



Class Location: Online
Instructor: Christine Jones, PhD
Office: FH 217K
Office Hours: Mon & Wed: 1:45-3:45pm, Th 12-2pm
Contact me: Bioarchjones@tamuct.edu

Catalog Course Description

This course includes an analysis of relations between dominant groups and minority groups that make up American society. Theories of race relations and prejudice, the meaning of racial differences, group conflict, and modes of accommodation are emphasized.

Mode of Instruction and Course Access

This course is a 100% online course. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Canvas is where you will find 100% of the information related to this course, including discussions, quizzes and exams. Monitor Canvas for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).

Student-Instructor interaction

Email is the best way to contact me. I check email everyday and should respond to your message within 24 hours. I am also on campus during my office hours should you need to talk to me in person.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular 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 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Required Textbook/Readings:

Required text: Emerson, Bratter, and Chavez (2016) *Unmaking Race and Ethnicity* reader, from Oxford University Press ISBN: 9780190202712

Recommended but not required: Kathleen Fitzgerald (2014) *Recognizing Race and Ethnicity*, from Westview Press ISBN: 9780813349305

Course Objectives:

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

Course requirements:

1. Reading assignments and weekly modules (folders): Readings from the textbook 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 and/or films will be posted online under the modules tab by week. Please treat these as you would textbook chapters!** Some of these readings are links to websites, video clips or news articles and some of the readings are located on our E-reserves available through our library.

The link to our E-reserves page is:

http://tamuct.libguides.com/er.php?course_id=36929

The password to access our articles is: ethnicity

2. Discussion postings: Students will participate on our course discussion board for 6 of the 16 weeks this semester. Participation on discussion boards is imperative and will constitute 40% of your grade. There will be 6 discussion postings due consisting of one primary response and one secondary response (50 pts total per discussion). You will be required to submit YOUR OWN post to the discussion question(s) provided by me that week and then respond to ONE other of your classmates posts.

A. Initial, Primary Response (30 pts each)—due Thursdays at 11:59 PM

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). The student should inspect the course schedule and see what readings are assigned for that week. Early in the week (Mon/Tue), the discussion question will be made available if not sooner. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. The student should then be ready toward the middle (Wed/Thurs) of the week to post his response.**

This *initial, primary response* should reflect familiarity with the readings, and should answer the question as completely as possible. This response should be at least a half page in length (about 250 words). A response that is not at least 250 words cannot receive full points. A response that has not been proofread (ex: is filled with excessive spelling and grammatical errors) cannot receive full points. Most importantly, responses should have some substance beyond the

student's agreement with a statement or the mere expression of his opinions. **The student should support his/her responses in some way with references to the assigned readings or data from another scholarly source.** (For example, if you want to discuss demographics and find an interesting number from US Census Data, you may do so as long as you cite the US Census and provide a link for others to follow.) **I will provide more documentation on scholarly sources on Canvas.**

****A note on QUOTATIONS/CITATION: Discussion posts should be in your own words.** You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 250 word minimum; only your own words count. Posts that include mostly quotations or lengthy quotations will not receive any credit. This ill-advised practice merely adds clutter to the discussion process and is inappropriate for our purposes.

B. Additional Secondary Response (20 pts each)—due Sundays at 11:59 PM

After another student has made his/her own initial response, the student must make *ONE additional secondary response to what some student wrote*. Do not be eager to post your secondary response. Wait to respond to a post that appears inadequate in some way. This secondary response need not be a half page in length, but it should entail at least a couple of sentences or more. This secondary response should be substantive, and you should attempt to support your response in some way from the readings. **Your response is primarily concerned with whether the student responded adequately to my original question.** 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 another's post in a critical way.** After you submit your two responses for the week, you have complied with the requirements of the course. You may post as many comments as you like to discussion threads, and I encourage you to do so especially to foster discussion. If you post more than one secondary response I will choose your best and most substantive response to grade for points.

****IMPORTANT INFORMATION ABOUT SUBMITTING YOUR DISCUSSION POSTS****

- Do not be fooled by the due dates and deadlines automatically generated by Canvas entries in quizzes, discussion forums and exams. **The only due dates and deadlines which matter are those contained in this syllabus. DO NOT RELY ON CANVAS TO INDICATE THE DUE DATE OR TIME FOR AN ASSIGNMENT, CONSULT THE SYLLABUS!** For example, Canvas indicates the discussion boards are open indefinitely. This does not mean you can submit discussion posts at any time for points.

- Posts submitted after the Thursday 11:59PM primary response deadline are pointed as secondary responses and only one response will be counted for points (max. points 20 points) regardless of how many posts are submitted.
- There are no makeups for discussions, because we have moved on after the deadlines. We have a new topic to discuss, and there is no one left to read your posts and discuss anything with you from the previous week (see makeup policy for more info).

