



Syllabus

SOC 370 (Section 01E-Web Assisted):

MINORITY GROUPS

SPRING 2013

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COURSE INFORMATION

I. Materials – Textbook, Readings, Supplementary Readings:

Required Textbook: Richard T. Schaffer, *Racial and Ethnic Groups*, 13th edition, 2012, Pearson/Prentice Hall (ISBN 13# 978-0-205-84233-9). You may contact the university book store in Commerce at 903-886-5830, or buy it through on-line.

II. Course Description:

Welcome to the SOC 370: I am confident that we will have a productive semester in learning issues related to race, ethnicity, and minority groups, in particular reference to the United States. Your responsibilities in completing this course are stated below.

This is a general survey course on American minority groups with particular emphasis on racial minorities and ethical relations. The interplay of these groups in the social cultural, economic, and political development of the United States will be examined.

III. Topical Outline

Given below is the outline of our topics we will cover during this semester. I will lecture on each topic in our classes and will guide you to prepare each topic.

- 1. Exploring Race & Ethnicity**
- 2. Prejudice**
- 3. Discrimination**
- 4. Immigration**
- 5. Ethnicity & Religion**
- 6. Native American**

- 7. The Making of African Americans in a White America**
- 8. African Americans Today**
- 9. Latinos: The Largest Monority**
- 10. Mexican Americans & Puerto Ricans**
- 11. Muslim and Arab Americans: Diverse Minorities**
- 12. Asian Americans: Growth of Diversity**
- 13. Chinese Americans& Japanese Americans**
- 14. Jewish Americans: Quest to Maintain Identity**
- 15. Women: The Oppressed Majority**

- 16. Beyond the U. S.: The Comparative Perspective**
- 17. Overcoming Exclusion**

IV. Course Objectives and Student Learning Outcomes

Through textbook readings and other materials, we will pursue the following course objectives.

- 1. To become familiar with the ideas, concepts, theories, and issues commonly associated with discourse on racial and ethnic relations in the United States.**
- 2. To consider American minority groups in a comparative and global perspective by examining race and ethnicity in other nations in Europe, Africa, Asia, and Latin America.**

3. **To examine the developmental history and processes from which current ethnic minorities in the United States emerged with particular focus on immigration patterns, colonial history, economic development, and political institutions.**
4. **To understand how American economic and political systems and policies shaped and were shaped by racial and ethnic groups.**
5. **To review the impact of racial and ethnic minorities on American culture and cultural institutions in areas such as education, religion, cultural values, family life, business and government.**
6. **To project alternative futures for racial and ethnic relations in the United States based on current knowledge. We also expect to develop each student's sensitivity and awareness to discrimination and exploitation of people based on their minority and gender status.**

The learning outcome assessment for the goals stated above will be based on exams, topical discussions, and assignments to insure:

1. **That students have adequately learned basic concepts and empirical facts relevant to the minority groups in America (examples of topics include prejudice, discrimination, harassment, as well as contributions of racial diversity in our culture);**
2. **That students fully understand the origin and forms or types of racism and minority groups exclusions, if any;**
3. **That students have developed critical thinking grasping various sociological theories explaining why certain forms of inequities exist on the basis of certain 'disadvantaged' minorities;**
4. **That students have a grasp of the political, economic, psychological, sociological, and criminology related consequences of racial inequality; and**
5. **That students have conceptualized preventive measures for overcoming various forms discrimination and harassment.**

V. Student Responsibilities

I am confident that we will have a productive semester in learning selected issues related to the sociological perspective on marriage and family. Your responsibilities in completing this course are stated below.

