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 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

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.

ASSESSMENTS

Quizzes

You will take 4 exams and a final in this course. Exams are worth 100 points each and the final (cumulative) is 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.

Blog Assignments

You will participate in 8 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. You will 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 blog. Very important: 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. I will post one makeup blog at the end of the semester for anyone who missed one during the semester. This blog is not for extra credit and is worth only 20 points since I do not require a response post to a classmate.

**GRADE BREAKDOWN**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<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 (8 x 25 points each)</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>700 points</strong></td>
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</tbody>
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*Points spread for final grade:*

630 to 700 = A; 560 to 629 = B; 490 to 559 = C; 420 to 489 = D; less than 420 = F

**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 Responsibility 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](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. A copy of a detailed course calendar is posted in the Getting Started Learning Module in D2L.

IMPORTANT DATES FOR THE SEMESTER

Friday January 29: Blog 1 is due @ 10:00 PM
Friday February 5: Blog 2 is due @ 10:00 PM
Sunday February 7: Exam 1 is due @ 10:00 PM
Friday February 12: Blog 3 is due @ 10:00 PM
Friday February 19: Blog 4 is due @ 10:00 PM
Sunday February 21: Exam 2 is due @ 10:00 PM
Friday February 26: Blog 5 is due @ 10:00 PM
Friday March 4: Blog 6 is due @ 10:00 PM
Sunday March 6: Exam 3 is due @ 10:00 PM
Friday March 11: Blog 7 is due @ 10:00 PM

Spring Break

Wednesday March 23: Blog 8 is due @ 10:00 PM

Happy Easter!
Friday April 1: Exam 4 opens @ 8:00 AM

Sunday April 3: Exam 4 closes @ 10:00 PM

Wednesday April 13: Extra credit assignment due @ 5:00 PM in D2L Dropbox

Sunday May 8: Final exam opens @ 8:00 AM
Wednesday May 11: Final exam closes @ 12:00 noon