C. My Responses

At the first part of each week, I will grade and respond to selected discussions that were posted the previous week. It is the student's responsibility to read my responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some of my replies is to alert the class to such information. Sometimes I will post a summary document of the week's discussion. This document will highlight the key points of what we have discussed that week. 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. Grading Criteria for Discussion Boards: The following rubric outlines how discussion boards will be graded. Note that assessments will focus on the *quality* of your discussion posts and not the *quantity* (i.e. I am not looking for "good idea" or "Yeah, I agree."). Quality participation pertains to a student's responding in relevant, meaningful ways, **based upon the assigned readings for that week.**

E. Grading Criteria for Discussion Posts

Point Value
(50 pts total)

Meaningful Explanation Grounded in Course Materials: In the primary post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has read and comprehended the sources. Primary posts should primarily be grounded in the empirical and theoretical sources provided for the class and listed in the syllabus and the student should seek to interpret and evaluate the assigned sources within the framework of each discussion question.

20

Influence of context and assumptions: In the primary post, the student shows awareness of their own pre-existing assumptions* and attitudes. The student evaluates the relevance of context** in their analysis and discussion of the readings. The student discusses the topic from a perspective that contributes to group understanding, showing awareness of the perspectives of others within our particular context, a university course on Race and Ethnic Relations. 5

*Assumptions are ideas, conditions, or beliefs that are accepted as true without proof.

**Context is the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, things, and events.

Message Coherence: Posts MUST be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points. 5

Response (secondary) Post: Responses elaborate, contradict, modify, or explain the original message and stay on topic, drawing on the readings and other course materials as appropriate. (Note: Response posts are worth 16 points each. If you only write a primary post, the maximum points you can earn for the discussion is 30.) 20

F.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.

3. Online Quizzes: There are reading quizzes (dates on schedule) at regular intervals throughout the course located within the course modules. These quizzes are 37.5 points each, multiple choice, and 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 My Grades tab. Questions from the quizzes will help you prepare for the miderm and may reappear on the midterm. **There are no makeup quizzes.** If you have a technical problem with your quiz or notice inconsistencies in the quiz grading or points please email me ASAP so I can fix any technical issues.

4. Midterm: There will be one midterm exam (200 pts) that covers readings, quizzes, and discussion posts that happened in the weeks (1-7) prior to that exam. The midterm is similar in format to the quizzes but has many more questions (including possible short answer and essay format) and covers more material. **THE EXAM WINDOW WILL OPEN WEDNESDAY October 18TH AT 8AM AND WILL CLOSE FRIDAY October 20th AT 11:59PM.** Students can makeup an exam if they have a documented excuse such as illness or injury (see full policy below). FYI WHEN TAKING THE EXAM:
 - a. If you press back by accident, your internet or power cuts off, or some other known reason locks you out of your exam and you need your exam reset, please email me immediately so I can resolve the problem BEFORE THE EXAM WINDOW CLOSES.
 - b. If you have a technical problem that is unknown or not resolvable by you such as Canvas gives you errors when you try to submit questions, or you can't get into Canvas at all because your password suddenly doesn't work, you'll have to call the help desk as that's something I can't fix (see technology requirements towards the end of the syllabus for the number).
 - c. If you decide to take your exam one hour before the exam window closes you are not allowing yourself enough time in case a. or b. happens so plan accordingly.

5. Final paper: Your final/only paper is due **Monday Dec 11th at NOON** and will be submitted via Canvas. This paper is a reflective paper on your thoughts and experiences regarding race, ethnicity and your identity. It is ok if you are unsure of how to approach this paper. Please use these guidelines as topics and questions to focus on within your paper. You are encouraged to reflect on your experiences both inside (readings, discussions, films, websites) and outside of this course (personal experience) to complete this reflection paper. I will use the guidelines below as the framework for my grading rubric for this final paper. If you have questions regarding this paper please email me.
 - a. **Self-awareness**: Who are you? What culture/ethnicity do you identify with? What race do you identify with and does it seem to match/contrast with social expectations of your cultural/ethnic affiliation? Has this course caused you to reevaluate how you think about your own identity?
 - b. **Knowledge**: Has the content in this course helped you to learn about and understand the complex factors that affect the lives and perspectives/worldviews of members of races or ethnic groups such as history, politics, economic factors, values, or beliefs and practices?
 - c. **Diversity & Empathy**: What experiences have shaped your ethnic identity? Has travel or experiences abroad or with other cultures, ethnicities, races, affected your thoughts about your identity? Has this course made you more self aware about your own biases towards other cultures or races? Do you find yourself to be more or less able to demonstrate empathy towards others?
 - d. **Attitudes**: Have discussions or readings in this course caused you to reflect on your own attitudes towards others? Do you find yourself more or less able to interpret events or experiences from more than one point of view or perspective? Are you more open to other points of view? Have you been able to

