

**Sociology 4362 (600)-Race and Ethnicity
202510
(Online/Synchronous)
Texas A&M University-San Antonio
Fall 2024 Semester**

Instructor: Dr. Sean Elias

Email: selias@tamusa.edu (please see “Communication” below)

Virtual Office Hours: By appointment

Meeting Time: Zoom Meetings on Wednesdays, 2:00-3:15 PM

COURSE OVERVIEW

SOCI 4362—Race and Ethnicity—equips students with sociological knowledge and tools to analyze and explain race and ethnicity in the United States. We will also touch on global dimensions of race and ethnicity. The first section (I) of the course introduces students to the social history of race/ethnicity in the US in order to provide some historical background and social context for understanding contemporary social realities of race/ethnicity in the United States. The next section (II) presents students with the vocabulary to discuss race/ethnicity in social scientific terms by exposing students to key sociological concepts, theoretical frameworks, and methods used in researching and explicating race and ethnicity in the US. In the following section (III), readings and instruction focus on the complex history and social relationships among US racial and ethnic groups and explore the micro-, meso-, and macro-level social realities and structural inequalities affecting different ethnic and racial groups and their interrelations. The course concludes (IV) with students analyzing and explaining major issues addressed in more recent sociological analyses of race and ethnicity in the United States and race and ethnicity in a comparative and global perspective.

COURSE GOALS & STRUCTURE

The primary objective of SOC 312 is to teach students to think critically about race and ethnicity in the United States and learn effective ways to discuss race and ethnicity using ideas, methods, empirical examples, and research literature of sociology and other social sciences.

This course is an online synchronous course that meets via Zoom once a week for an hour and fifteen minutes (Wednesdays, 2:00-3:15 PM). It is imperative that students attend these meetings. Failure to do so will significantly hurt your grade or lead to an F grade. So, if regularly attending Zoom meetings on Wednesdays from 2:00-3:15 PM is going to be a problem, please drop the class, as this attendance policy is firm.

As an upper-level sociology course that addresses especially important sets of concerns surrounding race and ethnicity, students can expect to be doing quite a bit of reading and writing. In short, this is an learning-intensive, challenging, and advanced course, much different from introductory sociology courses.

Because we only meet for a brief period each week, this course requires students to be more self-sufficient and self-motivated in their learning (much like graduate school). One key to success in this learning format: read the material carefully, think critically about what you read, and then write down your thoughts in a way that “engages” the reading (see writing guideline in Blackboard). The syllabus, course schedule, writing tips, group guidelines, and other materials are available in the Syllabus and Course Materials in Blackboard. All assignments will be submitted through Blackboard. Because of the amount of reading and grading required in this upper-level course and others that I am teaching, I will not be able to accept late assignment beyond their deadlines. Serious documentation or evidence to support any reason you were unable to submit work will be considered, but only for legitimate excuses for exceptional matters (e.g., death in the family or serious illness documented by a doctor) will be accepted. No more than two well-documented and explained excuses will be accepted.

Aside from gaining sociological knowledge about ways race and ethnicity operate in the social world, a key aim of this class is assist students in developing the skills needed to thrive in a pluralistic and globally interdependent world, especially using critical and analytic skills to evaluate assumptions and challenge existing racial-ethnic structures in ways that respect diversity and foster equity and inclusivity. This course focuses on the experiences, concerns and theoretical viewpoints of underrepresented racial/ethnic groups within the United States, especially Native Americans, African Americans, Latino/as, and Asian Americans, which will better prepare students for workplace relations and civic engagement in an increasingly multiracial/multiethnic United States.

COURSE GUIDELINES & REQUIREMENTS

Assignment Deadlines

Keeping up with assignments is a necessary component of this course. Late submissions will negatively affect your grade and under a number of circumstances will not be accepted (see Assignments).

