

“Words are sacred. They deserve respect. If you get the right ones, in the right order, you can nudge the world a little.”

-TOM STOPPARD



Essential Learnings

This course is designed to enable the students to understand the principles and processes that shape the patterns of relations among racial, ethnic, and other groups in society.

It is not a study of any one racial or ethnic group, although a wide variety of information is provided about a number of groups.

Rather, it is intended to enhance the student's understanding of why such groups interact as they do.

The primary emphasis is on the relationships between dominant (majority) and subordinate (minority) racial and ethnic groups in the United States.

Because a thorough understanding of the dynamics of intergroup relations cannot be obtained by looking at only one country, significant amount of time will be devoted to intergroup relations in other societies.

Minority-majority relations are to a great extent result of emotions which may be termed as prejudices. Prejudices will be approached to a greater extent in this class.

Major characteristic of this course is that it is concerned with analysis and explanation rather than mere description.

Each student brings to this course a unique identity and a distinct perspective shaped by a unique set of experiences. These can and will be valuable resources in our study.



SOCI 4311
Spring 2021

** Asynchronous online course*

The term minority doesn't necessarily refer to a numeric minority. Women, for example, make up roughly half the population but are often considered a minority group..

INSTRUCTOR:

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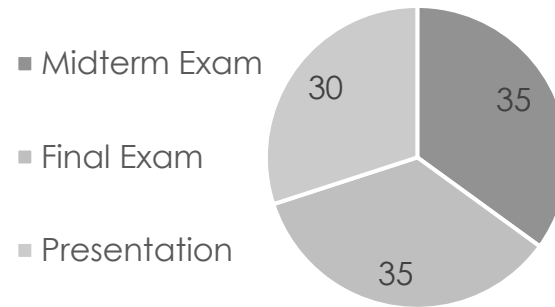
Majority-Minority
Relations

Course Objectives

In addition to the goal that "you will be thoroughly versed in the topics of majority-minority relations", there are a number of more specific learning outcomes the successful student will experience in this course:

- ✓ Students will demonstrate social awareness, knowledge, and skills in written, verbal, and behavioral activities.
- ✓ Students will be able to make rational and measured decisions in the interest of fairness, whereas a synthesis of group and independent projects provide students with skills of teamwork, self-dependence and autonomy.
- ✓ Students will be prepared for a lifetime of change by developing appreciation of diversity, love of learning, writing and study skills, and knowledge base about human behavior, social organization, culture, and social change.

Evaluation



Midterm Exam	35%
Final Exam	35%
Presentation	30%

EXAMS: Online midterm and final exam – both in essay format. This will give me a perspective of how far and wide I can facilitate, orient and guide you with the knowledge, ideas, abilities, skills and attitudes that I tend to build up in order to achieve my teaching objectives, and to make you, as students, responsive to the changing needs of the society. Essays, however, can reveal the depth and breadth of students' knowledge, as well as erroneous conclusions that are drawn. This will allow you to practice your writing and argument development. Each exam is worth 35% of your final grade.

PRESENTATION: Each student will be required to prepare a Research Project for a topic of his/her interest. Students will have complete academic freedom in choosing the format and the topic. This is with the intent to extend themselves to yield the benefits of research. The complexities of research and presenting can be intimidating at first, but students will not be without help. By engaging in research firsthand, students find it easier to understand the rationale underlying others' research. For example, only after forming one's own hypotheses does one truly understand the nuances of research designs and better conceptualize course material. Exposure to an area of research undoubtedly also helps students explore career fields.

Evaluation Criteria



A: An "A" reflects a level of performance which is "distinctly superior" to that shown by the majority of students in a course. "A students" show a level of commitment to scholarship equal to that shown by the instructor; they often research a topic beyond that required by any assignment. "A students" are consistently prepared for every class period, keenly engaged in the conduct of the course, and always seeking implications to the content of a course beyond that offered by the text or by a lecture example. They are usually the first to ask questions in class and their comments always demonstrate more than a superficial appreciation of a topic. Usually, "A students" have a unique aptitude for the material that they study and have mature time management skills such that they never cram for exams or need additional time to complete an assignment. Because they carry these skills and attitudes with them to other courses, "A students" usually earn the top grades in other courses. Needless-to-say, "A students" always earn the highest grades on examinations and papers. Because of the high standards demanded of these students, "A's" are earned by a small fraction of course participants, usually as few as 15% of the students enrolled in a course.

B: A "B" is the result of consistently above average academic performance. A "B" may in fact reflect "superior" achievement but is not quite the equal of the very best in a class. "B students" may earn the highest grade on several exams or papers, but do not do so consistently as other demands, including other courses, may compete with their scholarship to produce inconsistent performance. "B" grades are typically earned by 25-40% of a class at this University.

C: "C" results from consistently average work, or from highly variable work (periods of inferior achievement in addition to superior achievement). "C" grades often result from mere memorization of course content without an appreciation of the implications of the subject matter or an unwillingness to examine the subject in depth. Consequently, "C students" may be able to recognize a term or concept but may not be able to explain it or place it in its proper context. "C's" are often the result when individuals cannot effectively manage the demands of their day such that they are driven from deadline to deadline. In addition, "C students" may give infrequent, but clear indication that they are disinterested in class discussions, lectures or even in the discipline itself. "C's" are earned by approximately 30% of a class.

