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| FIU Online | SyllabusANT 3451 RVC 1228 (online): Anthropology of Race and Ethnicity |

Professor Information

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| **Instructor:** | Prof. Chris Girard |
| **Phone:** | Text me anytime: cell phone # is on front page of CanvasText me always with your name followed by 3451RVC |
| **Office:** | Log on to CANVAS, click on ZOOM (near top left) click on “office hours” or go to my office. |
| **Office Hours:** | Monday 4-6 PM (8/22/22-11/28/22) on Zoom or in SIPA 318 |
| **E-mail:** | Please use Canvas Inbox |

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***Log on to CANVAS, then click on “MODULES” for all assignments and lecture videos***

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| After reading syllabus, text me anytime with questions! Phone # on Canvas 1st page. Text your name and “3451RVC.” |
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Course Description And Purpose

In this course, you and I will look for answers to deep questions. Do races exist? When do members of one racial or ethnic group believe that it is fair to use violence against another racial or ethnic group? How do we know the truth when we see it? What often gets in our way? In answering these kinds of questions, we will discover the excitement and power of scholarship in challenging common storylines. I invite you to join me in an active learning adventure. Together, we will look at the experiences of different racial and ethnic groups both in the United States and (for three weeks) outside the United States. We will gain an understanding of how these groups got to where they are today.

Included in our exploration will be Miami-Dade County, which is a special place. Miami-Dade County is distinguished by a higher percentage foreign born than any other major metropolitan area in the United States. Also, there are more Cuban Americans here than anywhere else in the U.S. In particular, we will explore historical forces that have shaped the relative “success” of South Florida’s Cuban community in contrast with the experience of other Hispanic groups. In this regard, we will answer a number of puzzling questions. How are Cuban Americans different than Mexican-Americans and Puerto-Rican Americans? How are Cubans different than “middleman minorities” such as Jews and Asians? What are the causes for racial divisions in Miami-Dade County?

Increasingly swift global change is altering life as we know it. Everything we think is true is now open to challenge. As economic and technological changes make the world smaller, diverse peoples are drawn into interdependence and intimate contact. In 2001, we for the first time—in a global project—identified all the genetic codes that make us human. On the other hand, we are now entering what one historian at Stanford University is calling the most dangerous 40 years in human history. The major challenger to Western global dominance is a nonwhite power located in Asia. All of this is transforming our understanding of racial and ethnic differences. As a citizen of the world, you will not want to left in the dark regarding key issues that will affect your future.

Course Objectives

**This course satisfies the University Core Curriculum for Social Science Group Two (FIU required) as supported by the following learning outcomes. By the end of the course students will be able to:**

* Explain global and historical forces that socially construct race;
* Connect “racial” and ethnic conflict in different locals such as South Africa, Brazil, and Northern Ireland;
* Explain when force is used and when violent means are thought to be fair;
* Identify and analyze contemporary racial and ethnic issues;
* Value cultural and economic assets as central to human freedom and explain why some groups have more access than others;
* Evaluate ideas, taking into account how social and personal comfort zones act as a lens through which human beings see the world;
* Challenge uncritical, simplistic mental models with critical, evidence-based models;
* Marshal specific evidence to support generalizations.

Grading

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| COURSE REQUIREMENTS | WEIGHT |
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| Quizzes (2): 50 points each | 15% |
| Exam 1: 100 points | 15% |
| Exam 2: 100 points | 15% |
| Weekly Review Questions | 25% |
| Weekly Problem-Solving Assignments:      | 25% |
| Writing Assignment |  5% |
| **Extra-Credit:** Oral Presentation - make 5 minute video | Raise course grade one level |
| **Extra-Credit:** View deep-processing videos, Do 3 ques | Raise course grade one level |
| **Total** | **100%** |

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REQUIRED Textbook



**Race and Ethnic Relations: American and Global Perspectives** (Required)

Martin N. Marger

Wadsworth Publishing, 10th Edition, 2015

ISBN-10: 1285749693

ISBN-13: 978-1285749693 (or digital ISBN: 9781305176959)