Absences and Zoom Class Time:

- An excused absence requires documentation or a thorough explanation of a significant life event that caused the absence. Only two excused absences are allowed.
- One unexcused absence is permitted; *however, the student must inform the instructor of the absence to make sure they are not penalized.* A second unexcused absence will result in a 5-point deduction from final grade; *again inform the instructor of the absence.*
- After two unexcused absences or two excused absences, 50 points will be deducted from the final grade for each class missed. Five missed Zoom meetings will result in an F for the course.
- Come to Zoom meetings having read and thought about the week’s materials, which will create more potential for engaged discussion
- Students are expected to arrive on time to the Zoom meeting at 2:00 PM and participate until the end of the meeting at 3:15. Arriving late and leaving early will negatively affect your grade with point deductions.
- Each class meeting you will note your arrival and departure in Chat when you arrive to the meeting (e.g., “Sean E in at 2:00”) and when you leave the meeting (e.g., “Sean E out at 3:15”) so that there are records of your attendance.

Communication

-Extend civility and professionalism to your fellow classmates and instructor in all communications, especially when addressing sensitive topics in our Zoom discussions.
-Please address me as Dr. Elias or Mr. Elias in email communications (and Zoom meetings) and conclude with your full name. These two small requirements are important in all professional online communications in higher ed and other institutions. I will address you by your first name unless you request otherwise.

Pre-Requisite

SOCI 1301 and SOCI 1306 or ENG 1302

Dropping the Course

Please check with the Registrar for dates related to dropping this course.

Academic Honesty

Plagiarism and academic dishonesty in any form is not tolerated. Depending on the case, students who violate this policy will receive no points for an assignment or possibly given an F for the course, with the incident being reported to the University's administration. . *Please realize that there is software to detect papers that have used the words of others.* For more detail, see the Course Policies and Other Information section of this syllabus.

Technical Issues with Blackboard and other Matters

Any questions about Blackboard, for example, questions about how to access Zoom meetings, should be directed to the Help Desk:

sahelp@tamusa.tamus.edu 210-784-4357

LEARNING MATERIALS

Required Textbook: Kathleen Fitzgerald, *Recognizing Race and Ethnicity: Power, Privilege and Inequality*, 4th Edition (Routledge, 2023) ISBN: 978-1032304758

Other Required Readings will be provided in Blackboard or accessed as e-books and e-articles through the University Library system.

ASSIGNMENTS

Graded assignments for SOCI 4362 include a syllabus quiz, student introduction and opening discussion, twelve weekly scripts, two Zoom presentations, two tests, a book review, and a term paper. *Guidelines for the assignments are listed below.*

All due dates for assignments are listed in Course Schedule of the syllabus. Please note the stiff penalties for late work.

1 Syllabus Quiz (15 points) There will be a short "open-syllabus quiz" on the syllabus that highlights key information students will need for this course.

2 Student Introduction and Opening Discussion in Blackboard (10 points) Students will provide a more detailed description about themselves, respond to a discussion prompt, and respond to two classmates' introductions.

3 Weekly Scripts (180 points; twelve scripts worth 15 points each) Each week, students will come prepared for the Zoom meeting with a written script, a one and ½ page or more (400 words minimum) summary and engaged discussion of the key points and

themes in the readings. There are three key requirements for the script: 1) provide a well-crafted summary of each of the readings, highlighting the main concepts, points, events, examples, etc. found in the readings; 2) write down a passage (a quote that includes page number) from one of the readings and explain the significance of that passage and/or ask a question about the meaning of that passage; and 3) discuss how the readings connect with ways race and ethnicity operate in the United States today and how the themes in those readings affect the lived realities of different racial and ethnic groups.

After Week 1, script assignments not submitted before Wednesday's Zoom meeting (2:00 PM Wednesdays) will lose 5 points. If not submitted by the end of the week (Sunday 11:59), the script will receive a zero.

4 Zoom Presentations (100 points; two presentations worth 50 points each) Over the course of the semester, each student will be part of a six-member group that leads the discussion of the key themes from the week's readings for about 25 minutes during the Zoom meeting. In short, the group presentation is a more developed presentation and discussion of the themes in the script that gets divided among 6 group members. Each member will be responsible for 2–4-minute presentation of ideas. It will be up to the group to decide who will discuss what themes and ideas that each member will present. Thus, once you are assigned your group, it is important to set up your means of communication and consider a possible short meeting time (you can create your own Zoom meeting) to discuss how you will go about leading a class discussion (25-30 minutes of class). You can provide a straightforward presentation (talk) with a Q and A follow up, but may also include, any exhibits (shared docs), a short video, or music clip, etc.

