

Identity Politics

Dr. Helma de Vries-Jordan
University of Pittsburgh – Bradford
Spring 2015

PS 1337 Identity Politics (cross-listed as SOC 1337)

Class Times: Mondays and Wednesdays, 11 am-12:15 pm

Class Location: Swarts Hall 108

Office Hours: Mondays and Wednesdays, 8:30-10:45 am, by appointment
(Students can meet with me in person or via telephone. Please e-mail me to set up an appointment.)

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Contact E-mail: hdevries@pitt.edu

Course Website: <https://courseweb.pitt.edu/webapps/login/>

Course Description:

In Identity Politics, our focus will be on exploring the role of race, ethnicity, class, gender, sexuality, and other aspects of identity in the political world, as well as the impact that politics can have on how we experience these categories in our daily lives. As there are many different perspectives on identity politics, students will be encouraged to engage in much discussion, drawing out these contrasting viewpoints, even about the categories themselves and how they have been constructed over time. Additionally, we will compare how race, ethnicity, class, gender, and sexuality are refracted in the American political context as opposed to other national political contexts globally.

Aspects of the political arena that will be addressed in varying degrees include different political institutions as well as various political actors like interest groups and the media; policy-making; political representation; elections and campaigns; political behavior; social movements and political activism; and political conflict and human rights. Please review [the course schedule at the end of the syllabus](#). In addition to the course textbooks, the instructor will post links to articles on Courseweb which students will discuss in their discussion board posts and written assignments. The course will involve intensive discussion board engagement regarding the lecture, textbook reading, and article readings and four written assignments.

Hence, students are expected to actively participate in the course. Students are expected to apply their own ideas, examples, and critical thinking in response to the readings. It is also expected that students follow news coverage on a regular basis. Writing for the course is expected to be of a high caliber, involving critical analysis and concrete evidence, which should stimulate an engaging class discussion.

Students should make use of the discussion boards, other tools, and links on the course website. Come prepared to discuss the issues raised in the readings and in world politics! There are many political vantage points represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position.

Course Objectives:

1. We will explore identity politics in a tolerant, open environment which encourages students to enter into open discussions, ask hard questions, and to learn from one another. Students will gain experience presenting their ideas and analysis verbally and in writing.
2. Students will learn about the theories and underlying assumptions driving research about the politics of race, ethnicity, class, gender, and sexuality as well as other aspects of identity politics. Students will read, synthesize, and analyze research examples through in-class discussions.
3. Students will conduct an interview of a friend or family member, exploring their experience of the politics of race, ethnicity, class, gender, and sexuality. Students will explore how their own experiences compare to those of their interview respondents, via individual reflection and group interactions on the discussion board.

Required Textbooks:

Newman, David. 2011. *Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality, 2nd edition*. New York: McGraw-Hill Higher Education. ISBN-13: 9780073380100.

Thomas, Sue, and Clyde Wilcox. 2014. *Women and Elective Office: Past, Present, and Future*. New York: Oxford University Press. ISBN-13: 9780199328734

The assigned materials should be read, starting at the beginning of each section of the course. Research articles are available via the college library's databases. They will be available via hyperlinks on the course website. You will need to use your login and password to access articles available on the library's databases.

Grading Distribution: (out of 100 possible points for the course)

- Participation and Engagement in Class Discussions (25 points)
- 4 Reaction Papers about Article Readings and In-Class Discussion of Readings (20 points)
- Responses to Others Reaction Papers on the Discussion Board and In-Class (5 points)
- Interview Analysis (20 points)
- Participation in Forums with Lilly Ledbetter and Reaction Paper (10 points)
- Presentation and Leading Class Session Concerning Thomas and Wilcox (10 points)
- Final Project on a Self-Selected Topic in Identity Politics (10 points)

Participation and Engagement in Class Discussions (25 points)

You are expected to attend the course punctually, participating actively during class as well as on the course website. You are expected to participate in all the class sessions, including the presentations scheduled during the class as well as those scheduled during the final exam session. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment, having reviewed relevant news coverage, and prepared to discuss the content of the readings.

