

INSTRUCTOR AND CONTACT INFORMATION:

Instructor: Sanfrenà Britt

Office: Founder's Hall, 429E

Phone: 254-519-5790

Email: sanfrena.britt@tamuct.edu

Office Hours: *By Appointment Only*

Mode of instruction and course access: This is a hybrid course, meaning this course contains both face-to-face and online components. Texas A&M University-Central Texas (A&M Central Texas) uses the Canvas Instructor System and can be accessed using your A&M Central Texas username and password at: <https://tamuct.instructure.com>

Student-instructor interaction: The normal interaction time for questions emailed via Canvas or tamuct.edu email is 24 hours on weekdays (weekends may be as long as 48 hours). The preferred method of email correspondence is: sanfrena.britt@tamuct.edu

UNILERT: Emergency Warning System for Texas A&M University – Central Texas UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at <https://www.tamuct.edu/departments/security/unilert.php> to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

This course examines the diverse nature of race and ethnic relations in today's society.

Course Objective:

Student Learning Outcomes:

1. Understand why we attach meaning to race and ethnicity, including the socio-historic constructions of race and ethnicity and contemporary socioeconomic trends
2. Understand how the idea of race changes over time and place
3. Understand the history and development of race relations in America
4. Understand the sociological concepts and theories of race and ethnic relations

Competency Goals Statements

Student Mastery:

1. Students will use critical thinking to evaluate interpersonal perspectives of race and ethnicity different from their original def
2. Students will research various ethnic groups and use social statistics to analyze similarities and differences among various ethnicities.
3. Students will build comprehensive dialogs with their peers through class projects, PowerPoint presentations a writing assignment on identity.
4. Students will develop online dialogs through weekly discussion questions and interactions utilizing BlackBoard as a virtual classroom setting.

Required Reading and Textbook(s):

Emerson, M. O.(2017). (Un)Making Race and Ethnicity. Oxford University Press.

PB ISBN: 978-0-19-020271-2

Ebook ISBN: 978-0-8133-4931-2

Coates, T.(2015). Between the World and Me
Spiegel & Grau, 1 edition.

ISBN-13: 978-0812993547

ISBN-10: 0812993543

One optional text will be incorporated into the course rendering. Students are encouraged, but not required to purchase the following book:

Fitzgerald, K.J.(2014). Recognizing Race and Ethnicity: Power, Privilege, and Inequality.
Westview Press.

PB ISBN: 978-0-8133-4930-5

Ebook ISBN: 978-0-8133-4931-2

COURSE REQUIREMENTS

1. Reading assignments, Team Building, and weekly online folders: Readings from the textbooks are listed in the course schedule below. Please complete the weekly readings before you attempt to take a quiz or reply to a discussion posting. **Additional readings will be posted online in the course folders entitled "Online readings". Please treat these as you would textbook chapters.** We will have one team project to enhance your learning experience in the course. It will entail breaking into teams and choosing a topic to explore, then creating a team experiment and reporting the results to the class.
2. Weekly Journals: Ten journals, worth 10 points each, are due on designated dates (see calendar below) to create an area to discuss your thoughts about your classroom and online conversations. Only you and I will see your submissions, they are completely private. Your journals must contain reflections of at least three of your classmates' responses or information you learned during my lectures on the topics of the preceding weeks and how your opinion of these responses pertain to

the text. You must be specific and include complete concepts from each discussion you choose.

3. Discussion postings: There will be 15 discussion postings due (30 pts each). You will be required to submit your initial post to the discussion question provided by me that week and then respond to **TWO** of your classmates' posts.

1. Initial, Primary Response (10 pts)—due Fridays at Noon

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). You should inspect the Course Calendar and see readings assigned for that week. **Please devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. You should then be ready toward the middle (Wed/Thurs) of the week to post your initial response.** The discussion question will be made available on Wednesday.