[Book Info](http://www.amazon.com/Race-Ethnic-Relations-American-Perspectives/dp/1285749693%3FSubscriptionId%3DAKIAJZE6PMOZFG2TYDYQ%26tag%3DOMGWTFBBQ%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1285749693). You may obtain your textbook online at the [FIU Bookstore](http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCB_TextbookDetailView?catalogId=10001&item=N&langId=-1&productId=600006092237&storeId=21551) (unless you opt out when paying tuition, this book is automatically included in FIU book pack for which you pay $60 with course enrollment). If you opt out, you can rent the hardcover ($22.54) or e-book ($36.70) from Amazon. NOTE: For the e-book you can DOWNLOAD IT AND BEGIN TODAY:

<https://www.amazon.com/Race-Ethnic-Relations-American-Perspectives/dp/1285749693>

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Make Up Policy and Other Policies

You must make arrangements with me by calling my cell phone (posted on 1st page of Canvas) *before* exams and quizzes if you need to take a make-up exam. If I don’t answer, try again each half-hour until I do. Under no circumstances will voice mail, text messages, or email serve as a substitute for talking to me.  There will be no scheduling of make-ups after a test has been given.

As a college, we care about and enforce the Policies and Procedures as they are important to the quality of the education we are providing to you. Review the details on [FIU Policies](http://online.fiu.edu/student/resources/policies.php).

Quizzes: 15% of grade

There will be two quizzes and two exams (Exam 1 and Exam 2). The two quizzes together will count for 15% of the course grade, and each exam will count for 15% of the course grade. In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](http://online.fiu.edu/future_whats_required.html).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](http://online.fiu.edu/supportservices).

Exams: 30% of grade

***Exam Content***: Exam 1 will consist of 32 multiple-choice questions. Exam 2 will consist of 21 multiple-choice questions and one essay question. The quizzes will consist of 16 true-false questions.

 ***Exam 2 Essay***: The essay on the Exam 2 is posted now:

This question is divided into three parts (1 - 3). Each part will count for 1/3 of the points awarded for this question. (1) For Asians, Hispanics, and blacks describe levels of SECONDARY STRUCTURAL assimilation using SPECIFIC MEASURES supplied in the lectures and in the textbook. You may choose whether to talk about Asians, Hispanics, or blacks, or any combination of these three groups (including the nationality groups within each of these three categories). (2) Also, from the lectures and from the textbook (not from your own knowledge), identify historical and structural factors that have either helped or hindered secondary structural assimilation. Fully elaborate the effect of each of these factors on each of the ethnic or racial groups that YOU have CHOSEN to discuss. Extra points will be given for explaining precisely HOW these structural factors affect access to economic assets, including cultural and physical capital (be sure to define “economic assets” and “cultural” and “physical” capital). (3) Finally, explain how differences in secondary structural assimilation contribute to the SOCIAL CONSTRUCTION of race. Again, be specific. Give up to 48 facts in essay form (no introduction or conclusion required).

[**Video on Essay.**](http://online.fiu.edu/videos?vivomediaId=55c92a84931e6%2Findex.html&mediaTitle=Exam+2+Video+on+Essay+%28v2%29)

As you progress through the semester (mainly the second half), you should have the Exam 2 essay question in front of you so that you can make notes for your answer.

**The exams will be available for a 41-hour period on Thursday of the respective weeks in which the tests are given. Also, an icon for the exam will appear in the week it is to be given. The exams will not be available during any other time. NOTE: SEE CALENDAR AT END OF SYLLABUS**

* Quiz 1 is ***Thursday through Saturday of the 4th module*** (see calendar below).
* Exam 1 is ***Thursday through Saturday of the 8th module*** (see calendar below).
* Quiz 2 is ***Thursday through Saturday of the 11th or 12th module*** (see calendar below).
* Exam 2 is ***Thursday through Saturday of finals week*** (see calendar below).

Be sure to write these dates on your calendar! You can schedule make-ups before but not after these dates!

***Have a Back-Up*:** If your computer fails (this could happen!), have a second computer immediately available (friend, library, internet café) so that you can complete exams. TAKE EXAMS EARLY, preferably on Thursday rather than Saturday, because things can go wrong! CALL or CHAT with online learning to get technical problems fixed while you are taking the exam, not after the exam period has ended on Saturday. If there is a technical problem, do not call the professor after the exam is over because you will automatically receive the minimum score: 18 out of 50 for quizzes and 0 out of 100 for exams.

