



Sociology 370.001- Minority Groups
COURSE SYLLABUS: Spring, 2013
Class Time: M: 5pm-7:29pm

Instructor: Chim O. Ahanotu, PhD
Office Location: Metroplex Campus, Mesquite, Texas
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Richard T. Schaefer. (2012). *Racial and Ethnic Groups*. 13th edition. Boston: Pearson. ISBN -13:978-0-205-84233-9

Supple: Joseph F. Healey (2012). *Race, Ethnicity, Gender, and Class*. 6th edition. Los Angeles: Sage. ISBN -978-1-4129-8731-8

Welcome to MySocLab!

Your MySocLab course was chosen by your instructor to help you achieve success in this course. Every chapter contains resources designed with you in mind. Quizzes, flashcards, simulations, videos and a personalized study plan will help you engage in your course material like never before. Before you start exploring all your MySocLab has to offer, please [VIEW THE STUDENT USER GUIDE](#) via www.mysoclab.com. It will guide you through your course settings and requirements to guarantee a smooth start to your MySocLab experience.

While in the **MySoclab**, I will like you to pay attention to the following resources and make use of them in this course:

- **Independent Film Series:** These documentary film clips, composed of over 90 minutes of video, explore social issues around the globe.
- **Multimedia Library:** This multimedia library provides quick and easy access to all the videos, simulations, and explore activities that support your text. Many of these resources are also available within your Course Content with accompanying self-scoring quizzes.
- **Sociology in Focus Blog:** SociologyinFocus.com is a new platform for ideas, stories, and insights into sociology and the world around us.
- **Social Explorer:** Social Explorer is an online research tool designed to provide quick and easy access to current and historical census data and demographic information. The easy-to-

use web interface lets users create maps and reports to better illustrate, analyze and understand demography and social change. In addition to being a comprehensive data resource, **Social Explorer** also offers features and tools to meet the needs of both demography experts and novices. Social Explorer will help you engage with society and science.

Course Description

Sociology is broadly concerned with examining the forces which bring people in groups (societies) together, draw them apart, and generate change in the social world. In studying race and ethnicity, sociologists examine the various systems, structures, organizations, processes, interactions, and meanings present in minority-majority relationships.

The main purpose of this course is to broaden our understanding of racial and ethnic minorities in the United States. We will begin with basic concepts and perspectives, specifically on race relations within our social institutions.

Our society is unique in its diversity. The society is a composite of many racial and ethnic groups whose social histories and distinct subcultures have contributed to the multicultural society known as America. We will study the social traits of several racial/ethnic groups. We will use information developed by anthropologists, economists, historians, political scientists, psychologists, and sociologists. We will endeavor to explore the dynamics which define the relationship between minority and majority groups. We will investigate several public policy issues. We will endeavor to distinguish between ideas/arguments that are intuitive or emotional and factual or data supported.

Students are encouraged to share their insights, experiences and participate in all discussions. However, we will not tolerate personal attacks or insolence (insult or disrespect) by any student toward another student. We expect all individuals to be capable of addressing any topic covered within this class with intelligence and respect for his or her classmates.

Course Objectives

This is a general survey course in American sub cultural groups with particular emphasis on racial minorities and ethnic relations. The interplay of these groups in the social cultural, economic, and political development of the United States will be examined. The influence of ethnicity in American life will be assessed with special attention to the history, sociology, psychology, politics and economics of selected minority group behavior in response to the nation's predominant Anglo majority population.

Course Design

Lectures, audio visual material, and class discussions will be the procedures employed to cover the topics of this course. Students are expected to read class material before coming to class.

Student Learning Outcomes

1. Students will be able to define racial and ethnic groups, and explain their social significance.
2. Students will demonstrate their familiarity with the sociological usage of majority and minority groups.
3. Students will employ critical thinking about prejudice and discrimination through their ability to discuss or write about these terms and other information associated with them.
4. Students will elaborate on the experiences of the various minority groups studied within this class.
5. Students will demonstrate their familiarity with the theoretical explanations of majority minority relations through their writings, discussions and other activities.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through homework assignments, in-class activities, and exams. You will also have the opportunity to interact with some guest speakers (possibly from area community leaders and faith-based leaders).

