Syllabus

SOC 370 (Section 01E):

MINORITY GROUPS

Web-assisted course

Fall 2015

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Professor of Sociology & Criminal Justice

Class meets in AGIT 253 on Tuesday & Thursday from 2 to 3:15 PM. It is a web-assisted course. I will record class attendance by each student in the course. I will give up to 25 bonus points for Class attendance on a regular basis. We will talk about that in our first class meeting on September 1.

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E-mail:  Raghu.Singh@tamuc.edu

Office Hours: By appointment before or after your classes or requested through e-mail sent to me

Office Phone: 903-886-5324 (e-mail me if you need to see me or talk to me on the phone; do give me your phone # if you want me to call back)
COURSE INFORMATION

I. Materials – Textbook, Readings, Supplementary Readings:


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 ethnic 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 cover each topic in our course and will guide you to information and research on each topic.

PART ONE: PERSPECTIVES ON RACIAL & ETHNIC GROUPS

1. Exploring Race & Ethnicity
2. Prejudice
3. Discrimination

PART TWO: ETHNIC & RELIGIOUS SOURCES OF CONFLICT

4. Immigration
5. Ethnicity & Religion
PART THREE: MAJOR RACIAL & ETHNIC MINORITY GROUPS IN THE U. S.

6. Native American
7. The Making of African Americans in a White America
8. African Americans Today
9. Hispanic Americans
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

PART FOUR: OTHER PATTERNS OF DOMINANCE

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 ethnicity in America. 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 in classes and through e-mails.

2. This is a web-assisted course. Read instructions given 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 in the Homepage under weeks 1 to 14. I will provide you instructions about classes to be held. At the same time, I will take advantage of providing you instructions online as well as through your myleo e-mails. This way we will have effective communication with each other.

3. It is important that you attend all classes held as well as log into each week and use the study guide to complete work regularly.

4. All of your closed book exams 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 weekly discussions when assigned. 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 share and 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 exams & study guides given on every week in the Homepage, and other aspects of the syllabus).

You can e-mail me whenever you have challenges or questions, particularly those that you don't want to share with your class
mates. 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 get an appointment to see me before and after each class or through an e-mail to me.

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 400 points accumulated from 2 exams scores and 10 weekly discussions. 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 400 grand total.

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

A. 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 Tuesday, October 13, 2015. 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 Tuesday, December 1, 2015. 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 optional/makeup exam consisting of 75 objective questions worth 150 points based on all chapters (1 to 17) available on Monday, December 14, 2015. YOU WILL HAVE 90 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 may be provided in classes and through my-leo e-mails to you when necessary. All exams will be closed-book.

You must work on practice quizzes for major chapters even though these are not required. These are open book quizzes and you should consult the textbook if you are not sure of answers to any multiple choice questions. I am not giving you keys to answers as some of the questions given in practice quizzes MAY be included in the major exams. So practice quizzes should help you prepare for the required exams. I will talk more about that in my classes.
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, 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.

B. WEEKLY DISCUSSIONS (TOTAL OF 100 POINTS):

I will post ten discussion questions on a number of issues at least once a week. 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 10 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).

YOU ARE REQUIRED TO FIRST GIVE YOUR OWN RESPONSE TO EACH WEEK’S QUESTION AND THEN Respond TO AT LEAST TWO OTHER STUDENTS’ RESPONSES (your response saying you agree or disagree with someone will not be enough; you must comment on why you agree or disagree). THAT WAY WE WILL HAVE SOME DEBATE ON THESE QUESTIONS.

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 100 points in 10 discussions will be calculated and added to your total score in two major exams. Your active participation in discussions is required and will enhance your chances of making.
higher grades. I will be giving you additional info on discussions in our classes.

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

I want you to do well in answering essay questions in weekly discussions. 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.
COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

You can e-mail me whenever you have a need. 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 of Arts and Sciences. 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.

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**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
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting
discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CALENDAR CONTAINING DATES FOR REQUIRED EXAMS & WEEKLY DISCUSSIONS

Week 1: Monday, 8/31 to Saturday, 9/5: Read Chapters 1 & 2 and work on Discussion 1 on time.

Week 2: Monday, 9/7 to Saturday, 9/12. Read Chapter 3 & work on Discussion 2.

Week 3: Monday, 9/14 to Saturday, 9/19: Read Chapter 4 & work on Discussion 3.

Week 4: Monday, 9/21 to Saturday, 9/26: Read Chapter 5 & work on Discussion 4.

Week 5: Monday, 9/28 to Saturday, 10/3: Read Chapters 6 & 7 & work on Discussion 5.

Week 6: Monday, 10/5 to Saturday, 10/10: Read Chapter 8 & work on Discussion 6.

Take EXAM 1 online, covering chapters 1 to 8, on Tuesday, October 13. (Class that day will not meet so you can take the exam.)

Week 7: Monday, 10/12 to Saturday, 10/17: Read Chapter 9 & work on Discussion 7.

Week 8: Monday, 10/19 to Saturday, 10/24: Read Chapter 10 & work on Discussion 8.

Week 9: Monday, 10/26 to Saturday, 10/31: Read Chapter 11 & work on Discussion 9.
Week 10: Monday, 11/2 to Saturday, 11/7: Read Chapter 12. Work on Discussion 10.


Week 12: Monday, 11/16 to Saturday, 11/21: Read Chapters 15 to 17. Work on preparing for Exam 2.

Take EXAM 2 online, covering chapters 9 to 17, on Tuesday, December 1. (Class that day will not meet so you can take the exam.)

Thanksgiving Break.

Weeks 13-14: During the remaining days (11/30 to the semester end) in the semester. Also, work on preparing for the make-up final exam.

Take FINAL COMPREHENSIVE-Make-Up EXAM online, covering ALL chapters in the textbook on Monday, December 14.

Final Grade in the course available to you online on December 15.