Weekly Review Questions: 25% of grade

There will be weekly review questions (a total of 100 questions for the course) based on the problem-solving readings, lectures, videos, textbook, and other readings for each week (See calendar in bottom half of this syllabus). These review questions together will count for 25% of your course grade.   Each must be completed in the week that it was assigned (Monday-Sunday).

Weekly Problem Solving: 25% of grade

Fun problem-solving exercises will bolster your grade and your learning potential.  Altogether, these exercises are 30 percent of the total points in the course.  The problem-solving grade will be scored 1 to 5 points for each of the weekly answers submitted online. Chances are very good that you will raise your grade with these problem-solving exercises. These exercises will promote active learning through regularly applying concepts.

Writing Assignment: 5% of grade

The three questions below can be answered from the readings and the lectures (no research or use of the internet is required!). Each answer, in essay format, should be one page (3 pages total for all 3 questions), typed and double - spaced with one-inch margins and a font size of 12.  The writing assignment will NOT BE ACCEPTED if any of your answers are less than 18 lines with font size 12 and margins of 1 inch  (note:  a page is normally  22 lines).    It is possible for an answer to be more than one page but more than an extra 1/2 page will not be scored. Copying the question and supplying other identifying information does not count as part of your answer. The only requirement is that you number your answers to the three questions (1,2,3).

 The questions will serve as a guide in assessing your preparation for answering the essay question on exam 2.

 ***Please Note: Your document must be turned in as doc document or as .docx document!***

Write each essay and save it in the **SAME DOCUMENT**.  Also, use your last name as your filename. For example, if your name were Juan Gonzalez, you would put all five essays into "Gonzalez.doc" and append that file.

Complete each question within one week after date assigned; but do not turn in the document until the answers to all three questions have been added to the document; the completed, single WORD document is to be placed in assignment drop box by**Monday of Module 12**through **Turnitin.com** using CANVAS assignment dropbox (see calendar below) with  the  title  "lastname.doc"  or  "Lastname.docx"  (put  your  last  name  in the beginning of the document name). The Assignment Dropbox link can be found in the course menu. Assignments uploaded after this date will be marked “late” and will **NOT** receive comments that are helpful for the exam 2 essay.

1. Do races exist? What is the scholarly critique of "race." Why is "race" still used by social scientists? (Note: Answer all questions from lecture 1 notes and videos.)
2. Compare Cuban and Mexican immigrants with regard to secondary structural assimilation. What would structural and historical factors explain the greater "success" of Cubans? (Note: Answer all questions from lectures 13-14, both notes, and videos.)
3. Compare blacks and Cubans with regard to access to economic assets, as well as human, cultural, social, and physical capital. (Note: Answer all questions from lectures 14-17, both notes, and videos.)
* Review the detailed [Turnitin Instructions](http://online.fiu.edu/html/blackboardlearn/mastertemplate/turnitin/%22%20%5Ct%20%22_blank) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Extra Credit - course grade will be raised one level (e.g., from B- to B) for each option below! (You can do both!)

**1. 2-minute oral presentation on YouTube video:** The 2- minute oral presentation is to be videotaped by yourself. The oral presentation must be: (1) educational and engaging,  (2) on a very specific topic related to the lectures or the book,  and (3) a three-minute video on the topic from YouTube, to be included in one video for a total of 5 minutes.   You must face the camera, only occasionally glancing at notes rather than reading them. Your video must be put on YouTube with a public link and this link must be sent via Canvas Messages (you do this through the “messages” link) before midnight on extra-credit due date (see calendar below). It is best to do this early!  Submissions after midnight of the 13th week, even by one minute, earn no credit under any circumstances!  Really! **All extra- credit requires  several phone conversations  (cell phone on front page of canvas);  e-mail is not  sufficient for an optimal dialogue between professor and student.  NO CALL = NO EXTRA CREDIT!**

**2. View and use Dr. Chew’s “deep-processing” videos (Samford University) to improve your memory:** You will verbally present to the professor (cell phone number on front page of Canvas) a complete description for each of the three items below (focus on videos 2-5 for these items).  Each of the SIX VIDEOS runs 10 minutes or less.

https://www.samford.edu/departments/academic-success-center/how-to-study (URL)

The professor wants to talk to you about these videos (really).  First write your answer (written answer is NOT submitted) and then present the answer orally to the professor in a phone conversation (cell phone number on front page of Canvas) for each of the three questions below:

1. What were the goals, methodology (give details), and results for a memory experiment conducted with five groups?
2. What are the four basic techniques of deep processing starting with “elaboration?”
3. What are further techniques of deep processing starting with “question generation?”