- 1. It will be very important that you all read regularly the syllabus and ALL Announcements posted at the home page of this course very carefully and follow all instructions about course objectives, grading procedures, etc. Ignorance about details given in classes as well as in the course syllabus and various announcements posted on the eCollege web site cannot be accepted as excuse in any manner. I urge that you FULLY understand course requirements, grading procedures, and details on exams and assignments. That will be the key to doing well in the course. Also, please feel free to ask me questions about the course requirements through e-mails as well.**
- 2. Read instructions under each week carefully. Your **study guide** (in terms each chapter's learning objectives, overview summary, and guidance for succeeding in fulfilling the requirements) is given under weeks 1 to 14 (not counting the spring break).**
- 3. It is important that you log into each week and use the study guide to complete work regularly. You also should **take optional practice quizzes** under various weeks' dates as specified. You must attend classes and **log into the course regularly and timely** in order to succeed in making the highest grade.**
- 4. All of your closed book exams and open-book practice weekly quizzes (as well as open-book essays assignment) will mainly be based on your text book. In addition, you may consult web sites through Google search and other suggested readings to work on your assignments. Go over guidelines about chapter objectives and other components of information under each of the 14 weeks. That will help you like a study guide in order to focus on course contents.**
- 5. You can post your questions at **VIRTUAL OFFICE** in the Home Page of this course. The virtual office will serve our learning**

needs of being in touch with not only me but with all persons in the class whenever you have questions or comments about the course (for example, about quizzes, exams, study guides given on every week, and other aspects of the syllabus).

Another specific example for this course concerns your **two assignments**. Let us say you start working on your Assignment #1 and select a race/ethnicity related book or movie for review but you are not sure if you made the right selection. You may **ask me in classes during the first 2 weeks by giving the names of the book or movie, if you made the right choice**. Same way, you should ask questions on the second assignment on open book essays. By communicating this way, we will enhance the scope of our understanding with each other.

7. You can e-mail me whenever you have challenges or questions, particularly those that you don't want to share with your classmates. Only use this address: Raghu.Singh@tamuc.edu Please specify the following in your e-mail: **your full name and the course #** you are enrolled in so that I check your record before responding to your need or question. You can also come by my office during my office hours.
8. **I will post various discussion questions** on a number of issues. Be sure you log into discussions at the home page of the course and respond to questions during almost each week. You will be able to earn bonus points for your participation in EACH discussion (up to 2 points for each week's topic depending on how meaningful you are through your reading of materials assigned that week in your comments, and how much critical thinking you demonstrate in your discussion comments based on logical arguments). That can add up and will be an opportunity to improve your grade in the course. **Your score achieved in discussions out of a total of 22 points in 11 discussions will be calculated and added to your total score in the second exam**. Your participation in discussions will enhance your chances of making higher grades. I will be giving you additional info on discussions.

REMEMBER THAT EACH WEEKLY DISCUSSION CAN ONLY BE RESPONDED TO BY YOU DURING SPECIFIC DATES OF EACH WEEK (AS STATED IN SYLLABUS) IN ORDER TO EARN BONUS POINTS.

I will be able to find out through eCollege which one of you spent how much time on discussions and were meaningful and relevant in your comments. Elaborate in your discussion so that every one of you in class can understand what you are talking about. If someone in your class gives some arguments in discussions that you agree or disagree, be sure to be courteous and state your views accordingly. This is meant to be a debate to promote critical thinking. I will give you credit for your discussions accordingly. Please take weekly discussions seriously as this will help you relate to our important issues and express views on them.

- 9. Read all announcements posted at the Home Page of the course and read all e-mails sent by me at your My Leo account in the eCollege. If you have problem with your e-mail system, please contact the Instructional Technology office. Do follow university deadlines in schedules given at the university's website and in the undergraduate catalog.**

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Grading will be based upon **total 450 points accumulated from 2 exams scores, and 2 assignments. Details on all requirements and grading procedures are stated below:**

At the end of the course an "A" will be equal to 90+%, a "B" will be equal to 80-89%, a "C" 70-79%, and a "D" 60-69% of the total points out of 450 grand total.

Your final grade will be based on the following procedures given under A, B, C & D:

A. Weekly Practice Quizzes:

There will be practice (not required, **though strongly recommended**) quizzes. Each quiz will consist of 30 multiple-choice questions. You will be allowed to retake a quiz as many times as you want since these quizzes are only for practice. However, some of the questions in the required exams **may be based** on questions in various quizzes. I urge you to take them seriously.

