

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
POLS512
Diversity and American Politics
3 credit Hours
Length of Course – 8 Weeks
Prerequisite(s) - None

Course Description

This course is a study of diverse groups as political players in society -- their history as outsiders, strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of these groups mainly in the United States. In this course, students will explore core political constructs such as governance, policy making, participation, conflict, and attitudes through the lens of gender, race and ethnicity. The course focuses primarily upon the experiences of several groups: African Americans, Hispanics, Asians, Arabs, women, and gays and lesbians. The goal of this course is to provide students with the necessary theoretical and methodological foundations needed to understand and analyze gender, racial and ethnic politics in the United States.

Course Scope

While this course is focused on diversity in American politics, the purpose of the course is to introduce students to the concept of diversity as relational and structural. Our study flows from one of philosophical and methodological approaches to diversity to a study of diversity and politics itself. We apply what we have learned about diversity to understanding various groups' historical and political marginalized position in society. This course adopts a research approach, employing critical thought and reasoning from various presented theories and debates, descriptive narratives, and empirical data. It is intended to provide a broad and analytically coherent conceptual framework to equip each student with constructing their own critique of diversity and American politics.

Course Objectives

Upon completion of this course, students should be able to:

1. To assess the role of diversity within the context of American politics
2. To examine the constitutional foundations for equality in the American political system.
3. To evaluate the concept of diversity within the American political culture.
4. To analyze the role of race and value of race in the American political process.
5. To analyze the general role and value of gender in the American political process.

6. To evaluate the electoral process and political behavior of gender.
7. To evaluate the political participation of women in the American political process.
8. To examine the current state of civil rights and civil liberties in the American political system.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

1. Lesson Notes
2. Assigned Readings and Web Resources
3. Students must also have also have a computer with access to the internet, per APUS guidelines, with Microsoft Office installed. If for some reason you do not have Office, please download Office.org's productivity suite, which is compatible with it.

Evaluation Procedures

Forums There are eight Forum assignments. See the **Course Announcement** (Week One) page for **Forum Guidelines**.

* Additional information on Forums

Each Forum assignment requires that each student provide at least two substantive replies to other student posts. The criteria for substantiveness includes the following:

1. **The reply is in a complete paragraph, and is at least 150 words in length.**
2. **The reply genuinely adds new information or fresh insight.**
3. **It does not simply summarize what another student has said. Example: "I really like your post, especially when you said..."**
4. **The reply is supported by at least one source, similar to the original Forum response.**

Should a student fail to make at least two substantive replies, the penalty is a 20% of the total score; 10% for each reply. As well, if the reply is not substantive, then you may also be docked up to 10%. On the other hand, if the reply is exceptional, then additional points may be added to your overall score for that assignment.

Article Reviews There are *two* short papers. (100 points each). For each paper, students select any *three* articles from our readings, and offer a summary, review, and critical analysis. Papers should be approximately 4-5 *double-spaced pages, Times New Roman or Arial 12" font in Turabian style format.*
DUE: You may turn these in any week. The final deadline for both papers is end of week six (6).

Research Paper There is a final research paper. This paper must be relevant to course concepts, theories, and politics or public policy. All paper topics must be selected with the professor's approval. You will submit a brief topic proposal by the end of Week 3 of the class. The paper should be approximately 10

pages, double-spaced, using Arial 12" font in Turabian style format. **DUE: Last day of course, 11:55 PM (ET)**

Grade Contributions

Task	Final Grade Percentage
Forums (8@100 pts. ea.)	40%
Article Reviews (2@100pts. ea.)	20%
Research Paper	40%
	100%

Submission of Assignments:

Unless otherwise noted, all assignments are due by SUNDAY Evening at 11:55 p.m. EST (Eastern Standard Time) as outlined in the Course Outline below. To better facilitate class discussion, **initial responses should be made by Friday 11:55 pm ET each week and should be at least 300 words in length.** Any assignments submitted late will receive a point deduction, unless the student contacts the instructor ahead of time about an extenuating situation and receives permission to submit work after the established course deadline. For each day that the assignment is late, the assignment is penalized 5% of the maximum grade. Repeated late submissions may result in failure of the course.