If you are exceptionally late and disrupt the class with your late arrival, the instructor may ask you to leave the classroom. Students who miss three or more class sessions without documentation that the instructor has approved may receive a failing grade in the course. Regarding the course website, please use the discussion board as a forum to help discuss the readings, news, and links posted by your peers and to further in-class discussion.

Students are expected to actively engage in the course discussions, applying their own ideas, examples, and critical thinking in response to the readings. Many political vantage points are represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position.

4 Reaction Papers about Article Readings and In-Class Discussion of Readings (20 points)

There are a wide range of article readings that students can choose from in order to prepare their reaction papers. The articles are grouped topically to match Newman Chapters 1 and 2, Chapters 3 and 4, Chapters 5 and 6, and Chapters 7 and 8. Each student must write a reaction paper on one of the two dates the articles for each chapter grouping are being discussed. In total, each student must submit 4 reaction papers and be prepared to discuss their paper in class. It is your decision which article or articles you respond to in the reaction paper, and you can relate the articles to the Newman reading, if relevant. The reaction paper should be about 1.5 to 2 pages single-spaced. Please cite all sources you use, including articles and the textbook, and include reference entries for the sources. The reaction paper should be posted in the discussion board prior to the start of class.

Responses to Others Reaction Papers on the Discussion Board and In-Class (5 points)

Students are expected to be actively engaged in discussions concerning the article readings and reaction papers, both in class and on the discussion board. Both types of participation will be factored into this grade.

Interview Analysis (20 points)

- This assignment is due on Monday, March 16.
- Please prepare a 5-6 page essay, single-spaced in Times New Roman 12 point font, addressing the following prompt.
- Interview a close friend or family member about their experiences of the politics of race, ethnicity, class, gender, and sexuality. You will discuss what the concepts of race, ethnicity, class, gender, and sexuality mean to them in their daily lives; how they have experienced different "rights" movements (civil rights, women's rights, LGBTQ rights, disability rights, etc.); whether they have experienced discrimination in their lives and how so; how they feel about the representation of minority interests in politics; and how they view the historic Obama and Clinton campaigns for the U.S. Presidency in 2008 as well as the more recent presidential campaigns in 2012 (and leading up to 2016).
- Below are several questions that you can use to structure the interview. However, you are encouraged to develop additional questions.

- In the write-up, you will discuss your interviewee's responses to these questions and add commentary, comparing their experiences and viewpoints with your own. Please also discuss their responses within the framework of the textbook readings in Newman (with citations).
- Please be sure to tell the person that you interview that they are free to choose not to respond to any of the questions and that you will refer to them with a pseudonym in the assignment and when discussing their responses with peers on the discussion board.
- Interview Questions that you should use to structure your interview, in addition to questions you develop yourself:
 - How do you identify in regards to race, ethnicity, class, gender, sexuality, etc.? What do each of these aspects of identity mean to you, and are some more dominant than others? Are any of these categories murky?
 - Is there a civil rights movement that personally affected your life? (Use prompts to discuss specific movements, civil rights, women's rights, LGBTQ rights, indigenous rights, disability rights, etc.) How did these movements affect you?
 - Have you ever experienced discrimination? If so, was it related to age, race, ethnicity, class, gender, sexual orientation, etc.? Please discuss and explain how you addressed it.
 - How well do you feel that minority interests are represented in American politics? Why?
 - What is your take on the Obama administration? Which policy issues are you happy or unhappy with, and what policy changes would you like to see come about?
 - In the previous Presidential election campaigns in 2008 and 2012, which candidate(s) did you support and why?
 - In the current Presidential election campaign for 2016, which Presidential candidate do you plan on supporting and why?
 - Do you feel that the 2008 and 2012 Presidential election campaigns have been conducted fairly? Why or why not?

Participation in Forums with Lilly Ledbetter and Reaction Paper (10 points)

On Thursday, March 19, we will participate in a forum with Lilly Ledbetter. Please plan to attend the forum and participate actively in the discussion. I will distribute relevant readings prior to the event, to help you prepare. After the event is over, please write a 2-3 page analysis of Ms. Ledbetter's advocacy for fair pay as well as of the event itself. Please submit your reaction by Monday, March 23.