Evaluation Criteria



D: A "D" reflects consistently below average work. While the "D student" may have performed passing work, usually she or he has never risen above average performance and may show significant periods of unacceptable performance. "D's" are the product of many factors, by other factors and activities for the student's time and attention. "D's" might result from factors such as illness or family emergencies that are beyond the student's ability to control; However, "D students" usually seek help only after irreparable damage has been done to their overall performance in a class. "D's" are earned by approximately 10-15% of students in a course.

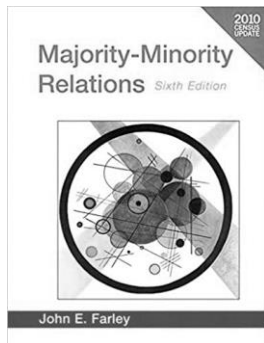
F: "F's" reflect failure to learn an appreciable amount in a course. There are many causes of this failure including poor preparation, lack of maturity, low scholastic aptitude, etc. "F's" result when an instructor cannot, in conscience, certify that a student shows any mastery of a subject beyond that level demonstrated by an uninformed lay person. Because of our liberal course withdrawal policies, "F's" are usually rare, but at least two or three individuals (4-6% of a course) receive one because their disinterest is so profound that they do not know or care about their impending failure until weeks following the last date to withdraw from a course.

I: If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an incomplete "I" for the course. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year for both undergraduate and graduate students.

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below
I	incomplete

** Grades will be based on a total number of points earned. More in-depth assignments will be worth more points. At the end of the course, each student is assigned a final grade, according to the grading scale proposed.*

Readings:



MAJORITY-MINORITY RELATIONS

by John E. Farley

Publisher: Pearson

ISBN-10: 0205006574

ISBN-13: 978-0205006571

*** This is RECCOMENDED read, not REQUIRED!**

** A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Required Materials

- ✓ Access to internet
- ✓ Access to Canvas
- ✓ A positive attitude



Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Been exposed to COVID?

If you, or someone you know, has been exposed to or tests positive for COVID-19 and had recent contact with the campus community, please make a report via the COVID-19 hotline, 903.565.5999. This will allow campus officials to act quickly to prevent a possible spread on campus.

If there has been no recent contact with the campus community, please report using the COVID-19 reporting form.



Which States Have the Biggest Minority Populations? 1. Hawaii; 2. California; 3. New Mexico; 4. Texas; 5. District of Columbia

Having an internet outage?

If you are experiencing an internet outage, consider these alternatives:

- All 3 of our UT TYLER campuses have computers and internet
- Find a local retailer (coffee shop, restaurant) that offers free Wi-Fi
- Go to your public library

** Please do not email me if you are having an internet outage. I will not respond as there are many other reliable options for internet access.*

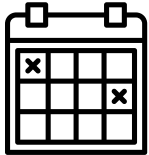
No personal device !?!
No worries!

You'll have access to technology via **The Campus Computing Center** located in the Ratcliff Building North, Room 3022.

Office Hours: M-TH 7 AM – 11 PM
FRI 7 AM – 8 PM
SAT & SUN Noon – 10 PM

Ph: 903.565.5555

Course Policies



LATE WORK

Dates for submission of papers or taking exams will be observed closely. I do not accept late work or provide extensions.



PLAGIARISM

As a Ut Tyler faculty member, I am required to uphold the Honor Code established by the University. In the event that you are caught violating this code, I am required to notify the appropriate Judicial Affairs, which will negatively impact both your grade in this course and your permanent academic record.

[http://www.uttyler.edu/mopp/documents/8Student Conduct and Discipline.pdf](http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf)

DECORUM

You are not required to agree with me or your peers. You are expected to be courteous, and your participation should demonstrate your understanding of rhetoric: careful listening, thoughtful acknowledgement of perspectives, and ethically constructed counterclaims that focus on the quality of the argument and not on the value of the person. Discriminatory language will not be tolerated.



Course Schedule

Week I:

(Jan 11 – Jan 17)

Introduction

Week II:

(Jan 18 – Jan 24)

Prejudice: Its Forms and Causes

Week III:

(Jan 25 – Jan 31)

Reducing Prejudice: How Achievable? How Important?

Week IV:

(Feb 1 – Feb 7)

Macro-Sociological Perspectives: The Order and Conflict Models

Week V:

(Feb 8 – Feb 14)

Origins and Causes of Ethnic Inequality

Week VI:

(Feb 15 – Feb 21)

Changing Patterns of Majority-Minority Relations in the United States

Course Schedule

Week VII:

(Feb 22 – Feb 28)

Catch Up Week!

Week VIII:

(Mar 1 – Mar 7)

Midterm Exam

Spring Break

(Mar 8 – Mar 14)

No Class!

Week IX:

(Mar 15 – Mar 21)

Minority Groups Movements and Their Impact on Society

Week X:

(Mar 22 – Mar 28)

Changing Values, goals, and Models: New Thinking on Assimilation, Pluralism, and Separatism

Week XI:

(Mar 29 Apr 4)

Cross-Cultural Studies of Majority-Minority Relations

Course Schedule

Week XII:

(Apr 5 – Apr 11)

The Status of Majority and Minority Groups
in the United States Today

Week XIII

(Apr 12 – Apr 18)

Catch Up Week!

Week XIV:

(Apr 19 – Apr 25)

Final Exam

Week XV:

(Apr 26 – May 1)

Final Grades - Reflections

*** This is proposed schedule and it is subject to change by the instructor due to special circumstances*

University
Policies:

University Policies:

UT Tyler Honor Code :

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

University Policies:

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

University Policies:

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Revised 05/17

University Policies:

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;

University Policies:

- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ❖ “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit
- ❖ “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

University Policies:

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.



Majority-Minority Relations

* more information available on Canvas