Practice Quizzes are NOT restricted by any dates. You can take them any time during the semester. However, take them before each exam so they help you.

B. Closed-Book Exams (a total of 300 points):

There will be three major exams. You will be required to take **two out of the three** exams. If you take all three of them, I will drop the lowest score. Each exam will constitute 150 points for the final grade. There will be no other make-up exam.

Dates for the three exams are given below (each exam will be available on-line starting past midnight each day and it closes at midnight on the same day it is scheduled):

- ❖ Exam 1 consisting of 75 objective questions worth 150 points based on Chapters 1 to 8 available on-line on Monday, **February 25, 2013. YOU WILL HAVE 90 MINUTES TO COMPLETE THE EXAM. YOU WILL BE LOGGED OUT OF THE EXAM AFTER 90 MINUTES. SO TIME YOURSELF CAREFULLY.**
- ❖ Exam 2 consisting of 75 objective questions worth 150 points based on chapters 9 to 17 on Monday, **April 22, 2013. YOU WILL HAVE 90 MINUTES TO COMPLETE THE EXAM ON-LINE. YOU WILL BE LOGGED OUT OF THE EXAM AFTER 90 MINUTES. SO TIME YOURSELF CAREFULLY.**
- ❖ Final exam consisting of 75 objective questions worth 150 points and a bonus-point essay worth 10 points (although it may show 160 points in the grade book, but I will count it out of 150 points)

based on all chapters (1 to 17) available on Monday, **May 6, 2013. YOU WILL HAVE 100 MINUTES TO COMPLETE THE EXAM. YOU WILL BE LOGGED OUT OF THE EXAM AFTER 90 MINUTES. SO TIME YOURSELF CAREFULLY.**

If you have already taken the first two exams, you do not have to take the comprehensive final. However, if you are taking it to improve your bad score in one of the first two exams, it can only help you and will not bring your grade down even if you fail it. **The final will be required if you have missed one of the first two exams. If you missed both of the first two exams, you must have dropped the course by the university deadline for dropping to avoid receiving a failing grade in the course.**

- ***Additional instructions for each exam will be provided in classes. All exams will be closed-book and will consist of bonus-points short essays in the comprehensive final.***
- **You must write dates for exams on your calendar. I will not be able to change dates for any students. Since I have already allowed flexibility to you of dropping one exam, you should do fine.**
- **You will be logged out of each exam after the maximum allowed time. Do not take any break. Once you start the exam, you must complete it in one sitting. It will be a good idea if you take the exam at one of the computer centers on Commerce, Metroplex, Eastfield, or Navarro campuses particularly if your computer is older or if you might get disrupted at home. We cannot control circumstances if your personal computer freezes or has other technical problems. So time yourself carefully and make sure that no one will distract you while taking the exam.**
- **It is your responsibility if you log out of the exam unless you are taking it in one of computer labs in Commerce or other campuses stated above and the person supervising the computer lab can certify that the technical problem was unavoidable. Please e-mail me immediately if that happens giving the name, phone #, and/or**

e-mail address of the person in-charge of the computer lab. I will then let you know what needs done.

➤ HOW TO DO WELL IN ESSAY QUESTIONS IN ALL EXAMS/ASSIGNMENTS/DISCUSSIONS:

I want you to do well in answering essay questions in closed-book exams as well as in the open-book essays assignment. The essay questions may not only help you to improve your scores but they represent critical thinking on your part on serious questions. I encourage all of you to do your best in essay questions.

If you lose some points in any essay, reasons for that could include:

- **you may not have answered a question correctly;**
- **you may not have answered all parts of each question;**
- **you may have been too brief in your answer and might not have elaborated on your answer demonstrating your understanding;**
- **you may have included irrelevant materials in your answers;**
- **you may have lacked clarity; or**
- **you may not have provided examples illustrating your points, where needed.**

Some of my students in my courses ask me to give them 'special assignment or project' so they can make up for deficiencies in exams. Of course, any project I assign will have to be given to all students. I totally believe in equal opportunity to be fair to all students. I also believe in complete objectivity and professionalism in my teaching.