**Second step (required to get credit):** After the first conversation in which you correctly answer the questions above, you will have a second conversation with the professor (cell phone number on front page of Canvas) about applying elaboration and distinctiveness to 3 pairs of concepts likely to appear on the next test. That is, you will name two similarities and two differences for each of the three pairs. If the professor does not answer, just keep calling back until you succeed (every hour or so. . . the professor answers about 70% of the time; don’t leave messages).  The professor wants to see real improvement, not busy work.

***Extra-Credit Due*:**  The first option for extra credit—the two-minute You Tube video—must be turned in by midnight of the 13th week. There will be no exceptions!  The extra-credit option for Dr. Chew’s deep processing techniques will end when you take Exam 2.

Course Grading Scale

Note: there will be no rounding of scores

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| Letter Grade |  | Range | Letter Grade |  | Range | Letter Grade |  | Range |
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|  A |  | 90 - 100% |  B |  | 78 - 81.99% |  C |  | 58 - 69.99% |
|  A- |  | 86 - 89.99% |  B- |  | 74 - 77.99% |  D |  | 50 - 57.99% |
|  B+ |  | 82 - 85.99% |  C+ |  | 70 - 73.99% |  F |  | <50% |

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Three Grade Protocols

All professional organizations have protocols or explicit procedures.  Here are three grade protocols. Commit these to memory.  These are my printed (explicit) contract with you:

1. Embrace digital-age grading precision: for example, 89.999 = 89.999 A-, not 90 A; there is no rounding up.  Rounding is no longer required in order to reduce physical space taken up by large numbers. Digital representation on microchips is independent from physical space!
2. Accept the professor's word on due dates: syllabus deadlines are final (this includes extra-credit).
3. Pursue grade corrections (a) based on evidence & (b) in a timely manner: Scores are updated on Canvas each week.  Within 2 weeks maximum after posting, request instant score/grade changes by showing any evidence to the professor.  Final day of Exam 2 is the last opportunity.

Following protocols is central to your training to be a professional. This is because professional organizations such as the university are organized as impersonal secondary groups, in which task completion or performance is primary.  Secondary groups are unlike primary groups (family & friends) in which your personal situation is most important.  Therefore, the only strategy for success in professional organizations is following protocols and presenting evidence of task completion.  What will fail is making pleas based on your personal situation (e.g., I need the grade, I will lose financial aid, I had a family emergency, I didn’t know, etc.).  The point: don’t confuse secondary groups and primary groups.

Of course, there are mistakes in all evaluation processes.  Based on your feedback, I look forward to improving my procedures. If you have evidence, present this in a professional (non-emotional) way following all protocols.  Again, this will bring you success in your professional life.

Course Communication

Communication in this course will take place within Canvas. See the [Canvas Guide](https://community.canvaslms.com/docs/DOC-10574-4212710325) on communicating with course users for more information.

Canvas Inbox is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Canvas to send, receive, or read messages. The tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources](http://online.fiu.edu/app/webroot/html/blackboardlearn/resources/writing_resources/) webpage for more information on professional writing and technical communication skills.

Module Weekly Schedule

**\*\*\*Two quizzes and two exams are in assigned modules, 7 AM Thursday until 11:55 PM Saturday (65 hrs.).\*\*\***

**Weekly Review Questions are 12:01 AM Monday to 11:55 PM Sunday (168 hrs.) in all modules except 1, 2, and 15.**

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| Module 1: August 22 - 28 |
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| **Lectures:*** [Lecture 1: Do Races Exist?](http://cpbucket.fiu.edu/1168-ant3451vc1168-82011/lecture-1_pdf.pdf) (PDF)