Presentation and Leading Class Session Concerning Thomas and Wilcox (10 points)

During the second half of the semester, we will be reading and discussing Thomas and Wilcox's edited volume, *Women and Elective Office*. Each student will be assigned one class session in which they will serve as the discussion leader. The discussion leader presents key points from the readings and prepares questions and discussion topics related to the readings. Additionally, there may be relevant events in news coverage to discuss, as well as interesting examples that can be accompanied by audiovisual aids.

Final Project on a Self-Selected Topic in Identity Politics (10 points)

Each student will select a topic in identity politics to explore and develop a final project. All projects need to be approved with Dr. de Vries-Jordan, in advance. Students may decide to develop a service-learning project such as helping to organize an event on campus to raise awareness of an issue related to identity politics, or to do a research project on a topic which they present to the class. Students may collaborate with one another on projects, for example, if they decide to organize an event on campus. Some form of presentation, either to the class or to the campus, must be involved, and all students must participate in a roundtable discussion during the exam session to assess the outcomes of the projects. A brief written assessment of the project will be turned in on that date.

Tentative Course Schedule:

Date	Topic, Class Activity, and Assignment Due Dates	Reading
Monday, January 05, 2015	Introduction	Syllabus
Wednesday, January 07, 2015	Differences and Similarities	Newman Chapter 1
Monday, January 12, 2015	Differences and Similarities; Discuss Reaction Papers concerning Article Readings	Newman Chapter 1
Wednesday, January 14, 2015	Manufacturing Difference: The Social Construction of Identity	Newman Chapter 2
Monday, January 19, 2015	No Class: Dr. Martin Luther King birthday observance	
Wednesday, January 21, 2015	Manufacturing Difference: The Social Construction of Identity; Discuss Reaction Papers concerning Article Readings	Newman Chapter 2
Monday, January 26, 2015	Portraying Difference: Identity in Language and the Media	Newman Chapter 3
Wednesday, January 28, 2015	Portraying Difference: Identity in Language and the Media; Discuss Reaction Papers concerning Article Readings	Newman Chapter 3
Monday, February 02, 2015	Learning Difference: Families, Schools, and Socialization	Newman Chapter 4
Wednesday, February 04, 2015	Learning Difference: Families, Schools, and Socialization; Discuss Reaction Papers concerning Article Readings	Newman Chapter 4
Monday, February 09, 2015	Expressing Inequalities: Prejudice and Discrimination in Everyday Life	Newman Chapter 5
Wednesday, February 11, 2015	Expressing Inequalities: Prejudice and Discrimination in Everyday Life; Discuss Reaction Papers concerning Article Readings	Newman Chapter 5
Monday, February 16, 2015	Inequalities in Economics and Work	Newman Chapter 6
Wednesday, February 18, 2015	Inequalities in Economics and Work; Discuss Reaction Papers concerning Article Readings	Newman Chapter 6
Monday, February 23, 2015	Inequalities in Law and Justice	Newman Chapter 7
Wednesday, February 25, 2015	Inequalities in Law and Justice; Discuss Reaction Papers concerning Article Readings	Newman Chapter 7
Monday, March 02, 2015	Inequalities in Health and Illness	Newman Chapter 8
Wednesday, March 04, 2015	Inequalities in Health and Illness; Discuss Reaction Papers concerning Article Readings	Newman Chapter 8
Monday, March 09, 2015	No Class: Spring Recess	
Wednesday, March 11, 2015	No Class Spring Recess	
Monday, March 16, 2015	Futures of Inequality; Interview Assignment Due and Discussed in Class	Newman Chapter 9
Wednesday, March 18, 2015	Introduction to Thomas and Wilcox; Discuss Upcoming Lilly Ledbetter Talk	Thomas and Wilcox Chapter 1
Thursday, March 19, 2015	Lilly Ledbetter Talk	
Monday, March 23, 2015	Student Led Discussion: Women's Underrepresentation in US Politics; Voter Attitudes, Behaviors, and Women Candidates; Lilly Ledbetter Reaction Paper	Thomas and Wilcox Chapters 2 and 3