Course Outline (Note: Subject to change)

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Week	Topic(s)	Course Objective(s)	Required Reading	Assignment
1	Introduction: Diversity and American Politics	To assess the role of diversity within the context of American Politics.	<p>Healey, Joseph F. "Diversity in the United States: Questions and Concepts," In <i>Diversity and society: Race, Ethnicity and Gender</i>, Thousand Oaks: Pine Forge Press, 2010.</p> <p>Castania, Kathy. "What is Diversity?" Cornell Cooperative Extension, 1996, http://extension.usu.edu/diversity/files/uploads/diversity704.pdf (accessed August 15, 2012).</p> <p>Nauert, Rick. "Diversity Defined in Part by Ideology." <i>Psych Central</i> (March 2, 2012), http://psychcentral.com/news/2012/03/02/diversity-defined-in-part-by-ideology/35517.html (accessed August 1, 2012).</p> <p>Jonas, Michael. "The Downside of Diversity." <i>The Boston Globe</i>, August 5, 2007, News section, http://www.boston.com/news/globe/ideas/articles/2007/08/05/the_downside_of_diversity/?page=full (accessed August 1, 2012).</p>	Forum: Week 1
2	The United States Constitution and Contested Notions of	To examine the constitutional foundations for equality in the	<p style="text-align: center;">Required Reading</p> <p>Turley, Jonathan. "Equal Right Redux: The Three-State Solution." <i>The Los Angeles Times</i>, April 8, 2007, http://articles.latimes.com/print/2007/apr/08/opinion/op-turley8 (accessed August, 1, 2012).</p>	Forum: Week 2

	Equality	American political system.	<p>Mansbridge, Jane. "Whatever Happened to the ERA?" In <i>Women and the United States Constitution</i>, ed. Sibyl A. Schwarzenback and Patricia Smith, 165-178. New York: University of Columbia Press, 2003.</p> <p>Eastland, Terry. "Supreme Confusion." <i>Weekly Standard</i>, vol. 8, no. 42 (July 2003), http://staging.weeklystandard.com/Content/Public/Articles/000/000/002/846fdvcn.asp (assessed August 2, 2012).</p> <p>Fletcher. George F. "Unsound Constitution." <i>The New Republic</i> 26, 215 (1997): 14-19.</p>	
3	American Political Culture	To evaluate the concept of diversity within the American political culture.	<p style="text-align: center;"><u>Required Reading</u></p> <p>Hochschild, Jennifer. "What is the American Dream?" <i>Facing Up to the American Dream: Race, Class and the Soul of the Nation</i>, New Jersey: Princeton University Press, 1997, http://www.kropfpolisci.com/vod.hochschild.pdf (accessed August 2, 2012).</p> <p>Hopfensperger, Jean. "Poverty Weaves Through the Lives of Many Americans." <i>The Star Tribune</i>, October 18, 2003, http://www.mail-archive.com/gaps@winona.org/msg00101.html (accessed August 2, 2012).</p> <p>Wessel, David. "Racial Discrimination is Still at Work." <i>The Wall Street Journal</i>, September 4, 2003, http://www.afjustice.com/pdf/20030904_wsj.pdf (accessed August 3, 2012).</p> <p>Harrison, Lawrence H. "The End of Multiculturalism." <i>Christian Science Monitor</i>, February 26, 2008, http://www.csmonitor.com/Commentary/Opinion/2008/0226/p09s01-coop.html (accessed August 3, 2012).</p>	Forum: Week 3
4	Race and the American Political Process	To analyze the role of race and value of race in the American political process.	<p style="text-align: center;"><u>Required Reading</u></p> <p>"When Government Fails – Katrina Aftermath." <i>The Economist</i>, Special Report, September 10, 2005, http://www.economist.com/node/4382437 (accessed July 15, 2012).</p> <p>"American Democracy in the Age of Rising Inequality." <i>American Political Science Association Task Force on Inequality and American Democracy</i>, 2004, http://www.apsanet.org/imgtest/taskforcereport.pdf (accessed July 3, 2012).</p> <p>Brooks, Richard R.W. and Jeon-Slaughter, Haekyung. "Race, Income, and Perceptions of the US Court System." <i>Behavioral Sciences & the Law</i>, vol. 19 no. 2 (May 2001), pp. 249-264.</p> <p>Muaer, Marc. "Race, Poverty, and Felon Disenfranchisement." <i>Poverty and Race Research Action Council</i> (July/August 2002).</p>	Forum: Week 4

