Department of Anthropology, Geography and Sociology
Sociology 139.500 – ONLINE
Race and Ethnic Relations
SPRING 2019

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OFFICE: LAN 330
OFFICE HOURS: MW: 1:00 - 2:00 PM; T/TR: 2:00 to 4:00 PM; Friday by appointment
CLASS LOCATION: ONLINE


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.

SOC 139.500 (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read at least one monograph-length work during the semester, complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate their ability to think historically, interpret primary sources, and consider multiple sides of historical arguments. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

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 Basic, Intermediate, Advanced</th>
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</thead>
<tbody>
<tr>
<td>PLO1</td>
<td>1, 6</td>
<td>B</td>
</tr>
<tr>
<td>PLO2</td>
<td>7, 8</td>
<td>B</td>
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<tr>
<td>PLO3</td>
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<tr>
<td>PLO4</td>
<td>3</td>
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<tr>
<td>PLO5</td>
<td>4, 5</td>
<td>B</td>
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<tr>
<td>PLO6</td>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>PLO7</td>
<td>NA</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 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.

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: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

ATTENDANCE POLICY

This is an online class. Because of that you are expected to access D2L consistently and daily. Your Course Calendar is attached to this document and there are copies in GETTING STARTED in D2L. You are responsible for keeping track of the dates for all assignments and assessments. Students who do well in these online classes spend at least one hour per day x 7 days reading the Learning Module material (including watching videos and pdfs of posted articles). This is in addition to reading your text, which is required. The SFA Attendance Policy can be accessed at the following link: http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.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 free standing course calendar grid document 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. If a student has a family/medical emergency, documentation must accompany any WH grade accommodation.

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 (no exceptions) for a missed blog since you have plenty of time to read the article(s) associated with the assignments and get everything posted by the due date. You will not get credit for attachments to blog assignments. I expect you to answer questions and respond to a classmate directly in the assignment. In order to get full credit, you must answer my questions in the blog assignment. A grading Rubric and example of several A level student answers to my questions and responses to a classmate are located in the Getting Started Module.
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. I do give an extra credit opportunity at the end of the semester. Be sure to take advantage of that.

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. You can access the SFA Withheld Grades Policy at the following link:
http://www.sfasu.edu/policies/course-grades.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

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:
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

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 of this course in D2L.

ONLINE TIMELINE
(SPRING 2019)

WEEK OF JANUARY 21

Getting Started
Use this week to navigate the course – starting with the Getting Started Module. If you have technical problems, contact the Student Helpdesk in the CTL for assistance. Refer to Course Facts for important links and telephone numbers.

January 28 (Monday)
Module One: Diversity in the U.S.
Read Learning Module One
Read Chapter 1 of your text

February 1 (Friday)
Blog 1 due @ 10:00 PM

February 4 (Monday)
Module Two: Assimilation and Pluralism
Read Learning Module Two
Read Chapter 2 of your text

February 8 (Friday)
Exam 1 opens in D2L @ 8:00 AM (Chapters 1 & 2 + Learning Modules)

February 10 (Sunday)
Exam 1 closes @ 10:00 PM

February 11 (Monday)
Module Three: Origins of Slavery
Read Learning Module Three
Read Chapter 3 of your text

February 15 (Friday)
Blog 2 due @ 10:00 PM
February 18 (Monday)
Module Four: Industrialization
Read Learning Module Four
Read Chapter 4 of your text

February 22 (Friday)
Exam 2 opens @ 8:00 AM (Chapters 3 & 4 + Learning Modules)

February 24 (Sunday)
Exam 2 closes @ 10:00 PM

February 25 (Monday)
Module Five: African Americans
Read Learning Module Five
Read Chapter 5 in your text

This is a long chapter I am going to give you additional time to get all the reading done.

March 8 (Friday)
Blog 3 due @ 10:00 PM

March 11 (Monday)
Module Six: American Indians
Read Learning Module Six
Read Chapter 6 in your text

March 13 (Wednesday)
Exam 3 opens @ 8:00 AM (Chapters 5 & 6 + Learning Modules)

March 15 (Friday)
Exam 3 closes @ 10:00 PM

Happy Spring Break!!!
March 16 through March 24

March 25 (Monday)
Module Seven: Hispanic Americans
Read Learning Module Seven
Read Chapter 7 in your text

Again, this is another long chapter so I am giving you extra time to get the reading done.

April 5 (Friday)
Blog 4 due @ 10:00 PM
April 8 (Monday)
*Module Eight: Asian Americans*
Read Learning Module Eight
Read Chapter 8 of your text

April 12 (Friday)
Exam 4 opens @ 8:00 AM (Chapters 7 & 8 + Learning Modules)

April 14 (Sunday)
Exam 4 closes @ 10:00 PM

April 15 (Monday)
*Module Nine: New Americans*
Read Learning Module Nine
Read Chapter 9 of your text

HAPPY EASTER!!!

April 22 (Monday)
*Module Ten: The Future of Minorities in the United States*
Read Learning Module Ten
Read Chapter 10 of your text

April 26 (Friday)
Blog 5 is due @ 10:00 PM

April 29 (Monday)
*Extra credit assignment is due in the drop box in D2L @ 10:00 PM*

Deadweek May 6 through May 10: Study for your final exam.
HINT: Chapters 9 & 10 are excellent review chapters

May 13 (Monday): Final exam opens @ 8:00 AM
May 16 (Thursday): Final exam closes @ 5:00 PM (You will have extra time on the final exam; however, it closes promptly at 5:00 PM no matter what time you start).