Department of Anthropology, Geography, Sociology
Sociology 139.002 – LECTURE
Race and Ethnic Relations
FALL 2018

INSTRUCTOR: Dianne Dentice, Ph.D.
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PHONE: 936-468-2241
OFFICE: LAN 330
OFFICE HOURS: MW: 1:00 - 2:00 PM; TR: 2:00 to 4:00 PM; Friday by appointment
CLASS LOCATION: F179
CLASS DATES: MW 2:30 PM to 3:45 PM


Course Description: In this course we explore how minority groups are created, their objectives, current status, the development of racism and how discrimination and prejudice may be diminished.

Sociology program learning outcomes include the following:

1. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
2. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
3. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
4. The student will be able to apply sociological knowledge and skills to a variety of settings.
5. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
6. The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
7. The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective SLO # or NA (not applicable)</th>
<th>Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1, 6</td>
<td>B Basic, Intermediate, Advanced</td>
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<tr>
<td>PLO2</td>
<td>7, 8</td>
<td>B Basic, Intermediate, Advanced</td>
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<td>PLO3</td>
<td>2</td>
<td>B Basic, Intermediate, Advanced</td>
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<td>PLO4</td>
<td>3</td>
<td>B Basic, Intermediate, Advanced</td>
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<td>PLO5</td>
<td>4, 5</td>
<td>B Basic, Intermediate, Advanced</td>
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Student learning outcomes for this course include the following:

1. Students will compare and contrast theories associated with race and ethnic relations in the United States.
2. Students will be able to define prejudice and discrimination and understand the differences between the two concepts.
3. Through the class role play activity, students will be able to apply their knowledge of race and ethnic relations in an interactive setting.
4. Students will be able to evaluate race and ethnicity within the context of group interaction and contact.
5. Students will be able to define racism and recognize social phenomena such as eugenics, oppression, and colonization.
6. Students will be able to differentiate between the different types of assimilation theories and place them in the major theoretical categories used in classical sociology.
7. Students will learn about techniques that are used to measure social distance and segregation.
8. Students will learn about ethical and unethical social research methods as they apply to the study of minority groups.

EXPECTATIONS OF STUDENTS

1. Arrive on time.
2. Do not sleep in class.
3. Do not prepare for other classes while in this class.
4. Respect the thoughts and opinions of others.
5. Turn cell phones and other electronic devices off when you enter the classroom. No text messaging.

ACCEPTABLE STUDENT BEHAVIOR

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. The SFA policy for Acceptable Student Behavior can be accessed at the following link:
ATTENDANCE POLICY

Students who consistently miss class do not do as well as other students who are engaged with the course materials, the instructor, and their fellow students. I do not give extra points for attendance (that is your responsibility). I do not take points away from students who rarely attend class (missing class is your personal decision). You are all adults now and it is up to you to make the most of your college experience and that means coming to class regularly. Details of the SFA University Attendance policy can be accessed at the following link: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf

ADDING/DROPPING A COURSE

Click on the following link for directions about how to add or drop a course during the semester: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

EXAMS

You will have a total of five exams in this course. Each exam is worth 100 points each and is comprised of multiple choice and short essay questions. All exams for this course are administered online (including your final). The final exam is cumulative. I will post a course calendar with dates on D2L along with a copy of this syllabus. Since you have a window of time to complete your exams, anyone who misses any of the first three exams will only get to have a retake with a documented absence from the Student Office of Rights and Responsibilities. There will be no retakes for the final exam.