Method of Evaluation

There will be a total of four grades for this class. How they are to be earned is explained below in this section. A large portion of the grades will come from tests administered to the class. Please see the class schedule for dates and chapters to be covered on each test. The tests will be a composition of multiple choice, short answers, and essay. Tests in this class are written in the style of application and inference. Very little recall type questions will be used. Although this will be explained by the professor, students will see that the test will be worth 100 points. Students will be able to earn 400 points from exams.

In addition to exams administered in this class, students will be required to read and participate in a class discussion on at least three research articles. Students will also be required to summarize two research articles found on their own. The assigned research articles will be provided by the professor either electronically or as paper copies. Instructions and format for the summary of research articles will be distributed to the class by the professor later in the class. This exercise will yield 40-points. An explanation of these points is placed in the below Grading scheme.

Students will have an opportunity to participate in graded discussions throughout the semester. At least 40 extra points will be earnable throughout the semester. This professor anticipates that there will be a large amount of discussions and participation within the class, however, the professor will specifically identify when a graded discussion will be conducted. Students are encouraged to be present every day that the class is in session, and to have read the class material for that date so he/she may participate intelligently in discussions and conversations occurring within the class.

Film Review/Poster Project

You are expected to view at least two or more of the followings films and write a 3-4 page reaction paper. Please, be prepared to present a poster presentation to the class before the end of the semester covering important meanings and insights you gained from the films, and making sure these meanings correspond to discussions of minority groups being examined in the class.

Film	Ethnic Group
The Bridge on the River Kwai	English & Japanese, WWII, Southeast Asia
Cry, the beloved Country	Blacks and whites, mid-20 th century South Africa
The Hiding Place	Jews, Dutch Protestants, Nazis, WWII Europe
The scarlet and the Black	Italian Catholics, Nazis, WWII
Half Slave, Half Free (also titled Solomon Northrop's odyssey	Blacks and whites, pre-Civil War USA South
Thousand pieces of gold	Whites and Chinese Immigrants, late 19 th century USA
The mission	Indians, Spanish, Portuguese, 17 th century South America
A Family Thing	Blacks and Whites, contemporary USA
The Journey of August King	Blacks and Whites, 1817 USA South
Le Chambon	Jews, French Protestants, Vichy France, WWII, Europe
The Last days	Hungarians, Jews, Nazis, WWII Europe
Nuremburg	Germans, Nazis, victorious Allies, WWII
Hotel Rwanda	African genocide, 1990
Rosenstrasse	Germans and Jews, Nazis, WWII
Amazing Grace	British government and the slave trade, late 1700s early 1800s

In this journey to exploring minority groups, I would want you to consider the following:

- What are the consequences of the national and cultural differences among us?
- How can we be wounded by our past?
- How is it possible for useful things to arise from ethnic conflict?
- How can we use the past to know ourselves better?
- What does history teach about the benefits and liabilities of diversity?
- What kinds of social organization may be dangerous, even lethal, to minorities?
- How much can we rely upon the 'safeguards' that protect individuality and diversity?
- How real is reality, and how may our worldviews, or organizing systems, betray us?
- Under what conditions may utopian ideas and visions of a better future be positively harmful?

The professor will warn now and keep the class reminded that the topics of the class may be sensitive and to some extent controversial for some people. Every student is asked to act in a mature and respectful manner. Students are asked not to take comments personally or to engage in making fun of or disrespecting any classmate. We want to have a sense of humor but with decency. Students not being able to govern themselves accordingly will be asked to drop the class.

Course Possible points:

4 Exams @ 100 pts., each	= 400 pts.
4 Annotations @ 10 pts., each	= 40 pts.
Poster Presentation	= 60 pts.
Research Paper	= 100 pts.
<u>Total Points</u>	= 600 pts.

Grading

The following grade scale will be used:

A = 90 – 100	600 – 540
B = 80 - 89	539 – 480
C = 70 - 79	479 – 420
D = 60 - 69	419 – 360
F = 59 or below	359 or less pts.

All criminal justice majors must make at least a C in all classes required for the major.

There will be no individual extra credit work, and no make-up exams. If an exam is missed a comprehensive exam must be taken by the student near the end of the semester. Graded discussions and/or summaries cannot be turned in late or made up. **Late work is unacceptable.**

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class (when outside of class and office hours) will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day. Please note, communication is a key to success. Therefore stay in touch. If you are experiencing problems with this course, discuss the matter with me so that I could provide direction.

