

University of North Texas at Dallas

Spring 2012

SYLLABUS

Course Abbreviation/Number/Title/Semester Hrs			
SOCI 4550D: Race and Ethnic Minorities 3Hrs			
Department of	Sociology	Division of	Arts & Sciences
Instructor Name: Baranda Sawyers			
Office Location: Dallas 2, 325			
Office Phone: 972-338-1379			
Email Address: baranda.sawyers@unt.edu			
Office Hours: Tuesdays & Thursdays: 1 PM – 2 PM Mondays & Wednesdays: 10 AM – 11 AM			
Classroom Location: Dallas 2, 101			
Class Meeting Days & Times: Monday & Wednesday 4:00 PM – 5:20 PM			
Course Catalog Description:	Race and Ethnic Minorities. 3 hours. Conditions and distribution of race and ethnic minorities; socio-psychological and cultural factors in race and ethnic relations; pattern of relations in the United States with emphasis on the Southwest and on social services. Satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum.		
Prerequisites:	SOC1 1510 or SOWK 1450 and other equivalents		
Co-requisites:			
Required Text:	Title: Racial and Ethnic Relations Authors: Joe R. Feagin and Clairece Booher Feagin		
Recommended Text and References:			
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview: The goal of this course is to provide you with historical, political and cultural understanding of race, as well as racial and ethnic group relations in the Southwestern United States. In this course we will focus on structural perspectives of group formation and shifts in minority status. We will emphasize socio-historical transitions in social services and social movements centered on race and ethnic minorities in the region.			
You will use material from your own experiences, historical and current events, and course materials to illustrate conceptual and theoretical precepts, while I help you to develop multiple skill sets. There are three primary goals in this course: 1) Introduce and enhance your ability to think critically from the sociological perspective; 2) Reduce the mystery and fear associated with writing and presenting/discussing sociological topics at the postsecondary level; 3) Exercise your ability to evaluate and synthesize the connection between biography and history as a means of understanding life chances for racial and ethnic minorities, group identity and socio-political activity.			

Learning Objectives/Outcomes: At the end of this course, the student will	
1	Identify critical intersections in biography and history that shape the life chances of racial and ethnic groups in U.S. society, in both historical and contemporary contexts.
2	Apply concepts of differentiation, stratification and inequality to social position based on race or ethnic minority status.
3	Explain and critically analyze theoretical perspectives regarding the social position of groups in the Southwestern United States based on race and ethnic minority status.
4	Describe accurately the social and political histories that shaped racial and ethnic group formation and identity in the Southwestern United States.
5	Explain patterns of racial ethnic relations and identity, and generalize future trends in race and ethnic minority status and social services.
6	Explain and critically analyze the historical and present provision of social services for racial and ethnic minorities.
7	Theoretically defend generalized conclusions regarding social conditions and distribution of race and ethnic minorities; socio-psychological and cultural factors in race and ethnic relations; pattern of relations in the Southwest United States and the provision of social services.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

CLASS	TOPICS	DATE
1	Course Overview & Introductions	8/29
2	Course Assignments & College Resources	9/5
3	The Sociological Perspective on Race: Theory, Convention & Myths	9/10
4	Basic Concepts in Racial & Ethnic Relations	9/12
5	Basic Concepts in Racial & Ethnic Relations	9/17
6	Adaptation & Conflict	9/19
7	***EXAM 1***	9/24
8	An Overview of Immigration	9/26
9	Native Americans	10/1
10	African Americans	10/3
12	Mexican Americans	10/8
13	Chinese, Filipino, Korean, Vietnamese and Asian-Indian Americans	10/10
14	Jewish Americans	10/15
15	Irish Americans and Italian Americans	10/17
16	Japanese Americans	10/22
17	Puerto Rican and Cuban Americans	10/24
18	English Americans and the Anglo-Protestant Culture	10/29
19	Arab Americans and other Middle Eastern Americans	10/31
20	***EXAM 2***	11/5
21	Ongoing Racial & Ethnic Issues in the United States	11/7
22	Ongoing Racial & Ethnic Issues in the United States	11/12
23	Colonialism & Postcolonialism	11/14
24	Neocolonialism	11/19
25	***EXAM 3***	11/21
THANKSGIVING BREAK: NOVEMBER 22-25		
26	Student Movie Presentations & Discussions	11/26
27	Student Movie Presentations & Discussions	11/28
28	Student Movie Presentations & Discussions	12/3
29	Student Movie Presentations & Discussions	12/5
30	Student Movie Presentations & Discussions	12/10
31	*** FINAL EXAM *** (please see schedule available online)	12/12