BLOG ASSIGNMENTS

You will have five blog assignments during this course. Each blog is worth a total of 25 points. Your individual post (which answers my questions) is worth 20 points. Your response to a classmate (in a separate post) is worth a total of five points. Your blog posts must be substantive and demonstrate to me that you have read your assignments. I usually ask three to four questions and you must answer each question to receive full 20 point credit. Your response to a classmate’s post will not earn any points if you simply state “I totally agree with you on that point” or “I feel that your post was really good.” As was stated earlier, your response to a classmate must be a separate comment following your responses to my questions. Your blog assignments will be posted in this D2L course delivery system in the Discussion section. Readings for each blog will be posted on your D2L course along with lecture notes. There will be no makeup for a missed blog. You will not get credit for attachments to blog assignments. In order to get full credit, you must answer my questions in the blog assignment. We will go over these instructions in class before the first blog. Instructions and examples are located in Getting Started.
GRADE BREAKDOWN

Exams (100 pts. each) x 5  500 pts. Total
Blog assignments x 5 (25 pts. each)  125 pts. Total
Total  625 pts.

Grade spread:
562 to 624 = A; 500 to 561 = B; 437 to 499 = C; 375 to 436 = D; <436 = F

Your final grade is based on a total accumulation of points, not an average – even though D2L provides an average, I operate on a points system during the semester. You can keep up with your points on your own or you can track them in the Grades tool on D2L. I do give some extra credit opportunities during the semester.

WITHHELD GRADES POLICY

The Grade of WH. Ordinarily, at the discretion of the instructor and with the approval of the department chair, a grade of WH will be assigned only if the student cannot complete the course work due to unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Note that a grade of WH is given at the discretion of the course instructor and department chair. Both must agree that a WH is appropriate. Furthermore, only students who have completed almost all of the course work will be considered for a grade of WH. The SFA policy for Withheld Grades can be accessed at the following link:
http://www.sfasu.edu/policies/course-grades.pdf

ACADEMIC INTEGRITY

Participants in this course will adhere to the SFA Academic Integrity Policy (A-9.1). Details of the policy are described online at the following link:
http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html.

DISABILITIES ACCOMMODATIONS

Check with the Office of Disability Services to determine any necessary course adaptations or accommodations. Please make an appointment with me via email during the first week of class to discuss your needed accommodations. “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights 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. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Human Services Building, Room 325, Voice: 936-468-3004, TDD:
DISCLAIMER: This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. A copy of your syllabus and timeline/course calendar is posted in the GETTING STARTED Module in D2L for this class. You will also see this material in a News Announcement on your Homepage in D2L.

COURSE CALENDAR

August 27, 2018
First day of class
Getting Started

August 29, 2018
Module One: Diversity in the United States
Chapter One

September 3, 2018
Finish lecture
Discuss what we learned

September 5, 2018
Blog 1 due

September 10, 2018
Module Two: Assimilation and Pluralism
Chapter Two

September 12, 2018
Finish lecture
Discuss what we learned

September 17, 2018
Exam 1 (Covers Chapters One & Two + Learning Modules One & Two)

September 19, 2018
Module Three: Origins of Slavery
Chapter Three

September 24, 2018
Blog 2 due

September 26, 2018
Module Four: Industrialization and Social Change
Chapter Four
October 1, 2018
Exam 2 (Covers Chapter Three & Four and Learning Modules Three & Four)

October 3, 2018
Module Five: African Americans
Chapter Five

October 8, 2018
Finish lecture
Discuss what we learned

October 10, 2018
Module Six: American Indians
Chapter Six

October 15, 2018
Exam 3 (Covers Chapters Five & Six and Learning Modules Five & Six)

October 17, 2018
Blog 3 is due

October 22, 2018
Module Seven: Hispanic Americans
Chapter Seven

October 24, 2018
Finish lecture
Discuss what we learned

October 29, 2018
Blog 4 due

October 31, 2018
Module Eight: Asian Americans
Chapter Eight

November 5, 2018
Finish lecture
Discuss what we learned

November 7, 2018
Exam 4

November 12, 2018
Module Nine: New Americans
Chapter Nine
November 14, 2018
Finish lecture
Discuss what we learned

Happy Turkey Day!!!!

November 26, 2018
Blog 5 due

November 28, 2018
Module Ten: The Future of Minorities in the United States
Chapter Ten

Week of December 3 is Dead week – we will have a review for the final on Wednesday, December 5.

Final exam opens on Monday December 10 @ 8:00 AM and closes on Thursday December 13 @ 5:00 PM.