**Tasks:*** Complete Writing Assignment 1 [Do not turn in until assignment 5 is completed!]
* Read: Marger Chapter 1 (pp. 13-17, 21-22), Chapter 3 (up to p. 61)
* [Problem Solving: Low Birth Weight Babies & the Social Construction of Race](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-1-low-birth-weight-babies-and-the-social-construction-of-race.pdf) (PDF)
* Begin working on Module 1 Problem Solving Exercise
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| Module 2: August 29 – September 4 |
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| **Lectures:*** [Lecture 2: Theories of Discrimination and Prejudice](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-2_pdf.pdf) (PDF)
* [Lecture 3: Eugenics Movement](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-3_pdf.pdf) (PDF)

**Tasks:*** [Problem Solving: Social Darwinism and Pseudo-Scientific Storylines](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-2-social-darwinism-and-pseudo-scientific-storylines.pdf) (PDF)
* Complete WEEKLY REVIEW available Monday through Sunday. Based on module 2 + low birth weight babies. This assignment is not actually due until Sunday of Module 3.
* Read : Marger Chapter 3 (p. 62 to end)
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| Module 3: September 5 - 11  |
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| **Lectures:*** [Lecture 4: Ethnic Stratification](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-4_pdf.pdf) (PDF)
* [Lecture 5: Assimilation and Pluralism](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-5_pdf.pdf) (PDF)

**Tasks:*** Read: Marger Chapters 2 and 4; Bonilla -Silva Chapter 5
* [Problem Solving: Game Theory, Middlemen, and Morality](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-3-game-theory-and-middleman-and-morality.pdf) (PDF)
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 1 Problem Solving Exercise: due **Sunday, 11:59PM.**
* Module 2 Problem Solving Exercise: due **Sunday, 11:59PM.**
* Module 3 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 4: September 12 - 18 |
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| **Lectures:*** [Lecture 6: European Immigration](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-6_pdf.pdf) (PDF)
* [Lecture 7: White Ethnics](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-7_pdf.pdf) (PDF)

**Tasks:*** Read: Marger Chapter 5
* Read: Marger Chapter 10
* [Quiz sample questions](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/sample-quiz-questions_pdf.pdf) (PDF)
* Quiz 1 covers: Marger Chapter 1 (pp 13-17, 21-22), Chapter 2 - 5 and Lectures 1 – 6.
* **Quiz will be available Thursday, 7:00am through Saturday, 11:55pm.**
* [Problem Solving: White Ethnics and the Social Construction of Whiteness](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-4-white-ethnics-and-the-social-construction-of-whiteness.pdf) (PDF)
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 4 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 5: September 19 - 25 |
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| **Lectures:*** [Lecture 8: Racism without Racists](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-8_pdf.pdf) (PDF)
* [Lecture 9: Ku Klux Klan](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-9_pdf.pdf) (PDF)

**Tasks:*** Read: Marger Chapter 13
* [Problem Solving: KKK and game theory](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-5-kkk-and-game-theory.pdf) (PDF)
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 5 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 6: September 26 – October 2 |
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| **Lectures:** * [Lecture 10: Jewish Americans](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-10_pdf.pdf) (PDF)
* [Lecture 11: Causes of the Holocaust](http://cpbucket.fiu.edu/1171-fiu01-ant-3451-secrvc-10242/lecture-11.pdf) (PDF)

**Tasks:*** Read: Marger Chapter 11
* [Problem Solving:  Perceptions that Jews Have Too Much Power and Game Theory](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-6-perceptions-that-jews-have-too-much-power-and-game-theory.pdf) (PDF)
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 6 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 7: October 3 - 9 |
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| **Lectures:*** [Lecture 12: American Indians](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-12_pdf.pdf) (PDF)

**Tasks:*** [Problem Solving: Paternalism and Perceptions of Fairness in Light of Game Theory](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-7-paternalism-and-perceptions-of-fairness-in-light-of-game-theory.pdf) (PDF)
* Read: Marger Chapter 6
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 7 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 8: October 10 - 16 |
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| **Lectures:*** [Video: LA is Burning](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/video-notes_-_em_la-is-burning__em__pdf.pdf) (PDF) - This video will be included in Exam 1.