Wednesday, March 25, 2015	Student Led Discussion: Hillary Rodham Clinton, The Race for the Presidency, and the Rhetoric of Female Political Figures	Thomas and Wilcox Chapters 4 and 5
Monday, March 30, 2015	Student Led Discussion: Women and Campaigns; Conservative Women Running for Office	Thomas and Wilcox Chapters 6 and 7
Wednesday, April 01, 2015	Student Led Discussion: Gender and Senatorial and Gubernatorial Elections	Thomas and Wilcox Chapters 8 and 9
Monday, April 06, 2015	Student Led Discussion: Women's Representation in Congress and in State Legislatures	Thomas and Wilcox Chapters 10 and 11
Wednesday, April 08, 2015	Student Led Discussion: Women as Local-Level Candidates and Elected Officials; Women in the Judiciary	Thomas and Wilcox Chapters 12 and 13
Monday, April 13, 2015	Student Led Discussion: The Impact of Women of Color in the U.S. Congress; Lesbian Candidates and Officeholders	Thomas and Wilcox Chapters 14 and 15
Wednesday, April 15, 2015	Student Led Discussion: Geography of Women in U.S. State Legislatures; Women in Elective Office Worldwide	Thomas and Wilcox Chapters 16 and 17
Monday, April 20, 2015	12-2 pm: Roundtable Discussion to Assess Final Project on a Self-Selected Topic in Identity Politics	

Article Readings to Accompany Newman Chapters 1 and 2:

- Abrajano, Marisa, and Craig M. Burnett. 2012. "Polls and Elections: Do Blacks and Whites See Obama through Race-Tinted Glasses? A Comparison of Obama's and Clinton's Approval Ratings." *Presidential Studies Quarterly* 42(2): 363-75. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1741-5705.2012.03970.x/pdf>
- Donovan, Todd. 2010. "Obama and the White Vote." *Political Research Quarterly* 63(4): 863-74. <http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/25749256.pdf?&acceptTC=true&jpdConfirm=true>
- Edge, Thomas. 2010. "Southern Strategy 2.0: Conservatives, White Voters, and the Election of Barack Obama." *Journal of Black Studies* 40(3): 426-44. <http://jbs.sagepub.com.pitt.idm.oclc.org/content/40/3/426.full.pdf+html>
- Garam, Bernadette Kwee, and Jeneve Brooks. 2010. "Students' Perceptions of Race and Ethnic Relations Post Obama's Election: A Preliminary Analysis." *Race, Gender & Class* 17(3/4): 64-80. <http://search.proquest.com.pitt.idm.oclc.org/docview/762232135?pq-origsite=summon>
- Griffin, John D., and Michael Keane. 2011. "Are African Americans Effectively Represented in Congress?" *Political Research Quarterly* 64(1): 145-56. <http://www.jstor.org.pitt.idm.oclc.org/stable/10.2307/41058329?origin=api>
- McThomas, Mary, and Robert J. Buchanan. 2012. "President Obama and Gay Rights: The 2008 and 2012 Presidential Elections." *PS: Political Science & Politics* 45(3): 442-8. <http://dx.doi.org.pitt.idm.oclc.org/10.1017/S1049096512000315>
- Patterson, Meagan M., Erin Pahlke, and Rebecca S. Bigler. 2013. "Witnesses to History: Children's Views of Race and the 2008 United States Presidential Election." *Analyses of Social Issues and Public Policy* 13(1): 186-210. http://rt4rf9qn2y.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Witnesses+to+History%3A+Children%27s+Views+of+Race+and+the+2008+United+States+Presidential+Election&rft.jtitle=Analyses+of+Social+Issues+and+Public+Policy+%3A+ASAP&rft.au=Meagan+M+Patterson&rft.au=Erin+Pahlke&rft.au=Rebecca+S+Bigler&rft.date=2013-12-01&rft.pub=Blackwell+Publishing+Ltd&rft.issn=1529-7489&rft.eissn=1530-2415&rft.volume=13&rft.issue=1&rft.spage=186&rft_id=info:doi/10.1111%2Fj.1530-2415.2012.01303.x&rft.externalDocID=3146453961¶mdict=en-US
- Redlawsk, David P., Caroline J. Tolbert, and William Franko. 2010. "Voters, Emotions, and Race in 2008: Obama as the First Black President." *Political Research Quarterly* 63(4): 875-

