Department of Anthropology, Geography, Sociology
Race and Ethnic Relations
SOC139.002, SPRING 2016

INSTRUCTOR: Dianne Dentice, Ph.D.
EMAIL: denticede@sfasu.edu
PHONE: 936-468-2241
OFFICE: LAN 330
OFFICE HOURS: MTW: 1:00 - 2:00 PM; TR 1:00 – 2:00 PM; TH 4:00 – 5:00
CLASS MEETING: TR 2:00 PM to 3:15 PM in F479


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.

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.

Attendance Requirements

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.

Exams

You will have a total of four 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 covers chapters 10, 11, 12, & 13. 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 makeup with a documented absence from the Student Office of Rights and Responsibilities. There will be no makeup for the last exam.

Blog Assignments

You will have two 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.

Short Essays

You will write four short essays this semester. Each essay will cover the following topics: 1) Assimilation; 2) Prejudice and Discrimination; 3) Racial Profiling; and 4) Colonization. Your essays will be two paragraphs in length and demonstrate your understanding of these core concepts in Race and Ethnic Relations. The points breakdown for these essays follows these guidelines:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/spelling</td>
<td>10 pts</td>
</tr>
<tr>
<td>Submitting on time and correctly</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Understanding of and articulation of the concept</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Total points for each essay</td>
<td>25 pts.</td>
</tr>
</tbody>
</table>

Your essays will be submitted in a D2L dropbox. Check the course calendar for due dates. I enable Turnitin on these essays and any student’s work that scores 30 points or higher will get an automatic 0. There will be no makeup for a missed essay assignment since I give a window of time for you to complete these assignments.

Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (100 pts. each) x 4</td>
<td>400 pts. Total</td>
</tr>
<tr>
<td>Short essays x 4 (25 pts. each)</td>
<td>100 pts. Total</td>
</tr>
<tr>
<td>Blog assignments x 2 (25 pts. each)</td>
<td>50 pts. Total</td>
</tr>
<tr>
<td>Total</td>
<td>550 pts.</td>
</tr>
</tbody>
</table>
Grade spread:

495 to 550 = A; 440 to 494 = B; 385 to 439 = C; 330 to 384 = D; <330 = F

Your final grade is based on a total accumulation of points, not an average. 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. Medical or any other issues must be documented by a valid source.

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 Office of Disability Services, Human Services Building, Room 325, Voice: 936-468-3004, TDD: 936-468-1004; FAX: 936-468-1368 or online at http://www/sfasu.edu/disabilityservices/index.htm.”

DISCLAIMER: This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. A copy of your timeline/course calendar is posted on your D2L home page.

IMPORTANT DATES:

January 19: First class meeting time with introductions

February 3: Essay on Assimilation due @ 10:00 (D2L Dropbox)
February 4: Exam #1

February 12: Essay on Prejudice and Discrimination due @ 10:00 (D2L Dropbox)

March 1: Exam #2

March 4: Essay on Racial Profiling due @ 10:00 (D2L Dropbox)

March 10: First blog is due in D2L @ 10:00 PM

**Spring Break!**

March 23: Essay on colonization due @ 10:00 (D2l Dropbox)

March 31: Exam 3

April 12: Second blog is due in D2L @ 10:00 PM

**May 8 (Sunday): Final exam opens online in D2L @ 8:00 AM**

**May 11 (Wednesday): Final exam closes online in D2L @ 12:00 noon**