**Tasks:*** Exam 1 will cover Lectures 1 - 12, Marger Chapter 1 (pp.13 - 17, 21 - 22), Chapter 2 - 6, 10 - 11, and 13; Bonilla-Silva Chapter 3 - 6, 9. **Exam will be available Thursday, 7:00am through Saturday, 11:55pm.**
* [Exam 1 Sample Questions](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/exam-1-sample-questions_pdf.pdf) (PDF)
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 8 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 9: October 17 - 23 |
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| **Lectures:** * [Lecture 13: Puerto Ricans and Cubans](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-13_pdf.pdf) (PDF)
* [Lecture 14: Mexican Americans](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-14_pdf.pdf) (PDF)

**Tasks:*** [Problem Solving: Cubans vs. Mexicans regarding Differences in Access to Assets and Cultural Capital](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-9-cubans-versus-mexicans-regarding-differences-in-acess-to-assets-and-cultural-capital.pdf) (PDF)
* Read: Marger Chapter 8
* Complete Writing Assignment 2 [Do not upload until assignment 3]
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 9 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 10: October 24 - 30  |
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| **Lectures:*** [Lecture 15: Slavery](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-15_pdf.pdf) (PDF)
* [Lecture 16: Residential Segregation](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-16_pdf.pdf) (PDF)

**Tasks:*** [Problem Solving: Redlining and the Social Construction of Race](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-10-redlining-and-the-social-construction-of-race.pdf) (PDF)
* Read: Marger Chapter 7
* Submit Writing Assignment 3; when finished, upload all three questions in one document early!
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 10 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 11: October 31 – November 6  |
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| **Lectures:*** [Lecture 17: Discrimination Against Blacks](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-17_pdf.pdf) (PDF)
* [Lecture 18: Haitian Americans](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-18_pdf.pdf) (PDF)

**Tasks:*** CompleteWEEKLY REVIEW available Monday through Sunday.
* Module 11 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 12: November 7 – November 13  |
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| **Lectures:*** [Lecture 19 Discrimination Against the Japanese](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-19_pdf.pdf) (PDF)
* [Lecture 20: Black vs. Asian Assimilation](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-20_pdf.pdf) (PDF)
* [SES table: some secondary assimilation measures](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/ses_table.pdf) (PDF)
* See one source of information for final essay and writing assignments:  [Video on Essay](http://online.fiu.edu/videos/?vivoId=44a601f815e54e98b8051b1709e6e78f) (URL)

**Tasks:*** [Problem Solving: From Alien Land Laws to the Glass or Bamboo Ceiling](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-12-from-alien-land-laws-to-the-glass-or-bamboo-ceiling.pdf) (PDF)
* Read: Marger Chapter 9
* Quiz 2 will cover: Lectures 13 -19 and Chapters 7-9. **Quiz 2 will be available Thursday, 7:00am through Saturday, 11:55pm**.
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 12 Problem Solving Exercise: due **Sunday, 11:59PM.**

**Writing Assignment:** Monday is the LAST DAY TO UPLOAD WRITING ASSIGNMENT with questions 1-3 in the same Word Document (.doc  or  .docx)  and  name   with  your   last  name   (studentname.doc) or (studentname.docx).  |

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| Module 13: November 14 - 20 |
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| **Lectures:*** [Lecture 21: South Africa](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-21_pdf.pdf) (PDF)
* [Lecture 22: Brazil](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-22_pdf.pdf) (PDF)
* [SES table: some secondary assimilation measures](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/ses_table2.pdf) (PDF)

**Tasks:*** Read**:** Marger Chapters 14 and 17
* Work  on  practice  Exam  2  essay  (see  module  14);  see  one  source  of information for Exam 2 essay and writing assignments  below: [Video on Essay](http://online.fiu.edu/videos?vivoId=44a601f815e54e98b8051b1709e6e78f) (URL)
* **Extra Credit: *Sunday***: EXTRA CREDIT DEADLINE--  Last day (NO EXCEPTIONS)  to turn in extra-credit 5 minute video. Extra-credit option for Dr. Chew’s deep-processing videos ends when you take Exam 2.
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 13 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Modules 14: November 21 - 28 |
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| **Lectures:*** [Lecture 23: Canada](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-23_pdf.pdf) (PDF)
* [Lecture 24: Rwanda, Yugoslavia, and North Ireland](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-24_pdf.pdf) (PDF)
* [Lecture 25: Arab Americans](http://cpbucket.fiu.edu/1165-ant3451vaa1165-56056/lecture-25_pdf.pdf) (PDF)

