

**ETHNC 3365: ETHNIC MINORITIES IN AMERICA (DV; BF)**  
**SPRING 2020; WE, FR 11:50 A.M. - 1:10 P.M.; BU C 108**  
**HYBRID ONLINE, FACE-TO-FACE, AND TECHNOLOGY ENHANCED INSTRUCTION**  
**MEETS WEDNESDAY ON CAMPUS; UNLESS OTHERWISE SPECIFIED, NO CLASS ON FRIDAY**

Instructor: Dr. Ed A. Muñoz, Ph.D. (He, Him, His)  
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Virtual Office Hours: We 4:15 – 5:45 PM  
Office Hours: Th 10:00 – 11:30 AM  
(and by appointment)

Required Texts:

Healey, Joseph F., Andi Stepnick, and Eileen O'Brien. 2018. *Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change*. 8<sup>th</sup> Edition. Thousand Oaks, CA: Sage Publications. ISBN: 9781506346946.

\*Selected readings/videos/assignments completed on Canvas\*

Course Goal: This course provides students with a sociological (BF) examination of the historical and contemporary development of race and ethnic relations in U.S. society (DV).

Course Description: This course explores how ethnic minority populations navigate a range of political, economic, and legal circumstances in the United States. The class lectures and readings consider the diverse and sometimes overlapping experiences of different ethnic/racial groups and address subjects such as: Immigration, Language, Science, Education, Media, and Social Justice. Applying a sociological lens, we will pay attention to the historical and contemporary ways that ideas about ethnicity are instituted, circulated, and made meaningful in society. We will also examine the intersections of class, gender, and sexuality in the lives of ethnic minority populations and discuss how people work to eradicate inequalities within and between ethnic minority subgroups in America.

Learning Outcomes:

- **Inquiry and Analysis**—Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them
- **Intercultural Knowledge and Competence**—Intercultural Knowledge and Competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

Assessment: Assessment of outcomes is through **3 objective unit exams (3 x 100 = 300 points)** and **active class and online participation (200 points)**, both written and oral. See the class schedule for online exam dates. A seminar / lecture format will engender healthy class engagement of assigned scholarly readings/videos/assignments.

**In addition to attendance (50 pts)**, a student's readiness to competently discuss reading materials in class will help determine class participation points. Pop quizzes are at the discretion of the instructor in the event of limited or no oral participation. There will be no makeup pop quizzes; hence, attendance is crucial in order to earn class participation points.

To assist students in this endeavor and to provide added objective criteria for class participation grading, students are required to complete **6 out of 10 short assignments (6x25=150 points)** that are available on Canvas. These weekly assignments are available after class on Wednesday and are due by 11:59 pm on Sunday. Assignments will help assess our learning outcomes of inquiry and analysis, and intercultural knowledge and competence. Completed assignments should demonstrate an understanding of the assigned reading material, and/or pose additional questions for discussion/clarification.

This online activity is in lieu of a regularly scheduled class time on Friday. I have scheduled virtual and Gardner Commons office hours accordingly for late Wednesday afternoon and late Thursday morning. There is one exception

when we will meet on Friday, April 10 for our last lecture. This is due my attendance at the National Association for Chicana and Chicano Studies annual conference from April 15 – 18.

Unit Exams (3x 100)	300 points
Oral/Written Class Participation	<u>200 points</u>
Total Points	500 points

A student's actual points earned divided by the total number of points will determine a percentage grade. The following scale will determine letter grades: 100%-93%=A; 92%-90%=A-; 89%-88%=B+; 87%- 83%=B; 82%-80%=B-; 79%-78%=C+; 77%-73%=C; 72%-70%=C-; 69%-68%=D+; 67%-63%=D; 62%-60%=D; ≤ 59% F.

The instructor allows no makeup work of any kind unless consultation occurs at least one day prior to the scheduled completion of assigned tasks, or upon formal documentation of an authorized absence as set forth by University Policy 6-100.III.O (<http://regulations.utah.edu/academics/6-100.php>).