The *initial response* must reflect familiarity with the readings and answer the question completely. *This response should be at least a half page in length. A response that is not at least a half page in length will not receive maximum credit.* Responses must have substance beyond agreement with a statement or the mere expression of opinions. Students must support responses with references to the assigned reading. **Under no circumstances should a student quote from the textbooks. Quotations will not be accepted for credit.**

1. Additional Secondary Response (10 points each/totaling 20points)—due Sundays at Noon

After initial responses, you must make *additional secondary responses to classmates' posts*. The secondary response is not required to be a half page in length, but it must entail a substantive comparison or contrast to the post to which the response is given. This secondary response must also support the readings. *Your response is primarily to enrich the conversation using your classmates' responses to substantiate my original post.* Simply stating that you agree with someone is unacceptable: you must provide some reasons for this agreement. Also remember that *your primary task is not to agree but to analyze response to the topic with constructive and critical thinking.*

After posting three discussions for the week, you have complied with the requirements of the course. However, you may continue to post responses to other students.

There are no makeups for discussions from previous weeks.

Please avoid procrastinating on your posts. Post as early as possible. If your post is inadequate, I or someone else may tell you, and you should have time to revise your post for credit before the deadline. If you wait until the last minute to post and your post is inadequate, you may not have time to resubmit your post. You will not receive credit for deficient posts.

This type of interaction should foster a critical evaluation and understanding of concepts. In conjunction with classroom discussions, this type of activity will provide a forum for the expression of ongoing ideas among students.

Points are awarded to students, based on the quality and content of their participation in these threaded discussions. Quality participation pertains to students responding in relevant, meaningful ways, based upon the assigned readings for that week.

1. My Responses

I will grade and respond to discussions progressively, meaning you will receive points for each post up to the total number of points allowable for the week. It is the student's responsibility to read my responses and respond accordingly. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some of my response is to alert the class to such information. You may ask relevant questions regarding my responses within the discussion to clarify information however **my intent is to make sure the concept has been covered adequately not to engage in a debate on the topic.**

D.Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may wish to refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Inappropriate or offensive messages or remarks may result in expulsion from the course.

1. Online Quizzes: Reading quizzes (dates on schedule) are assigned at regular intervals throughout the course. You will find these quizzes under the tab in blackboard. These quizzes will cover the same material as the discussion postings however they will be **open between Tuesday at 8am through Sundays at midnight** and they will auto grade/auto post to the Grades tab. Questions from the quizzes will help you prepare for the exam. The first quiz (Q0) is a practice quiz for extra credit to make sure you are familiar with the quiz taking format. It will cover the syllabus material. **There are no makeup quizzes.** You must ensure you have a secure Internet connection. Once you begin an assessment you must complete it in one sitting or the submission will be graded as is. It will not be reset or retaken due to outages or interruptions with the Internet unless you are in the University Library and technical difficulties are documented by a librarian. I will make arrangements with the testing center for those who would like to use University computers. Two weeks prior notice is required.
2. Mid-Term Exam: One mid-term exam will cover readings, quizzes, and discussion posts from the prior weeks. The exam will follow a similar format to the quizzes but have many more questions and cover more material. The mid-term will remain open for a period of 2-3 days only. Check the schedule for the date/time. Students will have three hours to complete the exam and will have only one attempt. A make-up exam will be made available for students who miss the mid-term and have a documented excuse such as illness or injury (see full policy below). The same rules

apply for the midterm as for quizzes. You must ensure you have a secure Internet connection. Once you begin the exam you must complete it in one sitting or the submission will be graded as is. It will not be reset or retaken due to outages or interruptions with the Internet unless you are in the University Library and technical difficulties are documented by a librarian. I will make arrangements with the testing center for those who would like to use University computers.

3. Final paper: Your final/only paper is due Thursday, **November 30, 2017 at NOON** in Canvas. This paper is a reflective paper on your thoughts and experiences regarding race, ethnicity and your identity. You must answer the following questions about your identity:

Who am I? Which culture/ethnicity do I identify? Which race am I assigned and does this race match/contrast with social expectations of my cultural/ethnic affiliation? What experiences (positive, negative or neutral) have shaped my ethnic identity? Has travel or experiences abroad or with other cultures, ethnicities, races, affected my thoughts about my identity?

Did anything you read or discussed in this course highlight thoughts or reflections (positive, negative, or neutral) about your identity or your experiences?

It is ok if you are unsure or undecided about your own thoughts as you write this paper, but is there a reason why this is the case? You can write about that too.

Two fundamental manners to fail this assignment are plagiarism and failure to write on a college level befitting an upper level student. Your *Turnitin* percentages should not be above 15% with only insignificant grammatical errors- we will discuss this in class).