- e. suspend judgement of others different from yourself or is this something you are still working on?
- f. **Format:** This paper should be no less than 4 pages of your answer, double spaced, font 12pt. 4 pages does not include a cover page. If you need more space your paper should be no longer than 7 pages. As this is a reflection paper you do not need to use a particular format or citations unless you wish to refer to specific readings or websites, in which case I prefer APA style. I expect you to use proper spelling, grammar and sentence structure in your paper.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas 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 log-in problems, 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>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

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

Coursework	Points
Midterm	200
Discussion postings (6 @ 50 pts)	300
Quizzes (8 @ 37.5 pts)	300
Identity paper	200
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

COURSE SCHEDULE

Week	Day	Topics	Readings: Chapter*	Discussion	Quiz
1	Aug 28 Mon Sep 3 S	What is race? What is ethnicity?	Ch 1 (and intro), 2, 3, E-reserves reading	1	
2	Sep 4 M Sep 10 S	Why race matters: racial formation	Ch 5 (and intro), 6, 7, 9	2	
3	Sep 11 M Sep 17 S	Roots and origins U.S. Sociohistory	Ch 14, 15, 16		1
4	Sep 18 M Sep 24 S	Migration & Immigration	Ch 4, 17, 18, 19		2
5	Sep 25 M Oct 1 S	Racism: Talking about it makes it worse?	Ch 10, 11, 12, 13, E-reserve reading	3	
6	Oct 2 M Oct 8 S	Aren't we all just human?	Ch 23, 24, 25, 26 Film: Who is black in America?		3
7	Oct 9 M Oct 15 S	Arab & Muslim Identity	E-reserve readings		4
8	Oct 16 M Oct 22 S	MIDTERM	Exam opens 10/18@ 8AM & closes 10/20@ 11:59PM	EXAM	EXAM
9	Oct 23 M Oct 29 S	Institutional inequality: Uneven Playing field	Ch 29, 30, 31, 32	4	
10	Oct 30 M Nov 5 S	Criminal justice	Ch 33 E-reserve readings	5	
11	Nov 6 M Nov 12 S	Special Topics	E-reserve readings, Film: TBD		5
12	Nov 13 M Nov 19 S	Assimilation & Multiracial diversity	Ch 34, 35, 36	6	
13	Nov 20 M Nov 26 S	Unmaking race: Altering people & relationships THANKSGIVING	Ch 37, 38, 39		6
14	Nov 27 M Dec 3 S	The Media & Stereotypes	E-reserve readings		7
15	Dec 4 M Dec 10 S	Unmaking race: Altering structures	Ch 40, 41, 42, 43		8
16	Dec 11 M Dec 15 F	Final paper due	Paper due Monday Dec 11 at noon	Paper DUE @ noon	

***Chapter readings are from Emerson (2017) reader unless stated otherwise**

Course Policies

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus.

Makeup work and missed assignments:

Absolutely no makeups will be provided for missed discussion posts and quizzes. **There are no makeups for discussions, because we have moved on after the deadlines.** We have a new topic to discuss, and there is no one left to read your posts and discuss anything with you from the previous week. Quizzes are open for nearly a week and can be taken as multiple times with no time limit. For this reason there is no excuse not to take a quiz within the allotted time frame. A student may request a makeup for a missed midterm exam if the student misses the exam window due to an illness or hospital stay for example.

To successfully makeup an exam a student **MUST** 1. Contact the instructor prior to the missed exam (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for your excuse. If you don't follow through on all three of these requirements you may be denied the request to makeup the exam. Students who miss an exam with no excused absence will receive a zero on the exam.

Late Work

Discussion posts submitted after the listed deadlines are NOT considered late work they are considered missed assignments. **After discussion deadlines have passed, we have moved on. We have a new topic to discuss, and there is no one left to discuss anything with you from the previous week because they are working on the readings for the current week.** Occasionally students attempt to post their primary and secondary posts together, before the Sunday 11:59pm deadline. In this case the secondary post is on time but the primary post is not. When this occurs I will only accept your secondary post (20 points maximum) for credit. You have at that point missed the deadline to submit your primary post.

I accept late final papers, but with point deductions as follows: 15 points for 1 day late, 30 points for 2 days late, 50 points for 3 days late. After 3 days the paper will not be accepted.

Diversity in the Classroom: Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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 completed, signed and returned. Once you return the signed form to the Registrar's Office, 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 drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

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.**

Academic Accommodations.

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 a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, 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, 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 Larry Davis at imdavis@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 A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 A&M-Central Texas 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 A&M-Central Texas 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 [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].