Group members absent on the day of their group's presentations will receive a zero.

5 Midterm Exam and Final Exam (400 points; two tests worth 200 points each) The Midterm exam will cover Sections I and II and the Final Exam will cover Sections III and IV. Each exam will have four essay questions. They are open book tests, with a week to complete.

Missing the deadline for submissions of tests will be costly: 20 points for the first 3 days past the deadline, 50 points after 4 days, and a zero after 7 days.

6 Book Review (100 points; Part A is worth 10 points, Part B is worth 90 points) Students will choose a book on race and ethnicity and will present a book review that carefully and critical examines the ideas in the book. Here are some possible suggestions..

-Vine Deloria, Jr., *God is Red: A Native View of Religion* or *Custer Died for Your Sins: An Indian Manifesto*

-Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* or *Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*

Juan González *Harvest of Empire: A History of Latinos in America*

Laura Gómez, *Inventing Latinos: A New Story of American Racism*

W.E.B. Du Bois *The Souls of Black Folk* or *Darkwater: Voices Behind the Veil*

Patricia Hill Collins *Black Feminist Thought: Knowledge, Consciousness, and Politics of Empowerment*
Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*
Michael Omi and Howard Winant, *Racial Formation in the United States*
Joe Feagin, *The White Racial Frame: Centuries of Racial Framing and Counter-Framing*
Eduardo Bonilla-Silva, *Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States.*
-Charles Mills, *The Racial Contract*
-Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*
-Barbara Combs, *Bodies out of Place: Theorizing Anti-blackness in US Society*

If there is an important book on race and ethnicity not listed that a student wishes to review (there are many not on the list above), please contact the instructor for approval.

Part A (10 points) Write a ½ to 1 page summary of the book---a description of the subject matter that the book discusses and the importance of this subject matter for better understanding race and ethnicity. Include Bibliography or Works cited section at the end of the paper that lists the book's info in APA format.

Part B (90 points) In addition to presenting a general opening description of the book, the review must provide a more thorough discussion of the key points in the introduction and first and last chapter of the book, as well as discussion of one other chapter in the book that stands out. Thus the book review should follow these steps: 1) general introduction of the book (include full names of author/s and full title and subtitle, 2) Some of the key points, themes, ideas, descriptions, and events or examples in the introduction or prologue to the book; 3) key points, themes, ideas, descriptions, and events or examples in the first chapter of the book; 4) key points, themes/ideas, descriptions, events, example in another chapter of the book; 5) key points, themes, ideas, descriptions, events, examples in the last chapter or conclusion of the book; 6) Works Cited or Bibliography at end of paper that lists the information of the book in APA format. Book review should be 4-5 pages (1000-1250 words) or more.

7 Term paper (200 points; Part A is worth 20 points and Part B is worth 180 points) The term presents an opportunity for the student to choose a specific topic in the broader field of race and ethnicity studies and research that topic more fully. The topic could be:
-a look at biracial or mixed-race identity; a look at racial group conflicts between two opposing racial groups (specifically the racial oppressor, exploiter, and excluder group in conflict with the racially oppressed, exploited, and marginalized group); intersectionality (e.g., exploring how race and class or race and gender or race and sexuality intersect or other intersectional formations that include race);
-Immigration issues: the Black Power Movement, Chicano Studies, the rise of White Nationalism or Indigenous People's Current Struggles with the US Government
-a study of a certain type of racism or types of racism: colorblind racism, structural racism, systemic racism, institutional racism, laissez faire racism, overt or covert racism, reverse racism, white racism; a look at different theories of racial and ethnic groups; exploring concepts like transracial identity, white privilege, passing, double consciousness, replacement theories.
-Politics and religion (the rise of White Christian nationalism; politics and race (access to voting, fair political representation), sociological study of the borderland, health and (racial discrimination in healthcare systems), race and housing (effects of racial

segregation or racially segregated neighborhoods), race (and gender) and the workplace (Latino and Latina professors' experiences in higher education); race and sports (media and other institutions and organizations' treatment of black athletes who speak out against racial discrimination and racism).