This paper should be no less than four (4) pages and no longer than seven (7) pages in length; double-spaced; and 12pt. Times New Roman font. Please use APA formatting guidelines for margins and spacing.

Coursework	Points
Exam (1 @ 100pts)	100
Weekly Journals (10 @ 10pts)	100
Discussion postings and Team Experiment (15 @ 30pts)	450
Quizzes (4 @ 75pts)	300
Identity paper	300
<i>Total:</i>	1250

Makeup policy

This is a hybrid course, meaning you will have online and face-to-face components for successful learning. You are responsible for managing your time to make sure you complete all assignments on time. **There are no makeups for discussion posts or quizzes.** Students may make-up the mid-term exam if illness or an injury occurs. Other excuses must be approved through a meeting with me and all excuses must be documented. If the mid-term is missed due to illness, injury or something out of the student's control three contingencies must occur:

1. The student must provide documentation (doctor's note, police report, etc.),
2. The student must notify me as soon as possible of intent to take the make-up exam, and
3. The student must prepare to take the makeup exam within 1 week of the excused absence, if possible.

Students who miss the mid-term exam with no excused absence will receive a zero on the exam. If circumstances dictate an inability to complete the course, the course should be dropped and only the student can initiate this action. Otherwise the posted grade must be accepted.

Instructor's Personal Statement

World citizens understand the need to reach beyond cultural differences and find commonalities that allow global collaborations. The beauty of each ethnic group is a demonstration of the uniqueness of the human experience. The ability to see physical and cultural differences as an asset, rather than a premise for prejudicial inequality is at the core of this course. The goal is not to ignore racial uniqueness, ethnic diversity, and the relationships that develop as a result of understanding the richness offered by each; the goal is to explore and redefine preconceived perceptions of these differences and discover that we have more in common than we do in contrast.

“We all do better when we work together. Our differences do matter, but our common humanity matters more.”

— Bill Clinton

Course Calendar

Week	Day	Topics	Readings: Chapter	Discussion	Quiz
1 Constructing Differences I	August 31 Face-to-Face	Biography and Syllabus (Journal Due by Sunday midnight)	Online Readings	What is Race?	Q0*
2	September 7	Intro to Race & Ethnicity	1, 2, 3, 4	1	
3	September 14 Face-to-Face	Intro to Race & Ethnicity (Journal Due by Sunday midnight)	5, 6, 7, 8	2	Q1
4	September 21 Face-to-Face	Beyond Black and White	9, 10, 11	3	
5	September 28	Colorblindness	12, 13, 14	4	

Week	Day	Topics	Readings: Chapter	Discussion	Quiz
	Face-to-Face	(Journal Due by Sunday midnight)			
6	October 5 Face-to-Face	Prejudice	15, 16, 17, 18	5	Q2
7 Maintaining Inequality II	October 12	Racism (Journal Due by Sunday midnight)	19, 20, 21, 22	6	
8	October 19 Face-to-Face	EXAM week (Mid-Semester Capstone Journal Due by Sunday midnight)	**Exam opens Midnight October 10	**Exam closes 11:59pm October 17	
9	October 26 Face-to-Face	Team Building Project (Journal Due by Sunday midnight)		8	
10 Experiencing Difference III	November 2 Diversity Discussions in Black and Blue Event	Topics in Discrimination Race & Criminal Justice (Journal Due by Sunday midnight)	24 Part 3 Intro: 26, 27, 28, 29	9	
11	November 9 Face-to-Face	Race & Workplace	31, 32, 33, 35	10	Q3

Week	Day	Topics	Readings: Chapter	Discussion	Quiz
12	November 16 Face-to-Face	Race, Media & Stereotypes (Journal Due by Sunday midnight)	36, 37, 38, 39, 40	11	
13	November 23 Holiday (Thanksgiving)			Work on Identity Paper	
14 America: Resistance & Social Change IV	November 30 Face-to-Face	The Melting Pot Identity Paper Due Thursday, November 30, 2017, at Noon (Journal Due by Sunday midnight)	41, 43	12	
15	December 7 Face-to-Face	The Melting Pot & More (Capstone Journal Due by Wednesday midnight)	49, 50	13	Q4
16				14,15	

