INSTRUCTOR: Dianne Dentice, Ph.D.
OFFICE: LAN 330
PHONE: 936-468-2241
EMAIL: denticede@sfasu.edu (preferred method of communication)
OFFICE HOURS: MTW: 1:00 to 2:00 PM; TR: 2:00 to 4:00 PM; FR: by appointment

Required Text


**COURSE DESCRIPTION**

This online course offers an orientation to a sociological perspective on the dynamics of minority group relations. It focuses on gender relations, group interaction processes, and cultural and ethnic diversity. A critical analysis of the ways in which race is defined historically is accomplished using a variety of sources. We will discuss how racial categories and ethnicity along with gender shape human identities and experiences and in turn influence perceptions, thinking, and actions. Some of the major ethnic groups that we will learn about during this semester include: Native Americans, Irish, Italian, and Jewish Americans (White ethnics), African Americans, Hispanic Americans, Asian Americans, and Middle Eastern Americans.

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.

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.

*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 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**

Since this is an online class, I expect you to spend at minimum, four hours a day reading your text, navigating the Learning Modules, and preparing for assessments. I also expect you to read the Web links/Youtube videos that are posted in your learning modules. Your computers will have to allow you to access these links/videos. If you have trouble, contact the student help desk at 936-468-HELP to get assistance. I have found over the years that trouble opening the links is directly related to your browser. When you are navigating your learning modules those segments containing links will initially only partially show the page. Across the bottom of the page you will see the following message: “Only secure content is displayed. What’s the risk?” You will then click “Show all content” and this usually takes you back to the first page of the learning module. After that you can scroll through and see all of the content in the module.

Two copies of the office Course Calendar are posted in the Getting Started Learning Module in D2L. Be sure to download one or both and transfer dates to your devices or do it the old fashioned way, keep a copy in your notebook for this class. I expect each student to take exams within the allotted time and to complete blog/discussion assignments by the due date and time listed in your Course Calendar. There are no makeups for blog/discussion assignments. Makeup for exams 1-4 will only be allowed with official documentation from the **Office of Student Rights and Responsibilities.** This means if you are sick, you must have a written excuse from your medical provider and if there is a family emergency or death, there must also be official documentation. Forgetting or sleeping in or getting arrested are not valid excuses.
ASSESSMENTS

Exams

You will take 4 exams and a cumulative final in this course. Each are worth 100 points. Assessments for this course are not open book or open note. You will be on the HONOR system during this online course. Refer to the Grade Breakdown for a points total for the semester.

Blog/Discussion Assignments

You will participate in 5 blogs this semester. Each blog is worth a total of 25 points. I ask a series of questions which you will answer based on the readings associated with each blog: NO ATTACHMENTS EVER. Students who do not post directly in the discussion tool will receive a 0. Post answers to my questions first (20 points) and then go back and respond to a classmate for the additional 5 points. All posts must be substantive and demonstrate to me that you have done all the reading associated with the assignment. Examples of good answers and responses to classmates are located in the Getting Started Module of this course. Blog assignments are located in two places: 1) the discussion area of D2L and 2) Learning Modules 1, 3, 5, 7, and 9. If you post in the Learning Module, this will automatically transfer to the discussion area where I will do the grading. I do it this way because I have found that students are less likely to miss one of these assignments if they have dual locations in D2L.

GRADE BREAKDOWN*

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Quizzes (1 – 4 x 100 points)</td>
<td>400 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Blogs (5 x 25 points each)</td>
<td>125 points</td>
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<tr>
<td>TOTAL</td>
<td>625 points</td>
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</tbody>
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Points spread for final grade:

562 to 624 = A; 500 to 561 = B; 437 to 499 = C; 375 to 436 = D; less than 436 = F

*You can track your grades in the Grade Tool in your class. D2L automatically gives a percentage but you can keep track of your grades yourself and use the points spread to see where you stand during the semester.

WITHHELD GRADES POSITION

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 such as documented illness or documented family emergency. Documentation must be posted with the Office of Student Rights and Responsibilities and I require legitimate notification from a health care provider or funeral director in event of a death in the family.
Students must complete all course 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.

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 site: 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: 936-468-1004; FAX: 936-468-1368 or online at the following site: http://www/sfasu.edu/disabilityservices/index.html

Disclaimer: This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. If any changes occur, I will post a news announcement on your home page and follow that up with an email to the entire class.

COURSE CALENDAR**

**There are two other versions of this guide in the Getting Started Module located under Content in D2L.

Week of August 27
Navigate the course and deal with any technical issues. Refer to the Course Facts handout that is located in the Getting Started module.

September 3
Module One: Diversity in the United States
Chapter One of your text
September 9
Blog 1 is due @ 10:00 PM

September 10
Module Two: Assimilation and Pluralism
Chapter Two of your text

September 14
Exam 1 opens in D2L @ 8:00 AM

September 16
Exam 1 closes in D2L @ 10:00 PM

September 17
Module Three: Origins of Slavery
Chapter Three of your text

September 23
Blog 2 is due @ 10:00 PM

September 24
Module Four: Industrialization and Social Change
Chapter Four of your text

September 28
Exam 2 opens in D2L @ 8:00 AM

September 30
Exam 2 closes @ 10:00 PM

October 1 - 14
Module Five: African Americans
Chapter 5 of your text

October 14
Blog 3 due @ 10:00 PM

October 15
Module Six: American Indians
Chapter Six of your text

October 19
Exam 3 opens in D2L @ 8:00 AM
October 21
Exam 3 closes @ 10:00 PM

October 22-31
Module Seven: Hispanic Americans
Chapter Seven in your text

November 4
Blog 4 due @ 10:00 PM

November 5
Module Eight: Asian Americans

November 9
Exam 4 opens @ 8:00 PM in D2L

November 11
Exam 4 closes @ 10:00 PM

November 12
Module Nine: New Americans

**HAPPY TURKEY DAY!**

November 26 (Monday)
Blog 5 due @ 10:00 PM

November 26
Module Ten: The Future of Minorities in the United States
Chapter 10 of your text

December 3 (Dead Week)
Use this week to study for your final exam

December 10
Final exam opens @ 8:00 AM in D2L

December 13
Final exam closes @ 5:00 PM