The grade for your term paper will be based on:

- how well and clearly the paper demonstrates knowledge of the topic you choose
- good use of concepts, theories/explanations and empirical examples of race and ethnicity
- how well the paper uses sources/evidence (i.e., prior research) to discuss the topic and cites and references those sources (proper in-text citations and a Bibliography or Reference section are required—APA is preferred format, but others will do (Chicago, MLA, etc.)

Part A (20 points) In one and a half or two pages (375 to 500 words) provide a solid descriptive introduction to your topic and explain in detail why it is an important topic and what we can learn from addressing this topic. Introduce the best book or academic article (no generic websites) you can find on the topic and summarize, using quotes, what the author says about the topic. Make sure to properly cite this book in the text when quoting and add the reference at the end of the paper.

Part B (180 points) For this section, you will need to rework your introduction somewhat to set the stage for a more thorough “**literature review**” of the topic in which you choose nine more sources---important books, articles, chapters, etc.--- that will assist your discussion of the topic. Reimagine your introductory section now that you have had some time to read other works to better understand your topic.

Just as you summarized and analyzed the significance of your first source, you will do the same for the other nine sources you select. This is a literature review, an important part of research. In this literature review, each source should be summarized and analyzed well (1/2 page for each source). If possible, attempt to connect the sources. Often there is thread (a repeated theme) that connects the different sources. Keep in essay form and do not headline or bullet mark each source. Full title of the article or book and full names of authors should be mentioned in your discussion of the source.

After your literature review, provide some analysis about how the sources address the topic, for example, noting connections or differences among the sources, particular insights of the sources, and what the sources may have omitted or gotten wrong. This is called the **Discussion** section of the paper. Next, provide a **Conclusion**, some closing words about the topic---its significance in the real world---as well as some limits of the paper's discussion ---what still need to be addressed in a future paper/research.

Bibliography must be included at end of the paper.

- Papers must be at least 8-10 pages (2000-2500 words), not including References/Bibliography/Works Cited page/s,
- 10 sources are required (Parts A and B). APA or other writing format
- Works Cited or Bibliography require sources listed in APA format or other writing format.

GRADING

Syllabus Quiz=10 points

Student Introduction=10 points

Weekly Scripts= 180 points (12 scripts, 10 points each)

Zoom Presentation=100 points (2 presentations, 50 points each)

Midterm=200 points

Final Exam=200 points

Book Review=100 points

Term Paper =200 points

Total Points Possible: 1000 points

Course Grade Scale (points)

A (1000-930), A- (920-900)

B+ (890-870), B (860-830), B- (820-800)

C+ (790-770), C (760-730), C- (720-700)

D+ (690-670), D (660-630), D- (620-600)

F (590-0)

GROUPS (subject to changes)

If you do not see your name or notice a misspelling, please promptly email the instructor.

Please check the dates of your presentations and if there is a scheduling conflict, alert the instructor during the first week of classes.

Group 1 (presents 9/4 and 10/16): Ravyn A, Chloe B, Jennifer C,

Group 2 (presents 9/11 and 10/23): Annitzia D, Sir Larre D, Bra' Monie E, Angelynna F-P, Ximena F

Group 3 (presents 9/18 and 10/30): Jayda G, Julianna J, Perla L, Yvette L

Group 4 (presents 9/25 and 11/6): Mayleigh M, Diana M, Gloria N, Jorge P, Gabriela P

Group 5 (presents 10/2 and 11/13): Mckenzie P, Marilyn R, Jennifer S, Constancia T, Blanca T-S, Jerrie T

Group 6 (presents 10/9 and 11/20): Karolina V, Gisselle (Marie) V, Candace W, Marjorie W, Steven W

COURSE SCHEDULE

Please note that the schedule is subject to slight changes; if an assigned article is not available online (e.g., unable to download), read what readings are available.