89. <http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/25749257.pdf?&acceptTC=true&jpdConfirm=true>

Teasley, Martell, and David Ikard. 2010. "Barack Obama and the Politics of Race: The Myth of Posttracism in America." *Journal of Black Studies* 40(3): 411-25. <http://jbs.sagepub.com.pitt.idm.oclc.org/content/40/3/411.full.pdf+html>

Wallace, Sophia J. 2012. "It's Complicated: Latinos, President Obama, and the 2012 Election." *Social Science Quarterly* 93(5): 1360-83. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1540-6237.2012.00922.x/pdf>

Article Readings to Accompany Newman Chapters 3 and 4:

- Anderson, Karrin Vasby. 2002. "From Spouses to Candidates: Hillary Rodham Clinton, Elizabeth Dole, and the Gendered Office of U.S. President." *Rhetoric and Public Affairs* 5(1): 105-32. http://muse.jhu.edu.pitt.idm.oclc.org/journals/rhetoric_and_public_affairs/v005/5.1anderson.pdf
- Campbell, David E., and Christina Wolbrecht. 2006. "See Jane Run: Women Politicians as Role Models for Adolescents." *The Journal of Politics* 68(2): 233-47. <http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/4639836.pdf?acceptTC=true&jpdConfirm=true>
- Carlin, Diana B., and Kelly L. Winfrey. 2009. "Have You Come a Long Way, Baby? Hillary Clinton, Sarah Palin, and Sexism in 2008 Campaign Coverage." *Communication Studies* 60(4): 326-43. <http://www.tandfonline.com.pitt.idm.oclc.org/doi/pdf/10.1080/10510970903109904>
- Cassola, Adele, Amy Raub, Danielle Foley, and Jody Heymann. 2014. "Where do Women Stand? New Evidence on the Presence and Absence of Gender Equality in the World's Constitutions." *Politics & Gender* 10(2): 200-35. <http://dx.doi.org.pitt.idm.oclc.org/10.1017/S1743923X1400004X>
- Everitt, Joanna, and Michael Camp. 2014. "In Versus Out: LGBT Politicians in Canada." *Journal of Canadian Studies* 48(1): 226-51. http://muse.jhu.edu.pitt.idm.oclc.org/journals/journal_of_canadian_studies/v048/48.1.everitt.pdf
- Guldvik, Ingrid. 2011. "Strong and Weak Gender Quota Regimes." *NORA-Nordic Journal of Feminist and Gender Research* 19(3): 181-97. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=62823381&site=ehost-live>
- Haas, Linda. 2008. "Parental Leave and Gender Equality: Lessons from the European Union." *Review of Policy Research* 20(1): 89-114. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/1541-1338.d01-6/pdf>
- Herrick, Rebekah. 2010. "The Legislative Effectiveness of Gay and Lesbian Legislators." *Journal of Women, Politics, and Policy* 31(3): 243-59. <http://dx.doi.org.pitt.idm.oclc.org/10.1080/1554477X.2010.496690>
- Hughes, Melanie M. 2011. "Intersectionality, Quotas, and Minority Women's Political Representation Worldwide." *American Political Science Review* 105(3): 604-20. <http://dx.doi.org.pitt.idm.oclc.org/10.1017/S0003055411000293>