			http://www.prrac.org/full_text.php (accessed July 25, 2012).	
5	Race and the American Political Process	To analyze the role of race and value of race in the American political process.	<p style="text-align: center;"><u>Required Reading</u></p> <p>Burnham, Linda. "Changing the Race: Racial Politics and the Election of Barack Obama." <i>Applied Research Center</i>, 2009, http://www.arc.org/downloads/RaceElections_1_R5.pdf (access August 15, 2012).</p> <p>Geron, Kim. <i>Latino Political Power</i> (Chapter 1), 2005, https://www.rienner.com/uploads/47d95c121b7c3.pdf (accessed July 12, 2012).</p> <p>Huntington, Samuel P. "The Hispanic Challenge." <i>Foreign Policy</i>, (March 1, 2004), http://www.foreignpolicy.com/articles/2004/03/01/the_hispanic_challenge (accessed August 2, 2012).</p> <p>Pinkus, Ari. "Looking for Voters in All the New Places: Hispanic Immigrants are Settling in Unexpected Sports, and Pols Scramble to Enlist Their Support." <i>Campaigns and Elections</i>, July 2005, pp. 26-27.</p> <p>Johnson, Kevin. "Law and Politics in Post-Modern California Coalition or Conflict Between African Americans, Asian Americans, and Latina/os?" <i>Ethnicities</i>, 4, no. 3 (2004): 381-401, http://www.sagepub.com/healeystudy5/articles/Ch11/LawandpoliticsinCA.pdf (accessed August 4, 2012).</p> <p>Birnbaum, Jeffrey. "Number of Black Lobbyists Remains Shockingly Low." <i>The Washington Post</i>, August 7, 2006, http://www.washingtonpost.com/wp-dyn/content/article/2006/08/06/AR2006080600503.html (accessed July 18, 2012).</p>	Forum: Week 5
6	Gender and the American Political Process	To analyze the general role and value of gender in the American political process.	<p style="text-align: center;"><u>Required Reading</u></p> <p>Carroll, Susan and Fox, Richard. "Introduction: Gender and Electoral Politics in the Early Twenty-First Century," in Carroll & Fox (ed.), <i>Gender and Elections</i>, New York: Cambridge University Press, pp. 1-11, 2006. (eBook available in the APUS Online Library)</p> <p>Freeman, Jo. "From Suffrage to Women's Liberation: Feminism in Twentieth Century America." <i>Women: A Feminist Perspective</i> ed. Jo Freeman. Mountain View, Calif: Mayfield, 5th edition. pp. 509-28, 1995, http://www.jofreeman.com/feminism/suffrage.htm (accessed August 3, 2012).</p> <p>Carroll, Susan J. "Voting Choices: The Policies of the Gender Gap," in Carroll & Fox (ed.), <i>Gender and Elections</i>, New York: Cambridge University Press, pp. 74-96, 2006. (eBook available in the APUS Online Library)</p> <p>Bos, Angela L & O'Loughlin, Paula L. <i>Gender and Politics in the U.S.</i> Paper presented at New Research on Gender In Political</p>	Forum: Week 6 Article Reviews: #1 & #2 Due