Section I---Sociological Realities and Historical Context of Race and Ethnicity in the United States

Week 1: (8/26-9/1) Introduction to the Sociology of Race and Ethnicity

Readings: Syllabus (Please carefully read); Dunbar-Ortiz, Introduction and Chapter 1 of *An Ingenious People' History of the United States*; Du Bois, Chapters 1 and 2 of *The Souls of Black Folk*; Fitzgerald, Chapter 4 of *Recognizing Race and Ethnicity*.

Zoom Meeting: Wednesday, 2:00 -315 PM. Student and Instructor Introductions; Review of the Syllabus; Overview and Expectations of the Course

Assignments: complete Syllabus Quiz, Student Introduction, and Script 1 before Wednesday's class if possible (being that it's the first week, assignments can be a few days late, but must be submitted by 9/1).

Week 2: (9/2-9/8) Social and Historical Realities of Race and Ethnicity in the United States

Readings: Gonzales, chapters 1 and 2 of *Harvest of Empire*; Aceves, "Amending a Racist Constitution;" excerpts from Thomas Jefferson's *Notes on the State of Virginia*; Chief Justice Taney, Decision in *Dred Scott vs. Sanford* (1857); and the *US Constitution*; Fitzgerald, Chapter 3 of *Recognizing Race and Ethnicity*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 2, Group 1 Presentations

Week 3: (9/9-9/15) Social and Historical Realities of Race and Ethnicity in the United States, Part II

Readings: Deloria, Jr., Chapter 3 of *Custer Died for Your Sins*; Du Bois, Chapters 1 and 2 of *Black Reconstruction*; Deloria, Jr., Chapters 1 and 2 of *God is Red*; Fitzgerald, Chapter 5 of *Recognizing Race and Ethnicity*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 3, Group 2 Presentations

Week 4: (9/16-9/22) Resisting and Challenging Racism and Racial Oppression: Challenges to White Racist Society and State

Readings: Banneker's "Letter to Jefferson," Jefferson's "Response to Banneker;" Stewart, "Why Sit Ye Here and Die?"; excerpts from Walker, *Appeal to the Colored Citizens of the World*; Douglass, "What to the Slave is the Fourth of July?"; Sweet, "Slave Resistance," *National Humanities Center*; Fitzgerald, Chapter 6 of *Recognizing Race and Ethnicity*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 4, Group 3 Presentations,

Section II---Concepts, Frameworks, and Theories in the Sociology of Race and Ethnicity

Week 5: (9/23-9/29) Basic Concepts and Ways of Thinking About Race I

Readings: Fitzgerald, Chapter 1 *Recognizing Race and Ethnicity*; Elias and Feagin, "Systemic racism and the White racial frame" *Routledge Handbook of Contemporary Racisms*; Braveman et al, "Systemic and Structural Racism," *Health Affairs*; Lawrence and Keleher, "Structural Racism" conference paper; Caramichael Peters et al, Chapter 1 of *Institutional Racism Revisited*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 5; Group 4 Presentations,

Week 6: (9/30-10/6) Basic Concepts and Ways of Thinking About Race and Ethnicity II

Readings: Cole, "What is Racial Formation Theory?", *ThoughtCo*; Collins et al", Intersectionality as Critical Social Theory," *Contemporary Political Theory*; Pittman, "Double Consciousness," *Stanford Encyclopedia of Philosophy*; Elias, "Color Line," *Wiley-Blackwell Encyclopedia of Race, Ethnicity, and Nationalism*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 6; Group 5 Presentations,

Week 7: (10/7-10/13) Mainstream Theories of Race and Ethnicity: Biological Theories of Race and Assimilation Theory

