INSTRUCTOR: Dianne Dentice, Ph.D.
OFFICE: LAN 353
PHONE: 936-468-2241
EMAIL: denticede@sfasu.edu (preferred method of communication)
OFFICE HOURS: Monday through Thursday: 1:00 PM to 4:00 PM or Friday by appointment

Required Text

The campus bookstore has used copies and rentals; there is also an E-Book that is available for under $50.00; and Amazon has good prices as well.

Course Description and Objectives
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 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 in SOC139.500 (Maymester)**

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. The first thing you should do is access GETTING STARTED, the first module under Content. This will give you everything you need to make it through this class.

**Assessments**

You will have 4 quizzes in this course and a final in this course. Quizzes will be worth 100 points and the final is worth 100 points. Assessments for this course are not open book or open
You will be on the **honor** system during this online course. You will also be assessed with two blog assignments as well.

**Blog Assignments**

Each blog is worth a total of 25 points. All posts must be substantive and demonstrate to me that you have done all the reading associated with the blog. You must post your answers to my questions in the blog assignment. I do not accept **ATTACHMENTS** ever. If you post an attachment, you will receive a 0. Both blog assignments are located in the Content area of D2L. Since this is such a short semester, they will remain open for the full two weeks and are due on June 1 by 10:00 PM. As posts are completed, I will grade them immediately so it will be easier to track your points. There is no makeup for a missed blog in this Maymester course.

**Grade Breakdown**

| Quizzes (4) | 400 points |
| Blogs (2) x 25 points each | 50 points |
| Final | 100 points |
| **Total** | **550 points** |

495-550 = A; 440-494 = B; 385-439 = C; 330-384 = D; >329 = F

*Your final grade is not based on an average but rather on a total accumulation of points.*

**Withheld Grades Policy**

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. 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.

**Academic Dishonesty**

Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by University policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including
citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Disability Policy**

Students with documented disabilities who need course adaptations or accommodations please make an appointment with me as soon as possible.

Since this is a short, short Maymester, I have built in some flexibility regarding due dates for quizzes and blog assignments.

**Course Calendar**

<table>
<thead>
<tr>
<th>May 11 (Monday)</th>
<th>First day of class</th>
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<tbody>
<tr>
<td></td>
<td>Chapter 1 &amp; Learning Module 1</td>
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<tr>
<td></td>
<td>Quizzes 1, 2, 3, &amp; 4 open at 8:00 AM</td>
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<tr>
<td></td>
<td>Quizzes 1, 2, 3, &amp; 4 close on Tuesday, May 26 @ 11:30 PM</td>
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<tr>
<td></td>
<td>Blogs 1 &amp; 2 open at 8:00 AM</td>
</tr>
<tr>
<td></td>
<td>Blogs 1 &amp; 2 close on Tuesday, May 26 @ 11:30 PM</td>
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| May 12 (Tuesday) | Chapter 2 & Learning Module 2 |
| May 13 (Wednesday) | Chapter 3 & Learning Module 3 |
| May 14 (Thursday) | Chapter 4 & Learning Module 4 |
| May 15 (Friday) | Chapter 5 & Learning Module 5 |
| May 18 (Monday) | Chapter 6 & Learning Module 6 |
| May 19 (Tuesday) | Chapter 7 & Learning Module 7 |
| May 20 (Wednesday) | Chapter 8 & Learning Module 8 |
| May 21 (Thursday) | Chapter 9 & Learning Module 9 |
| May 22 (Friday) | Chapter 10 & Learning Module 10 |

**May 25 (Monday)** MEMORIAL DAY
May 26 (Tuesday)  
Final opens @ 8:00 AM  
Exams 1 – 4 and blogs are due @ 11:30 PM  
Extra Credit is due @ 11:30 PM  

May 27, Wednesday  
Final exam closes @ 11:30 PM