- Jones, Phillip Edward. 2014. "Does the Descriptive Representation of Gender Influence Accountability for Substantive Representation?" *Politics & Gender* 10(2): 175-99. <http://dx.doi.org.pitt.idm.oclc.org/10.1017/S1743923X14000038>
- Karp, Jeffrey A., and Susan A. Banducci. 2008. "When Politics is Not Just a Man's Game: Women's Representation and Political Engagement." *Electoral Studies* 27: 105-15. http://ac.els-cdn.com.pitt.idm.oclc.org/S0261379407001096/1-s2.0-S0261379407001096-main.pdf?tid=303fddd4-0610-11e4-9a9f-00000aab0f6b&acdnat=1404762912_f2ff26d29f2701e7a15eb025cfff76c8
- Meier, Petra, and Emanuela Lombardo. 2013. "Gender Quotas, Gender Mainstreaming, and Gender Relations in Politics." *Political Science* 65(1): 46-62. <http://pnz.sagepub.com.pitt.idm.oclc.org/content/65/1/46.full.pdf+html>
- Stasi, Mafalda, and Adrienne Evans. 2013. "Glitter(Foot)ball Tactics: Negotiating Mainstream Gender Equality in Iceland." *Men and Masculinities* 16(5): 560-78. <http://jmm.sagepub.com.pitt.idm.oclc.org/content/16/5/560.full.pdf+html>
- Wangnerud, Lena. 2009. "Women in Parliaments: Descriptive and Substantive Representation." *Annual Review of Political Science* 12: 51-69. <http://www.annualreviews.org.pitt.idm.oclc.org/doi/pdf/10.1146/annurev.polisci.11.053106.123839>

Article Readings to Accompany Newman Chapters 5 and 6:

- Allen, Katherine R., and Karen A. Roberto. 2009. "From Sexism to Sexy: Challenging Young Adults' Ageism About Older Women's Sexuality." *Sexuality Research and Social Policy* 6(4): 13-24. http://download.springer.com.pitt.idm.oclc.org/static/pdf/705/art%253A10.1525%252Fsrsp.2009.6.4.13.pdf?auth66=1404903388_210875dafa94fa08257e5f8d8a12bcc3&ext=.pdf
- Butler, Daniel M., and David E. Broockman. 2011. "Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators." *American Journal of Political Science* 55(3): 463-77. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=62272234&site=ehost-live>
- Cohen, Jeffrey H., and Nidia Merino Chavez. 2013. "Latino Immigrants, Discrimination and Reception in Columbus, Ohio." *International Migration* 51(2): 24-31. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/imig.12032/pdf>
- Doan, Alesha E., and Donald P. Haider-Markel. 2010. "The Role of Intersectional Stereotypes on Evaluations of Gay and Lesbian Political Candidates." *Politics and Gender* 6(1): 63-91. <http://dx.doi.org.pitt.idm.oclc.org/10.1017/S1743923X09990511>
- Echohawk, John E. 2013. "Understanding Tribal Sovereignty: The Native American Rights Fund." *Expedition* 55(3): 18-23. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=93277680&site=ehost-live>
- Hamill, Alexis C., and Catherine H. Stein. 2011. "Culture and Empowerment in the Deaf Community: An Analysis of Internet Weblogs." *Journal of Community and Applied Social Psychology* 21: 388-406. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1002/casp.1081/pdf>
- Hayes, Danny, and Seth C. McKee. 2012. "The Intersection of Redistricting, Race, and Participation." *American Journal of Political Science* 56(1): 115-30. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=70360065&site=ehost-live>
- Hernandez, Tanya Kateri. 2007. "Latino Inter-Ethnic Employment Discrimination and the 'Diversity' Defense." *Harvard Civil Rights-Civil Liberties Law Review* 42: 259-316. <http://heinonline.org.pitt.idm.oclc.org/HOL/Page?handle=hein.journals/hrcrl42&collection=journals&id=263>
- Hewstone, Miles, et al. 2014. "Intergroup Contact and Intergroup Conflict." *Peace & Conflict* 20(1): 39-