Identity Paper Rubric

Score Levels	Content	Conventions	Organization

<p>300 - 250</p>	<ul style="list-style-type: none"> • Thoughtful and supports the topic • Reflects the application of critical thinking • Has a clear goal related to the topic • No spelling, grammatical, or punctuation errors 	<ul style="list-style-type: none"> • High-level use of vocabulary and word choice • Information is organized and follows a progressive pattern 	<p>Information is constructed in a logical manner to support the topic</p>
<p>249 - 200</p>	<ul style="list-style-type: none"> • Thoughtful and supports the topic • Has an apparent application of critical thinking • Has a clear goal related to the topic 	<ul style="list-style-type: none"> • Few (1 to 3) spelling, grammatical, or punctuation errors • Good use of vocabulary and word choice 	<p>Information supports the topic</p>
<p>199 - 150</p>	<ul style="list-style-type: none"> • Supports the topic • Has apparent application of critical thinking • Has no clear goal 	<ul style="list-style-type: none"> • Minimal (3 to 5), grammatical and punctuation errors • Low-level use of vocabulary and word choice • Topic is focused but might stray at times • Information appears to have a pattern, but not consistent 	<p>Information loosely supports the topic</p>
<p>149 and below</p>	<ul style="list-style-type: none"> • Provides inconsistent information for the topic • Has no apparent application of critical thinking • Has no clear goal 	<ul style="list-style-type: none"> • Information has no apparent pattern • More than 5 spelling, grammatical, or punctuation errors 	<p>Information does not support the topic</p>

		<ul style="list-style-type: none"> • Poor use of vocabulary and word choice • Content is unfocused and haphazard 	
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COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy. If you discover that you need to drop this class, you must go to the Registrar’s Office and complete a Drop Request Form. Professors **cannot** drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar’s Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid.

Academic Integrity. Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion. At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at <https://www.tamuct.edu/student-affairs/access-inclusion.html>

Any information you provide is private and confidential and will be treated as such.

Tutoring. Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, contact information, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <https://www.tamuct.edu/departments/academicsupport/tutoring.php>

University Writing Center. The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

University Library. The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings,

and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

TECHNOLOGY REQUIREMENTS AND SUPPORT.

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

Electronic devices are encouraged in the classroom. However, should the use of personal social media be discovered during class or if the electronic device detracts from the class dynamic (as determined by the instructor), the student will be asked to leave the class and points will be deducted for early departure. No warnings will be given for silencing devices. All electronic devices must be placed on silence or muted (without the vibrate feature) before entering the classroom.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Important Note:

The course schedule in the Syllabus may change during the semester due to weather, or other unforeseen circumstances.

Binding due dates are listed below.

Course Summary:

Date	Details	
Fri Sep 1, 2017	<u>Biography and Syllabus</u>	due by 12pm
Fri Sep 8, 2017	<u>Intro to Race and Ethnicity</u>	due by 12pm
Fri Sep 15, 2017	<u>Why Race Matters</u>	due by 12pm
Fri Sep 22, 2017	<u>What is Racism?</u>	due by 12pm
Fri Sep 29, 2017	<u>Origins of Race and Ethnicity</u>	due by 12pm
Fri Oct 6, 2017	<u>Migrations</u>	due by 12pm
Fri Oct 13, 2017	<u>Ideologies</u>	due by 12pm
Fri Oct 20, 2017	<u>Aren't We All Just Human?</u>	due by 12pm
Fri Oct 27, 2017	<u>Economic Inequality and the Role of the State</u>	due by 12pm
Fri Nov 3, 2017	<u>Crime and Criminal Justice</u>	due by 12pm
Fri Nov 10, 2017	<u>The Company You Keep</u>	due by 12pm
Fri Nov 17, 2017	<u>The Uneven Playing Field</u>	due by 12pm
Fri Dec 1, 2017	<u>Thinking Strategically</u>	due by 12pm
Fri Dec 8, 2017	<u>Altering Individuals and Relationships</u>	due by 12pm

Date

Details

[Altering Structures](#)

due by 12pm

[Journals](#)

[Mid-Term](#)

[Plagiarism Quiz](#)

[Quiz 0](#)

[Quiz 1](#)
