans and the American Dream." *Perspectives on Politics* 4 (2): 289-296.

- Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5 (1): 31-48.
- Fraga, Luis R., and Gary M. Segura. 2006. "Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration." *Perspectives on Politics* 4 (2): 279-287.
- CQ Researcher. 2015. Chapter 7 - "Immigration Debate."

Week Five - Historical Foundations: Native Americans

- Shaw et al. 2015. Chapter 2.
- CQ Researcher. 2015. Chapter 8 - "American Indians."

Week Six - Historical Foundations: African Americans

- Shaw et al. 2015. Chapter 3.
- Dawson, Michael C. 2012. "Racial Tragedies, Political Hope, and the Tasks of American Political Science." *Perspectives on Politics* 10 (3): 669-673.
- Harris, Fredrick C., and Brian D. McKenzie. 2015. "Unreconciled Strivings and Warring Ideals: The Complexities of Competing African-American Political Identities." *Politics, Groups, and Identities* 3 (2): 239-254.
- Harris-Lacewell, Melissa V. 2003. "The Heart of the Politics of Race—Centering Black People in the Study of White Racial Attitudes." *Journal of Black Studies* 34 (2): 222-249.

Week Seven - Historical Foundations: Latinos

- Shaw et al. 2015. Chapter 4.
- CQ Researcher. 2015. Chapter 5 - "Border Security."

Week Eight - Historical Foundations: Asian Americans

- Shaw et al. 2015. Chapter 5.
- Kim, Claire Jean, and Taeku Lee. 2001. "Interracial Politics: Asian Americans and Other Communities of Color." *PS: Political Science & Politics* 34 (3): 631-637.
- Lien, Pei-te, M. Margaret Conway, and Janelle Wong. 2003. "The Contours and Sources of Ethnic Identity Choices Among Asian Americans." *Social Science Quarterly* 84 (2): 461-481.
- Samson, Frank L. 2015. "Asian American Attitudes towards a US Citizenship Path for Illegal Immigrants: Immigration Reform as Racialised Politics." *Journal of Ethnic and Migration Studies* 41 (1): 117-137.

Week Nine - Historical Foundations: White Identity and the Debate Regarding the Concept of White Privilege

- Shaw et al. 2015. Chapter 6.
- CQ Researcher. 2015. Chapter 10 - "Affirmative Action."

Week Ten - Voting Rights

- Shaw et al. 2015. Chapter 7.
- CQ Researcher. 2015. Chapter 1 - "Voting Controversies."

Week Eleven - Political Behavior and Representation

- Shaw et al. 2015. Chapter 9.
- CQ Researcher. 2015. Chapter 3 - "Redistricting Debates."

Week Twelve - Diversity, Activism, and Community

- Shaw et al. 2015. Chapter 8.
- Hallberg, Peter, and Joshua Lund. 2005. "The Business of Apocalypse: Robert Putnam and Diversity." *Race & Class* 46 (4): 53-67.
- Putnam, Robert D. 2007. "E Pluribus Unum: Diversity and Community in the Twenty-First Century the 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies* 30 (2): 137-174.

Week Thirteen - Education and Criminal Justice Policy

- Shaw et al. 2015. Chapter 10.
- CQ Researcher. 2015. Chapter 11 - "Racial Diversity in Public Schools," and Chapter 12 - "Fixing Urban Schools."

Week Fourteen - Education and Criminal Justice Policy continued

- Saperstein, Aliya, Andrew M. Penner, and Jessica M. Kizer. 2014. "The Criminal Justice System and the Racialization of Perceptions." *The ANNALS of the American Academy of Political and Social Science* 651 (1): 104-121.
- CQ Researcher. 2015. Chapter 9 - "Racial Profiling."

Week Fifteen - Religion and Sexuality

- Shaw et al. 2015. Chapter 13.
- Dana, Karam, Matt A. Barreto, and Kassra A.R Oskooii. 2011. "Mosques as American Institutions: Mosque Attendance, Religiosity and Integration into the Political System Among American Muslims." *Religions* 2 (4): 504-524.
- Yang, Fenggang, and Helen R. Ebaugh. 2001. "Religion and Ethnicity Among New Immigrants: The Impact of Majority/Minority Status in Home and Host Countries." *Journal for the Scientific Study of Religion* 40 (3): 367-378.
- Peek, Lori. 2005. "Becoming Muslim: The Development of a Religious Identity." *Sociology of Religion* 66 (3): 215-242.
- Keck, Thomas M. 2009. "Beyond Backlash: Assessing the Impact of Judicial Decisions on LGBT Rights." *Law & Society Review* 43 (1): 151-186.
- Mucciaroni, Gary. 2011. "The Study of LGBT Politics and its Contributions to Political Science." *PS: Political Science & Politics* 44 (1): 17-21.

Class Calendar of Important Dates

- October 15th Item #2 Due on Canvas at 10:30 a.m. (Digital Presentation)
- November 19th Item #3 Due on Canvas at 10:30 a.m. (Annotated Bibliography)
- December 3rd Item #4 Distributed in Class (Analytical Essays)
- December 15th Item #4 Due on Canvas at 12:50 p.m. (Analytical Essays)

Syllabus subject to change at instructor's discretion