53. <http://search.proquest.com.pitt.idm.oclc.org/docview/1509629667/fulltextPDF?accountid=14709>
- Hubbard, Rebecca, et al. 2013. "Themes in Heterosexuals' Responses When Challenging LGBT Prejudice." *Sexual Research and Social Policy* 10: 269-278. http://download.springer.com.pitt.idm.oclc.org/static/pdf/890/art%253A10.1007%252Fs13178-013-0127-4.pdf?auth66=1404902444_a20744421ffa10fc0ca496e55d895aa5&ext=.pdf
- Nier, Jason A., and Samuel L. Gaertner. 2012. "The Challenge of Detecting Contemporary Forms of Discrimination." *Journal of Social Issues* 68(2): 207-220. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1540-4560.2012.01745.x/pdf>
- Preuhs, Robert R., and Rodney E. Hero. 2011. "A Different Kind of Representation: Black and Latino Descriptive Representation and the Role of Ideological Cuing." *Political Research Quarterly* 64(1): 157-171. <http://www.jstor.org.pitt.idm.oclc.org/stable/pdfplus/41058330.pdf?&acceptTC=true&jpdConfirm=true>
- Skaggs, Sheryl, and Jennifer Bridges. 2013. "Race and Sex Discrimination in the Employment Process." *Sociology Compass* 7/5: 404-415. <http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=sih&AN=87016707&site=ehost-live>
- Strassburger, Zach. 2012. "Disability Law and the Disability Rights Movement for Transpeople." *Yale Journal of Law and Feminism* 24: 575-605. <http://heinonline.org.pitt.idm.oclc.org/HOL/Page?handle=hein.journals/yjfem24&collection=journals&id=343>
- Widner, Daniel, and Stephen Chicoine. 2011. "It's All in the Name: Employment Discrimination Against Arab Americans." *Sociological Forum* 26(4): 806-823. <http://onlinelibrary.wiley.com.pitt.idm.oclc.org/doi/10.1111/j.1573-7861.2011.01285.x/pdf>
- Wilson, Walter. 2011. "Latino Representation on Congressional Websites." *Legislative Studies Quarterly* 34(3): 427-48. http://rt4rf9qn2y.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Latino+Representation+on+Congressional+Websites&rft.jtitle=Legislative+Studies+Quarterly&rft.au=Wilson%2C+Walter&rft.date=2009-08-01&rft.pub=Comparative+Legislative+Research+Center%2C+The+University+of+Iowa&rft.issn=0362-9805&rft.eissn=1939-9162&rft.volume=34&rft.issue=3&rft.spage=427&rft.epage=448&rft_id=info:doi/10.3162%2F036298009788897754&rft.externalDBID=n%2Fa&rft.externalDocID=n%2Fa¶mdict=en-US

Article Readings to Accompany Newman Chapters 7 and 8:

- Andrews, George Reid. 2014. "Racial Inequality in Brazil and the United States, 1990-2010." *Journal of Social History* 47(4): 829-
54. <http://jsh.oxfordjournals.org.pitt.idm.oclc.org/content/47/4/829.full.pdf+html>
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General Course Policies

Grading Policy:

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00 % = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60.0-62.99 % = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may reduce the final course score or in certain circumstances, revert the student's final grade to the grade of F.

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. All assignments must be submitted online on Courseweb by the start of class, on the due date.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- Please submit the assignment on Courseweb by the start of class, on the due date, attaching it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and included a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Single-spaced, 1 inch margins
- No title page is needed, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify the sections of the paper
- Inclusion of parenthetical citations and a list of references

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Tips for Finding Useful Books and Research Articles:

Pitt Catt + allows you to search for books, e-books, articles, and journals. You may need to try out different search terms as well as grouping words together using quotation marks. Please note that research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To visit or contact the Hanley Library in Bradford:

<http://www.library.pitt.edu/bradford>

To access Pitt Catt + and all library tools:

<http://www.library.pitt.edu/>

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

<http://www.library.pitt.edu/askalibrarian>

Databases I recommend include:

Academic Search Premier
EBSCOhost
Project MUSE
JSTOR
PAIS International
Oxford University Press
Columbia International Affairs Online
Worldwide Political Science Abstracts
IngentaConnect
Blackwell Publishing
Wiley
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science

Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies
The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies
European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Health and Human Rights
Human Rights
Human Rights Law Review
Human Rights Review

Human Rights Quarterly
Journal of Human Rights
Journal of Human Rights Practice
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society and Social Movements

Interface: Journal for and about Social Movements
Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Social Movement Studies
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration

Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice
European Journal of Criminology
Global Crime
International Criminal Law Review
International Journal of Criminology