C. TWO MAJOR ASSIGNMENTS (a total of 150 points)

- ❖ **Both assignments are due on dates given below as well as in your calendar given below for each. Please submit each on time. Late submissions will lose points.**
- ❖ **Assignments must be submitted in the drop box. MAKE SURE THAT YOU SUBMIT THEM IN MS/OFFICE WORD DOCUMENT. I will not be able to accept any submissions as e-mail attachments, nor in any other formats such as word perfect.**

Please contact the help desk in eCollege if you have difficulty submitting in the drop box on-line.

- ❖ **While you can consult your text book, on-line sources or other references should also be consulted for completing your assignments. All submissions will be subjected to on-line checks for plagiarism.**

ASSIGNMENT I.

Book or Movie Review (50 points allocated to assignment):

You are required to select a fiction or nonfiction work (a novel or movie based on a true story such as in *Color Purple*, biography, or autobiography will be acceptable) relevant to any of the minority groups such as Native Americans, Hispanic Americans, Asian Americans, or African Americans.

In a typed, double-spaced paper of approximately three pages, write an analysis of the group given in your selection of book/movie from the sociological perspectives used in the course. You should relate your paper to the content of the course. The paper should apply sociological concepts, issues, and theories to the analysis of the minority group issues selected. In short, you are not only to describe events of the minority group or just a summary of the book or movie, **but you are to interpret (analyze) these events. For example: What historical experiences shaped the group's reality? What is the relationship between the minority group and the larger society? What can you tell us about the normative system, personal values, and basic institutions (family, education, employment, criminal justice, health care, and religion) of the group? In what ways have the main characters of the book or movie experienced prejudice and discrimination?**

Please select your book/movie by the end of first week in February and notify me through the virtual office its title, name(s) of author(s), date of publication, and name of publisher so I can approve it for you before you start working on it. THE BOOK/MOVIE REVIEW IS **DUE ON March 25, 2013 in the Drop Box.**

ASSIGNMENT II.

Developing Essays to Discuss Issues Related to the Ethnicity and Minority Groups (100 points allocated to this assignment):

- **Please read each essay question carefully to understand what is involved in applying appropriate sociological concepts and in addressing issues in each essay. Each essay may cover about one & 1/2 pages, double space in 12 fonts. Be sure to make your own comments as well, where possible.**
- **It is an open-book assignment. Consult your book and other sources stated above in thoroughly addressing each essay question. Be sure to list references used at the end of each essay. Be sure to give relevant examples where possible. Do not be too brief in answers.**
- **Your assignment is due on April 29, 2013. Late submissions may lose points.**
- **While you can consult any available references, I want your discussion and comments written by you only in your own words. As you can see, the open-book exam carries significant weight as compared to other exams and assignments.**
- **Please start developing your notes on this exam right away. Do not simply copy essays from any source. Give your own version of ideas, including your own opinions, to get maximum credit for the assignment.**

ANSWER THE FOLLOWING ESSAY QUESTIONS AS PER GUIDELINES STATED ABOVE.

- 1. What are advantages of studying race and ethnic relations from a sociological perspective? How may this course help you in dealing with realities of life?**
- 2. Why are racial prejudice and discrimination hurting our society? Give examples.**

- 3. What are specific ways we can overcome racial prejudice and discrimination in America? What are some of the difficulties/challenges doing that?**
- 4. What are the major disadvantaged minorities in America? Why or in what ways are they disadvantaged?**
- 5. Why and how do certain minority groups feel as if they have been suppressed or 'exploited' in America?**
- 6. Why and how are women gaining advantages in America? In what way do men feel control and pressure from women as if they may be turning into a disadvantaged minority group?**
- 7. How and why are Asian Americans gaining power and advantage over other minorities?**
- 8. In what way can the Native Americans be assimilated into American society? Why are they still resisting that?**
- 9. Compare and contrast African Americans in terms of advantages and disadvantages they feel?**
- 10. What and how have you gained at least three to five things/info in this course that you had no knowledge of before taking the course? Give examples.**