Readings: Gottfredson et al, "Mainstream Science on intelligence." Letter to *Wall Street Journal*; Conley et al, "What's Biology Got to Do with It? *Contexts*; Morning, "...Biological Race Returns to Social Science," *Ethnic and Racial Studies*; Elias and Feagin, "Race and The Genome: Biological Theories of Race," *Racial Theories in Social Science*; Steinberg, "The Race Relations Cycle Deconstructed," Part II of *Race Relations: A Critique (TAMUSA library)*; Elias and Feagin, "Robert E. Park;" and, "Assimilation Theory's Dominance in Social Science," (pp 150-159) *Racial Theories in Social Science*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 7; Group 6 Presentations

Week 8 (10/14-10/20): Colorblindness and Post Race Theories of Race and Ethnicity vs. Critical Race Theory and Post-Colonial Theory

Readings: Gene Demby, "Two Justices Debate the Doctrine of Colorblindness," *National Public Radio*; Bonilla-Silva, chapter 3 of *Racism Without Racists*; Elias and Feagin, "Colorblindness and Post- Post-Raciality; Delgado and Srefancic, Harris' Forward and Chapters I and II of *Critical Race Theory: An Introduction*; Achille Mbembe, "What is Postcolonial Theory?: An Interview with Mbembe."

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 8; Group 1 Presentations; Midterm Exam

Section III---Racial and Ethnic Groups in the United States

Week 9: (10/21-10/27) Native Americans and Latino/a Americans

Readings: Roxanne Dunbar-Ortiz, choose 2 chapters from *An Indigenous Peoples' History of the United States*; Elizabeth Cook-Lynn, "Who Stole Native American Studies?" *Wicazo Sa Review*; Standing Rock Syllabus; Laura Gomez, Introduction and Chapter 1 of *Inventing Latinos*; Juan Gómez-Quiñones, "Toward a Perspective on Chicano History" and two additional chapters you will select from *The Chicano Studies Reader: An Anthology of Aztlán, 1970–2019*.

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 9; Group 2 Presentations.

Week 10 (10/28-11/3): African Americans; Asian and Pacific Islander Americans

Readings: Michelle Alexander, Preface, Foreword, Introduction, Chapters 1 and 3 of *the New Jim Crow*; Wright II and Wallace, Part I of *The Ashgate Research Companion to Black Sociology*; Yung-Yi Diana Pan, *Incidental Racialization: Performative Assimilation in Law School*; Kent Ono, Introduction and Chapters 4-6, *A Companion to Asian American Studies*

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 10; Group 3 Presentations

Week 11 (11/4-11/10) European (White) Americans and A Critique of White Supremacy

Readings: Du Bois, "The Souls of White Folks;" Du Bois, "The White World," *Dusk of Dawn*; Bonilla-Silva and Zuberi, "Toward a Definition of White Logic and White Methods," *White Logic and White Methods*; and Fitzgerald, Chapter 2, *Recognizing Race and Ethnicity*

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 11; Group 4 Presentations; Term Paper Part A

Section IV---Contemporary Issues of Race and Ethnicity

Week 12 (11/11-11/17) Contemporary Issues of Race and Ethnicity I

Readings: Fitzgerald, Chapter 2 *Recognizing Race and Ethnicity*; TBD

Nicole Gonzales Van Cleve, "Introduction," *Crook County: Racism and Injustice in America's Largest Court*; and, Michelle Alexander,

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Script 12; Group 5 Presentations; Book Report Part A

Week 13 (11/18-11/24): Contemporary Issues of Race and Ethnicity II

Readings: TBD

Ruffin, "Black Lives Matter: The Growth of a New Social Justice Movement," *BlackPast.org*; Ricardo Ramírez, "Mobilizing en Español: Spanish-Language Radio and the Activation of Political Identities," *Rallying for Immigrant Rights: The Fight for*

Inclusion in 21st Century America; L. Ling-Chi Wang, "Meritocracy and Diversity in Higher Education: Discrimination Against Asian Americans in the Post-Bakke Era," *The Urban Review*; Carol Swain, "The New White Nationalism," *The New White Nationalism in America: Its Challenge to Integration*; Jen'nan Ghazal Read, "Muslims in America," *Contexts*

Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Group 6 Presentations, Final Exam

Week 14: (11/25-12/1) Thanksgiving Break-No Readings or Assignments

Week 15: (12/2-12/8) Catch Up Week

Readings: No Readings. Work on Term Paper.