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Rubrics will be given for all course instruments except **class participation and quizzes**.

Exams – written assessment designed to measure knowledge of presented course material

Activities – written assignments designed to supplement and reinforce course material

Presentation – assignment designed to measure ability to apply and explain course material

Class Participation – daily attendance and engagement in class discussions

Assignments – written and oral activities designed to create critical engagement with course material

Quizzes – written assessments given without notice to measure student preparedness for exams

Grading Matrix:

Instrument	Value (points or percentages)	Total
In-Class Learning Activities	4 activities at 10 points each	40
Reading Leader Assignments	4 assignments at 15 points each	60
Quizzes	6 assessments at 10 points each	60
Exams	3 Exams at 35 points each	105
Group Film Presentation	35 points total	35
Class Participation/ Engagement	20 points total	20
Final Exam	80 points total	80
Total:		400

Grade Determination:

A = 400 – 360 pts; i.e. 90% or better

B = 320 – 359 pts; i.e. 80 – 89 %

C = 280 – 319 pts; i.e. 70 – 79 %

D = 240 – 279 pts; i.e. 60 – 69 %

F = 239 pts or below; i.e. less than 60%

Instructor Policies and Procedures

Email:

In **ALL** emails please put the course number and section number as the **subject heading (SOCI 4540D.090)** or else your message may not be read. **I expect you to write your emails properly.** In other words, please address me properly, use complete sentences, proper spelling and grammar, and make sure your name is at the end of the email or I will NOT respond. Please use your name and my name in all emails. For example, I will not respond to emails that address me as “Hey,” or “Yo,” and/or that are signed off without a name or as “Peace,” or “get back.” If you email me and have not heard a response within a 36 hour time frame, I would suggest you re-read your message to see if you are missing any of these requirements.

If I have not responded to your specific email message within 36 hours, before you send me multiple messages please first check the Blackboard Learn site for an announcement or email message addressed to the entire class. Sometimes several students had similar concerns and it was more effective to send everyone a note to ensure clarity for ALL. Remember that you are not my only student and your class is not the only one I teach so it may take me an entire day before I can get to your email. Leaving numerous messages will not speed up the process. Messages sent via email can often “sound” very differently than they would if you were talking to someone in person. **Therefore, it is important to write emails properly and in a professional manner to avoid confusing, frustrating or inappropriate situations.**

Using email accounts outside of Blackboard Learn or your UNT account increases risks that you may not receive all communications as a result of spam blockers and policy regulations. **I also cannot communicate information about your grades and other information covered under FERPA policies outside of your Blackboard Learn account.**

Assignment Policy:

As a consequence of the format of each class session and the exams for this course section, there are no make-up exams or assignments. **YOU** are responsible for all announcements made in class, all information relayed during lecture, all discussions in class, all notes, and all videos viewed in class. **I DO NOT** provide notes for students; it is in your best interest to share notes or ask other students to help you if you are absent.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed. Your lowest exam score will be dropped and replaced with the median score of ALL exams for the course. You **CANNOT** drop your final exam score – even if it is your lowest score.

University Policies and Procedures**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

**On my honor, I have not given, nor received,
nor witnessed any unauthorized assistance that
violates the UNTD Academic Integrity Policy.**

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible for coordinating arrangements with a class colleague to obtain a copy of the class session information, including notes & activities, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.