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

You can e-mail me whenever you have challenges or questions. Only use this address: Raghu.Singh@tamuc.edu

My goal is to guide each of you in every possible way to succeed in the learning process in this course. Please remember that your success in the course will also determine my success in teaching it. Develop a positive attitude toward learning basics in minority/ethnic relations. I will do my best in being objective, reasonable, encouraging, and fair. I will reward to the maximum those of you who will do their best in following the guidelines given in the syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

- ❖ **“All students enrolled at the University shall follow the tenets of **common decency** and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct). Please make sure you use professional language in discussions, even when disagreeing with each other.**

- ❖ **A Note on Academic Honesty:** Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must work to provide an environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. University regulations regarding academic dishonesty will be strictly enforced. At a minimum, any student found to be in violation of university rules will receive a failing grade on the exam or assignment involved. ALL instances of academic dishonesty will be reported to both the Department Head as well as the Dean of the College. These offices may also wish to evaluate the case and decide punishment independent of this professor’s actions. I will use the technology to scan your answers and discussions to determine if anyone has copied contents from other students, on-line sources, and from published works. No credit will be given to anyone for giving or taking help toward any form of plagiarism beside punitive action in serious cases. While I trust my students, precautions are needed to protect those who genuinely work on the course.

As an example of academic honesty and professionalism, I will trust you but a few students who are unethical spoil reputation of all of us. It is my experience that students who cheat do not succeed in doing well in school and in developing meaningful careers.

- ❖ **Special Needs: *ADA Statement***

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

CALENDAR CONTAINING DATES FOR YOUR BONUS-POINTS DISCUSSIONS, AND REQUIRED EXAMS & ASSIGNMENTS

Week 1: Monday, 1/14 to Sunday, 1/20: Read Chapters 1 & 2 and work on Discussion 1.

Week 2: Monday, 1/21 to Sunday, 1/27: Read Chapter 3 & work on Discussion 2. Take practice Quiz 1.

Week 3: Monday, 1/28 to Sunday, 2/3: Read Chapter 4 & work on Discussion 3. Take practice Quiz 2.

Week 4: Monday, 2/4 to Sunday, 2/10: Read Chapter 5 & work on Discussion 4. Take practice Quiz 3.

Week 5: Monday, 2/11 to Sunday, 2/17: Read Chapters 6 & 7 & work on Discussion 5. Take practice Quiz 4.

Week 6: Monday, 2/18 to Sunday, 2/24: Read Chapter 8 & work on Discussion 6. Take practice Quiz 5 on Chap. 6. (Take EXAM 1, covering chapters 1 to 8, on Monday, February 25.)

Week 7: Monday, 2/25 to Sunday, 3/3: Read Chapter 9 & work on Discussion.7.

Week 8: Monday, 3/4 to Sunday, 3/10: Read Chapter 10 & work on Discussion 8. Take practice Quiz 6.

Spring Break: 3/11-3/17

Week 9: Monday, 3/18 to Sunday, 3/24: Read Chapters 11 and 12 & work on Discussion 9. (Book/Movie Review due on 3/25 in Drop Box)

Week 10: Monday, 3/25 to Sunday, 3/31: Read Chapter 13 and work on Discussion 10. Take practice Quiz 7.

Week 11: Monday, 4/1 to Sunday, 4/7: Read Chapter 14 & work on Discussion 11. Take practice Quiz 8.

Week 12: Monday, 4/8 to Sunday, 4/14: Read Chapter 15 & work on Discussion 12. Take practice Quiz 9.

Week 13: Monday, April 15 to Sunday, 4/21: Read Chapters 17.

Take EXAM 2, covering chapters 9 to 17, on April 22.

Week 14: Monday, 4/22 to Sunday, 4/28: Work on Essays Assignment.

Submit your Assignment # 2 (Open Book essays) due by April 29 deadline.

Take FINAL COMPREHENSIVE EXAM, covering chapters 1 to 17, on May 6 (Final Grade available to you on May 8)