We will discuss student book reports during the last meeting.

Final Zoom Meeting: Wednesday, 2:00 -315 PM.

Assignment: Come to Zoom meeting with a 2-3 paragraph worth of discussion about the book you chose for your book report.

Submit Book Report Part B

Week 16: Finals Week(12/9-12/15)

Readings: No Readings

Assignment: Term Paper Part B due on 12/12.

COURSE POLICIES AND OTHER INFORMATION

Controversial Subject Matter

Student participation and class discussion are highly valued and encouraged. We will be exploring several potentially sensitive topics such as prejudice, discrimination, stereotypes, violence, and so forth. Mutual respect is key in this class. I will not tolerate disrespect under any circumstance. I ask that everyone is respectful of other people's comments and questions even if you disagree. All of us must work together to create an environment in which we can discuss social issues in a non-judgmental way. If you find a comment another student makes to be insensitive or disrespectful, please speak up and civilly explain your thoughts or feelings or discuss the issue with me in private.

I expect everyone to come to class with an open mind. You are encouraged to raise alternative viewpoints. However, you will be asked to think critically about your (and your classmates') worldview, beliefs, and biases in an academic manner. You will be graded on your ability to explain and analyze various perspectives regardless of whether or not you think they are accurate. Keep in mind that the goal of a college education is to learn about different perspectives, how to analyze them academically according to a particular discipline's approach, and how to make arguments supported by scholarly evidence.

Rather than dictating what you should think, this course is aimed to enhance your ability to think critically.

Active engagement is highly encouraged and rewarded. I will exercise my responsibility to manage the discussions so that ideas and arguments can proceed in an orderly fashion. If you are having difficulty participating or feel intimidated in any way, please come and see me early in the semester and we can work together to find a solution.

Withdrawal

The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. You need to understand the financial and academic consequences that may result from course withdrawal.

Religious Accommodation

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

If you will be observing any religious holidays this semester that will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, please contact me to make appropriate arrangements within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and the email is dss@tamusa.edu.

If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Support Services early in the semester. I am not able to provide accommodations without verification from DSS.

Academic Dishonesty Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of an alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar

with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of 'F' on a particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student written assignments are subject to analysis by anti-plagiarism software.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-7841332. Appointments can also be made through JagWire under the services tab.

Counseling Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center located in Modular C, Room 166 (Rear entrance) or call 210-7841331 between the hours of 8:00 AM and 5:00 PM, Monday through Friday. All mental health services provided by the Student Counseling Center are free, confidential (as the law allows), and are not part of a student's academic or university record. The Student Counseling Center SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Student Counseling Center

In a crisis, please walk into the Student Counseling Center (SCC) any time between the hours of 8:00 AM and 5:00 PM, Monday – Friday, to be seen by a clinician. For after-hours support, please call 210784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff, and faculty, who are registered, will have the option to receive a text message, email, and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>

More information about Emergency Preparedness and the Emergency Response Guide can be found here:

<https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronously, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/WritingCenter. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any resources they may possess.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202 or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Respect for Diversity

We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in

the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

Statement about Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, by applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

If you (or someone you know) has experienced or experienced any of these incidents, know that you are not alone. TAMUSA has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many A&M-San Antonio employees, including all faculty members, are required, to be reporters. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. Additional information about your options is also available at <http://www.tamusa.edu/businessaffairs/titleix/index.html>

If you wish to receive information from a center that is not affiliated with the university, you may want to call the National Sexual Assault Hotline at 1-800-656-4673 (<https://www.rainn.org/>).

Students' Rights and Responsibilities

All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the A&M-San Antonio Student Code of Conduct. For more information, please see the Texas A&M University-San Antonio Student Handbook.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA.

However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.tamus.edu or 210-784-4357. If you don't hear back from them within 48 hours, contact them again. They have a lot of requests during the first part of the semester, so you may need to check up on them. I will distribute course materials, including announcements and updates, via Blackboard, so I encourage you to log in to that system at least twice per week.