			<p>Psychology Conference, March 2011, http://genderandpolipsych.com (accessed August 20, 2012).</p> <p>Copeland, Libby. "The Rules for Female Candidates." <i>The Washington Post</i>, November 7, 2007, http://www.washingtonpost.com/wp-dyn/content/article/2007/11/06/AR2007110602489.html (accessed August 15, 2012).</p> <p style="text-align: center;"><u>Additional Readings</u></p> <p>Heldman, Caroline, Susan J. Carroll, and Stephanie Olson. "Gender Differences in Print Media Coverage of Presidential Candidates: Elizabeth Dole's bid for the Republican Presidential Nomination." <i>Political Communication</i> 22: 315-335, 2005. http://www.capwip.org/readingroom/dole.pdf (accessed August 3, 2012).</p> <p>"Men or Women: Who's the Better Leader?" Pew Research Center, 2008, http://pewsocialtrends.org/pubs/708/gender-leadership (accessed August 23, 2012).</p> <p>Morin, Rich, and Paul Taylor. "Revisiting the Mommy Wars." Pew Research Center, 2008, http://pewsocialtrends.org/pubs/709/politics-gender-parenthood (accessed August 23, 2012).</p> <p>Sarah Palin's "Mama Grizzly" video, 2010. http://www.youtube.com/watch?v=fsUVL6ciK-c (accessed August 24, 2012).</p>	
7	<p style="text-align: center;">Gender and Political Representation</p>	<p>To evaluate the electoral process and political behavior of gender.</p> <p>To evaluate the political participation of women in the American political process.</p>	<p style="text-align: center;"><u>Required Reading</u></p> <p>Fox, Richard L., and Jennifer L. Lawless. "If Only They'd Ask: Gender, Recruitment, and Political Ambition." <i>Journal of Politics</i> 72: 310-326, 2010, http://digitalcommons.lmu.edu/ (accessed August 24, 2012).</p> <p>Fox, Richard L., and Jennifer L. Lawless. "Men Rule: The Continued Under-Representation of Women in Politics." Women & Politics Institute, 2012, http://www.american.edu/spa/wpi/upload/2012-Men-Rule-Report-web.pdf (accessed August 23, 2012).</p> <p>Fox, Richard L. "Gender, Political Ambition and the Decision Not to Run for Political Office." Center for Women and American Politics. http://www.cawp.rutgers.edu/research/topics/documents/InitialDecisiontoRun.pdf (accessed June 15, 2012).</p> <p>Pearson, Kathryn. "Gendered Partnership in the US House of Representatives." 2010, http://users.polisci.wisc.edu/apw/archives/Pearson.pdf (accessed August 4, 2012).</p> <p>Smooth, Wendy G. "African American Women and Electoral</p>	<p>Forum: Week 7</p>

			Politics; A Challenge to the Post-Race Rhetoric of the Obama Moment,” in Carroll & Fox (ed.), <i>Gender and Elections</i> , New York: Cambridge University Press, 2006, pp. 117-142. (eBook available in the APUS Online Library)	
8	Civil Rights and Civil Liberties in a Democracy	To examine the current state of civil rights and civil liberties in the American political system.	<p style="text-align: center;"><u>Required Reading</u></p> <p>Coleman, James E., Jr. “An Ode to Justice Lewis F. Powell, Jr.: The Supreme Court Approves the Consideration of Race as a factor in Admissions by Public Institutions of Higher Education.” Duke University School of Law, Program of Public Law, Supreme Court Online, (http://web.law.duke.edu/publiclaw/supremecourtonline/commentary/gravbol.html) (accessed August 26, 2012).</p> <p>Featherstone, Lisa. “Wal-Mart Values.” <i>The Nation</i>, (December 16, 2002), http://www.thenation.com/article/wal-mart-values (accessed August 26, 2012).</p> <p>Harris, David. “Flying While Arab: Lessons From Racial Profiling Controversy.” <i>Civil Rights Journal</i>, vol. 6, no. 1 (Winter 2002), pp. 8-13, http://www.usccr.gov/pubs/crj/wint2002/wint02.pdf (accessed August 27, 2012).</p> <p>Deggans, Eric. “Similar Struggles: Gay Rights and Civil Rights.” <i>St. Petersburg Times</i>, (January 18, 2004), http://www.sptimes.com/2004/01/18/Columns/Gay_rights_civil_rights.shtml (accessed August 25, 2012).</p>	<p>Forum: Week 8</p> <p>Research Paper Due by 11:55 PM EST on last day of class</p>

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances. Please do not right justify your margins!

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the **Turabian Style Manual**. The following link may help: <http://www.newhaven.edu/library/Guides/StyleGuides/Turabian/>
To access the manual using the APUS course site click on:

Online Library

Tutorial and Student Studies Center

Information Literacy Style Manuals/Citations

Approved Manuals

Chicago/Turabian

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. For each day that the assignment is late, the assignment is penalized 5% of the maximum grade.