### **Tentative Course Overview**

- 1/08 Introduction.  
*REGC*; Part 1, Ch. 1, Diversity in the United States: Questions and Concepts.
- 1/10 Canvas, Assignment 1.**
- 1/15 *REGC*; Part 1, Ch. 2, Assimilation and Pluralism: From Immigrants to White Ethnics.
- 1/17 Canvas, Assignment 2.**
- 1/22 *REGC*; Part 1, Ch. 3, Prejudice and Discrimination.
- 1/24 Canvas, Assignment 3**
- 1/29 *REGC*; Part 2, Ch. 4, The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery.
- 1/31 Canvas, Assignment 4.**
- 2/05 *REGC*; Part 2, Ch. 5, Industrialization and Dominant-Minority Relations: from Slavery to Segregation and the Coming of Postindustrial Society.
- 2/07 Exam 1.**
- 2/12 *REGC*; Part 3, Ch. 6, African Americans: From Segregation to Modern Racism and Institutional Discrimination.
- 2/14 Canvas, Assignment 5.**
- 2/19 *REGC*; Part 3, Ch. 7, Native Americans: From Conquest to Tribal Survival in a Postindustrial Society.
- 2/21 Canvas, Assignment 6.**
- 2/26 *REGC*; Part 3, Ch. 8, Hispanic Americans: Colonization, Immigration, and Ethnic Enclaves.
- 2/28 Canvas, Assignment 7.**
- 3/04 *REGC*; Part 3, Ch. 9, Asian Americans: Model Minorities?
- 3/06 Canvas, Assignment 8.**
- 3/11 Spring Break, No Class.**
- 3/13 Spring Break, No Class.**
- 3/18 *REGC*; Part 3, Ch. 10, New Americans, Assimilation, and Old Challenges.
- 3/20 Exam 2.**
- 3/25 *REGC*; Part 4, Ch. 11, Gender.
- 3/27 Canvas, Assignment 9.**
- 4/01 *REGC*; Part 4, Ch. 12, Lesbian, Gay, and Bisexual Americans.
- 4/03 Canvas, Assignment 10.**
- 4/08 *REGC*; Part 4, Ch. 13, Dominant-Minority Relations in Cross-National Perspective.
- 4/10 *REGC*; Part 5, Ch.14, Minority Groups and U.S. Society: Themes, Patterns, and the Future.
- 4/15 No Class, National Association for Chicana and Chicano Studies Conference.**
- 4/17 Exam 3.**
- 4/22 Reading Day.
- 4/24 Finals Week.

**The above outline is tentative and the instructor reserves the right to make adjustments as needed.**

**Content Accommodations:** While the syllabus may change over the course of the semester to better meet the instructor's and students' needs, there will be no content accommodations for this class (Policy 6-100 Sec. III.Q.3). The University recognizes that students' core beliefs might make it difficult for them to fulfill some course requirements. However, it is the student's obligation to determine—BEFORE the last day to drop courses (Friday, March 2, 2018) without penalty—when course requirements conflict with core beliefs. (<http://regulations.utah.edu/academics/6-100.php>)

**Class Rules:** I expect students to be attentive to instructor and guest lecturers and in class discussions. Refrain from reading newspapers, sleeping, talking to other students, Facebooking, texting, etc. during class. I also expect you to arrive to class on time due to the distraction late arrivals cause for your fellow students and me. Finally, in order to create a safe learning environment in our classroom, I expect that you will treat me and everyone else in class with respect and not engage in any disruptive behavior. Failure to do so will result in removal from the class after one warning. Similarly, my institutional affiliates and I are committed to providing a safe and professional educational environment. Any student who feels wrongfully harmed should follow standard institutional procedures for filing complaints as outlined in University Policy 6-400: Code of Students Rights and Responsibilities ("Student Code") (<http://regulations.utah.edu/academics/6-400.php>).

**University Safety Statement:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu)."

**Academic Dishonesty:** Academic dishonesty refers to inappropriate behavior, such as cheating, fabricating, plagiarizing, and/or assisting others who are participating in academically dishonest activities. To discourage academic dishonesty, I will be employing the University of Utah's Academic Affairs approved Turnitin plagiarism detection program for written projects. Certain procedures guarantee rights to all students charged with academic dishonesty and subject to disciplinary action. Any student may appeal unfair treatment following standard institutional procedures as outlined in University Policy 6-400: Code of Students Rights and Responsibilities ("Student Code") (<http://regulations.utah.edu/academics/6-400.php>).

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**The Americans with Disabilities Act:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. (<http://disability.utah.edu/>).

**LGBT Resource Center:** If you are a member of the LGBTQ community, I want you to know that my class is a safe zone. The U of U has an LGBT Resource Center on campus located in Room 409 of the Union Building. Hours: M-F 8 a.m.-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources <https://lgbt.utah.edu/>. The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: [https://lgbt.utah.edu/lgbtrc\\_programs/index.php](https://lgbt.utah.edu/lgbtrc_programs/index.php).

**Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776

**Veterans:** If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

**Learners of English as an Additional/Second Language:** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); and the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

**Undocumented Student Support Statement:** Immigration is a complex phenomenon with broad impacts—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the [Dream Center](#) at 801-213-3697.