Tips on How to be successful in this Class:

1. Students must commit serious time to reading the textbook, and other assigned readings.
2. Students should ask questions of the professor if there is any information he/she does not understand.
3. Students should regularly attend class.
4. Students should take good, clear and understandable notes from the lectures.
5. Students must commit a serious amount of time to preparation for the exams.
6. Students must make the most of the “easy” grades so they help to balance or soften the more difficult grades.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Class Policy

Class attendance and participations are expected. Tardiness is reacted to in an unfavorably manner. Students will not be permitted to enter the class after the professor has initiated the focus for that class period. Telephone and pagers must be placed on vibrate but should not be answered unless you work for some type of emergency agency (medical or law enforcement, etc.) or you know it to be an emergency call.

A scantron answer sheet (green), a Blue Book and a number two pencil should be brought to class for each exam, unless instructed differently by the professor. In this class, you will also need a notebook, a binder of which you must turn these materials in to your professor for a grade at the end of the semester.

Academic Honesty

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing or removal) of resource material. Sites that address plagiarism and how to avoid it: <http://www.plagiarism.org> or <http://www.unc.edu/depts/wcweb/hanouts/plagiarism.html>

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper. Please, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use the American Psychological Association (APA) format. As a rule of thumb, one cites whenever they are paraphrasing other people’s words or when they quote other’s words directly. You may learn to cite from a variety of different sources including the APA style manual located in the college library. You may also choose to access the following websites:

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/researchj/citmanage/apa

It is the student’s responsibility to understand how to cite properly. If you have questions, feel free to ask. You will be provided with a copy of document in APA citation format that you may use for guidance. Specific APA citation formats may be generated from the websites above.

Withdrawal from the Course

A student may drop a course by logging into their MYLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the MYLEO section of the Web page. It is the student's responsibility to be aware of the rules or policies relating to withdrawal or "X." You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

University Specific Procedures

ADA Statement

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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Attendance Policy

Students are expected to attend class and will be asked to sign in at the beginning of each class. No extra credit will be given for coming to class. Please note that class will begin promptly, whether or not you are present. Tardiness is both rude and disrespectful to your classmates as well as to your professor. Should you routinely engage in behavior that disrupts the class, the professor reserves the right to ask you to leave the classroom.

COURSE OUTLINE / CALENDAR

January 14, 2013	Introduction to Course & Class Requirements Begin Chapter 1 – Exploring Race & Ethnicity
January 21, 2013	Continue Chapter 1- Exploring Race & Ethnicity Participate in Global Project Annotation – 1
February 4, 2013	Complete Chapter 1 - Exploring Race & Ethnicity Begin Chapter 2 – Prejudice
February 11, 2013	Complete Chapter 2 – Prejudice Begin Chapter 3 - Discrimination Exam – 1 (100pts.) - Chapters 1-2
February 18, 2013	Complete Chapter 3 – Discrimination Begin Chapter 4 – Immigration Read Ch.5 of Healey book Annotation - 2
February 25, 2013	Complete Chapter 4 – Immigration Begin reading Ch.10 of Healey book
March 4, 2013	Chapter 5 – Ethnicity & Religion Exam -2 (100 pts.) – Chapters 3-5
March 11, 2013	Chapter 6 – Native Americans Annotation - 3
March 18, 2013	Chapter 11 – Muslim & Arab Americans Chapter 12 – Asian Americans. Read Ch. 9 of Healey book Chapter 13 – Chinese & Japanese Americans Chapter 14 – Jewish Americans Read Ch. 2 &5 of Healey book Empower Project
March 25, 2013	Chapter 7 - The Making of African Americans in a White America Annotation - 4
April 8, 2013	Chapter 8 - African Americans Today Read pg.242-267 (Comparative Focus) of Healey book. Poster Presentation Due Exam – 3 Ch.7&8
April 15, 2013	Chapter 9 – Latino: The Largest Minority Chapter 10 – Mexican Americans & Puerto Ricans Read Ch.10 of Healey book.

April 22, 2013

Chapter 15 – Women: The Oppressed Minority
Chapter 16 – Beyond the United States: The
Comparative Perspective

April 29, 2013

Chapter 17 – Overcoming Exclusion

May 6, 2013

Final Exam for the Semester Chapters 9, 10, 15, 16,
17 **Exam – 4 (100pts) Chapters 9, 10,15,16,17**
Research Paper Due