**Tasks:*** [Problem Solving: Global Ethnic Stratification according to Conflict Theory and Game Theory](http://cpbucket.fiu.edu/1161-ant3451vc1161-12091/module-14-global-ethnic-stratification-according-to-conflict-theory-and-game-theory.pdf) (PDF)
* Read: Marger Chapters 15 - 16 and Chapter 12
* Complete WEEKLY REVIEW available Monday through Sunday.
* Module 14 Problem Solving Exercise: due **Sunday, 11:59PM.**
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| Module 15 and Module for Finals Week  |
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| **Tasks:*** Complete a practice answer for the essay question on exam 2 (see actual question below).
* **Exam 2 will include: Lectures 13-25, Chapters 7-9, 14-17 and Chapter 12.**
* **Exam 2 will be available Thursday, 7:00am through Saturday, 11:55pm. December 8-10.**
* **Exam 2 will have 21 multiple choice questions and the essay below:**
	+ **Question:** This question is divided into three parts. Each part will count for 1/3 of the points awarded for this question. (1) For Asians, Hispanics, and blacks describe levels of SECONDARY STRUCTURAL assimilation using SPECIFIC MEASURES supplied in the lectures and in the textbook. You may choose whether to talk about Asians, Hispanics, or blacks, or any combination of these three groups (including the nationality groups within each of these three categories). (2) Also, from the lectures and from the textbook (not from your own knowledge), identify historical and structural factors that have either helped or hindered secondary structural assimilation. Fully elaborate the effect of each of these factors on each of the ethnic or racial groups that YOU have CHOSEN to discuss. Extra points will be given for explaining precisely HOW these structural factors affect access to economic assets, including cultural and physical capital (be sure to define “economic assets” and “cultural” and “physical” capital). (3) Finally, explain how differences in secondary structural assimilation contribute to the SOCIAL CONSTRUCTION of race. Again, be specific. Give up to 48 facts in essay form (no introduction or conclusion required).
* [Lecture Video on Essay](http://online.fiu.edu/videos/?vivoId=44a601f815e54e98b8051b1709e6e78f) (URL)
* **Click on SACS exam after finishing Exam 2 (Sacs exam does not count toward grade)**
* Module 15 Problem Solving Exercise: due **Sunday, 11:59PM.**
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Policies

Please review the [FIU's Policies](http://online.fiu.edu/app/webroot/html/blackboardlearn/policies/) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](http://online.fiu.edu/futurestudents/whatsrequired)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](http://online.fiu.edu/app/webroot/html/blackboardlearn/mastertemplate/technical_requirements/) webpage for additional information.

Plagiarism

Students who have IDENTICAL WORDING (10 or more words in the same order) as another student or another source for ANY coursework will automatically receive an “F” in the course. Cheaters may be reported to the undergraduate dean. For the second offense, expulsion from FIU will be considered in a formal hearing in front of a university committee. One of the most important lessons this professor can teach is integrity. If you are not your word, you have no power!

For the best description of *plagiarism*, see Harvard University’s definition: <https://lit.libguides.com/Write-it-Right/plagiarism#:~:text=Write%20it%20Right%20-%20A%20guide%20to%20Harvard,as%3A%20the%20unacknowledged%20use%20of%20someone%20else%E2%80%99s%20work>.

Accessibility And Accommodation

Obtain more detailed information about the [specific limitations of the technologies](http://online.fiu.edu/app/webroot/html/blackboardlearn/mastertemplate/accessibility/) used in this course.

Review the [Accessibility with in Canvas](https://community.canvaslms.com/docs/DOC-2061) page for more information.

For additional assistance please contact our [Disability Resource Center](http://drc.fiu.edu/).

Panthers Care & Counseling and Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with[FIU’s Panthers Care website.](http://pantherscare.fiu.edu/)

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu/). Professional counselors are available for same-day appointments. Don’t wait to call (cell phone number on front page of Canvas) to set up a time to talk or visit the online self-help portal.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](http://online.fiu.edu/student/resources/policies.php) as well as [student resources](http://online.fiu.edu/student/resources/academic-integrity-resources.php) that can help you prepare for a successful semester.

Course Prerequisites

There are no prerequisites for this course.