Department of Anthropology and Sociology
SOCILOGY 2319.001 - ONLINE
Race & Ethnic Relations
Fall 2023: First 8-week course

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EMAIL: denticede@sfasu.edu (preferred method of communication)
OFFICE HOURS: MW: 12:00 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.

Important Note: This course is an abbreviated 8-week version of the 16-week course. Common sense dictates that we will need to go very quickly in order to cover all of the requisite material. None of the material is any more difficult than either the face to face or 16-week online version of the course. However, there will be quite a bit of reading and class assignments accomplished in a short period of time. Therefore, we will be progressing through the material twice as fast as normal. I have built in some flexibility by staggering some of the due dates. Refer to your Course Calendar(s) for that information.

Program Learning Outcomes for this course 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</td>
</tr>
<tr>
<td>PLO2</td>
<td>7, 8</td>
<td>B</td>
</tr>
<tr>
<td>PLO3</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>PLO4</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>PLO5</td>
<td>4, 5</td>
<td>B</td>
</tr>
<tr>
<td>PLO6</td>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>PLO7</td>
<td>NA</td>
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</tbody>
</table>

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 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 makeup 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.

Importance of Netiquette in this course

General Netiquette guidelines can be found in the CE Online Orientation (https://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following site: http://www.albion.com/netiquette/corerules.html. The expectations for communications in this class are formal, using proper grammar, spelling and netiquette.

ASSESSMENTS

Exams

You will take 3 exams and a non-cumulative final exam in this course. Total = four exams; each are worth 100 points. Assessments for this course are not open book or open note. You are 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 3 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*

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (3 x 100 points)</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Blogs (3 x 40 points each)</td>
<td>120</td>
</tr>
<tr>
<td>TOTAL</td>
<td>520</td>
</tr>
</tbody>
</table>

*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 Policy 10.4: Code of Student Conduct and Academic Integrity. Click on the following link for details about this policy: https://www.sfasu.edu/docs/policies/10.4.pdf

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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.

Mental Health Issues

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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 set at CST

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: August 28</td>
<td>Getting Started Learning Module 1: An Introduction to the Study of Minority Groups in the United States</td>
<td>Read Chapters 1 &amp; 2 and Learning Module 1 Content covered in Quiz 1</td>
</tr>
<tr>
<td>Week 2: September 4</td>
<td>Learning Module 2: The Evolution of Dominant-Minority Relations in the United States</td>
<td>Read Chapters 3 &amp; 4 and Learning Module 2 Content covered in Quiz 2</td>
</tr>
<tr>
<td>Week 3: September 11</td>
<td>Learning Module 3: African</td>
<td>Read Chapter 5 and</td>
</tr>
<tr>
<td>Week 4: September 18</td>
<td>Learning Module 4: American Indians</td>
<td>Read Chapter 6 and Learning Module 4 Modules 3 &amp; 4 + Chapter readings covered in Quiz 3</td>
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<tr>
<td>Week 5: September 25</td>
<td>Learning Module 5: Hispanic Americans</td>
<td>Read Chapter 7 and Learning Module 5 (both will be on the non-cumulative final exam) Blog Assignment #2 DUE: Sunday, October 1@ 11:30 PM.</td>
</tr>
<tr>
<td>Week 6: October 2</td>
<td>Learning Module 6: Asian Americans Learning Module 7: Challenges for the Present and the Future</td>
<td>Read Chapter 8 and Learning Module 6 Read Chapters 9 &amp; 10 and Learning Module 7 (they will be on the final exam) Blog Assignment #3 DUE: Sunday, October 8 @ 11:30 PM.</td>
</tr>
</tbody>
</table>

The week of October 9 is finals week. Finish your reading if you haven’t already. The final quiz (which is non-cumulative) covers Learning Modules 5, 6, and 7 and chapters 7, 8, 9, and 10 of your text-book. Chapter 10 is a short review chapter and will be very helpful for this final quiz. You have until 11:30 PM, Friday October 13 to get all your quizzes done.