Journals focused on Political Economy
International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Academic Integrity:

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

Pitt-Bradford's Student Handbook:

<http://www.upb.pitt.edu/studentactivities/>

http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2013-14.pdf

The University Library System's tutorial on Plagiarism:

<http://library.pitt.edu/other/files/IL/pl2/plagiarism.htm>

The Provost's sites on academic integrity:

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Courseweb, <http://turnitin.com/>, as well as other tools to detect plagiarism. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

Academic Honesty Provisions:

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html
- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:
Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but it does contain useful hyperlinks to primary sources.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.
- After reviewing these materials, please let me know if you have any questions.

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial and professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) may result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research and ongoing political events
- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations, activities, or debates are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. Please avoid missing class sessions, to stay on track in the course.

When students have accumulated three or more unexcused absences, the instructor will deduct a penalty from the participation grade and in the case of excessive absences the instructor may revert the student's final grade to the grade of F. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Class Cancellation Procedures:

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check Courseweb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service:
<http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swarts 203A

Severe Weather Policy:

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and making up in-class coursework in a timely fashion. Students should submit assignments on Courseweb by the posted deadline.

ITV Course Considerations (if applicable):

For students who are enrolled in an ITV course that involves students on other campuses in Greensburg and Johnstown, please realize that if classes are cancelled on any campus where students are enrolled in the course, that the instructor will cancel class for all students in the course. Additionally, if there are technical difficulties in connecting to any classroom, class will not start until students on all of the campuses are connected properly.

Students are asked to give feedback, in case there are any problems with the connection and to adjust the volume as needed in their classroom. Also, students should be aware that the microphones are highly sensitive to all sounds, and even a side conversation at a whisper tone can be very distracting to students on other campuses. Please listen carefully to one another, take turns speaking, and raise your hand or signal to let the class know you would like to speak.

Links to on-campus library resources, support services, and disability resources in Greensburg and Johnstown are included below. Students are encouraged to contact the instructor with any questions about available resources or services. Students in Greensburg and Johnstown can meet with the professor using the telephone and Microsoft Lync. Please feel free to e-mail the professor at hdevries@pitt.edu to set up an appointment to talk or chat.

- Library in Greensburg and Johnstown:
<http://www.library.pitt.edu/greensburg>
<http://www.library.pitt.edu/johnstown>

- Support Services in Greensburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/learning-resources>
<http://www.upj.pitt.edu/en/academics/academic-success-center/>
- Disability Resources in Greenburg and Johnstown:
<http://www.greensburg.pitt.edu/student-resources/disability-resources>
<http://www.upj.pitt.edu/en/campus-life/counseling/disability-counseling/>

Our Classroom Environment:

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time, not disrupting the class with cell phones or pagers, and discussing things in an academic, rather than a personal manner. Let's work together to create an engaging learning atmosphere.

Panopto Lecture Capture:

The University of Pittsburgh at Bradford has contracted with Panopto to provide lecture capture services. Each classroom is equipped with the ability to record both the computer screen and classroom audio, including student interaction with the instructor. Instructors are not required to use Panopto. **Any student not wishing to be recorded must inform their instructor in writing at the earliest possible convenience.** Recorded lectures are provided for student use only and are the property of the instructor of the course and the University of Pittsburgh. Recorded materials may not be duplicated, reproduced, or shared without the express written consent of the instructor.

General Statement of Student Responsibilities:

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.

3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

Electronic Devices:

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Please do not use devices for other purposes such as instant messaging or text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students’ learning.

AccessAbility Services:

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner (clh71@pitt.edu, 202 Hanley Library, 814-362-7609, <http://www.upb.pitt.edu/drs/>), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Writing Assistance, Support Services, and Courseweb Tutorials:

The Writing Center in Hanley Library (Room 250) offers students help with writing:

<http://www.upb.pitt.edu/writingcenter/>

The Academic Coaching and Tutoring Center offers additional support services:

<http://www.upb.pitt.edu/actc/>

Online tutorials for Courseweb are available:

<http://www.cidde.pitt.edu/bb9>