TURNITIN.COM

Turnitin.com is a web-based [plagiarism](#) prevention application licensed for campus use.

Turnitin.com analyzes electronic submissions of student writing, compares them to the contents of a huge online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

The Similarity index is based on the amount of matching text to a submitted paper:

Blue = no matching text

Green = one word to 24% matching

Yellow = 25 -49% matching text

Orange = 50-74% matching text

Red= 75-100% matching text

Your assignments will be automatically submitted to Turnitin through the assignment submission tab. There is no need for you to do anything. However, if your similarity index is above 25%, you should revise the submission and resubmit prior to the deadline. If it is above this percentage, generally it signals that you have not used enough of your own analysis or made an attempt to paraphrase the sources. You will find the APUS library writing center website helpful when trying to understand how to paraphrase from a source.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple.

- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

AIR FORCE GRADE POLICY-Not Accepting Grade Changes
(Please read the Air Force memo below)

It is important to let Air Force students know to submit any grade appeals or exception extension requests immediately upon the end of a course. If a corrected grade is not submitted within the Air Force deadline, the Air Force will force tuition reimbursement, even if a failing grade has now been changed to a passing grade.

It is also important that any Air Force students who appeal and receive a grade change from an F send a copy of their updated grade report immediately to milta.reimb@us.af.mil or take a copy into their Education office to request their grade be updated. Unfortunately the Air Force portal only allows our office the ability to post missing grades or change Incomplete grades in their online portal. We do not have access to change a grade in the AI Portal once a final grade has been submitted.

Excerpt from the Air Force Memo

**MEMORANDUM FOR ALL MAJCOM VOLUNTARY EDUCATION OPERATIONS
A1KE AND FSS/FSDE SECTIONS**

FROM: AF/A1DL
1500 Perimeter Road, Ste 4750
Jt Base Andrews, MD 20762

Clarification: Mil TA requests may be delayed or denied due to missing grades. Reimbursement actions will be initiated for grades not received within 60 days. It is the Airman’s responsibility to ensure grades are received and posted in their official education record (AFAEMS) by the Education and Training Section. Airman will be given no more than 30-days from reimbursement notification to contact the academic institution to address final grade discrepancies and provide a corrected grade. After this time period has elapsed, reimbursement actions will be initiated. Refunds will not be given to members for grades changed from unsatisfactory to satisfactory after the 30-day due process or when a corrected grade is received. Once a reimbursement action is started, it will not be stopped or deferred if a new grade is submitted.

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Request a Library Guide for your course:** (<http://apus.libguides.com/index.php>)
- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
 - ◎ Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

Selected Bibliography

Bowler, Shaun and Gary M. Segura. *The Future is Ours: Minority Politics, Political Behavior, and the Multiracial Era of American Politics*. Washington, DC: CQ Press, 2012.

Burns, N., K. Lehman Schlozman, and S. Verba. *The Private Roots of Public Action: Gender, Equality, and Political Participation*. Cambridge, MA: Harvard University Press, 2001.

Bystrom, Dianne G., Mary Christine Banwart, Lynda Lee Kaid, and Terry A. Robertson. *Gender and Candidate Communication*. New York: Routledge, 2004.

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Dolan, J., M. Deckman, and M.L. Swers. *Women and Politics: Paths to Power and Political Influence*. Upper Saddle River: Pearson Education, Inc., 2007.

Duerst-Lahti, G., and R.M. Kelly, editors. *Gender Power, Leadership, and Governance*. Ann Arbor, MI: University of Michigan Press, 1995.

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Henderson, S.L., and A.S. Jeydel. *Participation and Protest: Women and Politics in a Global World*. New York: Oxford University Press, 2007.

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- Ngai, Mae M. *Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press, 2004.
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- Tolleson-Rinehart, S., and J. Josephson, editors. *Gender and American Politics*. Armonk, NY: M.E. Sharpe, 2000.
- Vaca, Nicolás C. *The Presumed Alliance: The Unspoken Conflict Between Latinos and Blacks and What It Means for America*. New York: Rayo, 2004.
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