



## ANT 3451 Anthropology of Race and Ethnicity

Section: RVC

Internet/Fully Online

Fall Term 2024

### Professor Information

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Chris Girard

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**Office Hours:**

Mondays 4-6 PM 8/26-12/7 (except 9/2 Labor Day, 11/11 Veterans Day (holidays))

### Course Description and Purpose

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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 Goals**

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A major course goal is to transcend a traditional Eurocentric understanding of racialization and ethnicization, investigating these social processes in a broader global context. We will relate the US experience to historical and current developments in South Africa, Brazil, China, India, and Japan. In particular, we will seek to identify underlying global geo-ethnic checkpoints that generate contemporary racial/ethnic stratification and violence.

## **UCC Category Description**

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This course satisfies the University Core Curriculum (Group 2) requirement.

## **Student Learning Outcomes/Objectives**

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Student learning outcomes allow faculty to assess the level of proficiency in content knowledge and skills that their students acquire in a course.

If the objective meets a special designation, you will see the code after the objective:

University Core Curriculum: UCC

Gordon Rule Writing: GRW

Global Learning: GL

Civic Literacy: CL

- 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
- Challenge uncritical, simplistic mental models with critical, evidence-based models
- Marshal specific evidence to support generalizations

## **Expectations of the Course**

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This is an online course, which means all of the coursework will be conducted online. Expectations for performance in an online course are the same as 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**

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.

**Have a back-Up for exams:** 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.

**Students are expected to:**

- review the getting started page located in the course modules;
- take the practice quiz to ensure that their computer is compatible with the learning management system, Canvas;
- interact online with instructor and peers; review and follow the course calendar and weekly outlines;
- No late work will be accepted; respond to emails within 1 day; submit assignments by the corresponding deadline

**The instructor will:**

- log in to the course 2 times a week;
- respond to emails within 24 hours;
- grade assignments within 7 days of the assignment deadline.

## **Assignments**

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## **Module 1: August 26 - September 1**

### Lectures:

- Lecture 1: Do Races Exist? (PDF)

### Tasks:

- Complete Writing Assignment 1 [Do not turn in until assignment 3 is completed!]
- Read: Marger Chapter 1 (pp. 13-17, 21-22), Chapter 3 (up to p. 61)
- Packback Deep Dive 1 Problem Solving: Low Birth Weight Babies & the Social Construction of Race (PDF)
- Begin working on Module 1 Problem Solving Exercise

## **Module 2: September 2 - September 8**

### Lectures:

- Lecture 2: Theories of Discrimination and Prejudice (PDF)
- Lecture 3: Eugenics Movement (PDF)

### Tasks:

- Packback Deep Dive 2 Problem Solving: Social Darwinism and Pseudo-Scientific Storylines (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), chapters 2-4

### **Module 3: September 9 - September 15**

#### Lectures:

- Lecture 4: Ethnic Stratification (PDF)
- Lecture 5: Assimilation and Pluralism (PDF)

#### Tasks:

- Read: Weiner (ed.) Chapters 10 (Southeast Asia) and 13 (China)
- Packback Deep Dive 3 problem Solving: Game Theory, Middlemen, and Morality (PDF)
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 1 Problem Solving: due Sunday, 11:59PM.
- Packback Deep Dive 2 Problem Solving: due Sunday, 11:59PM.
- Packback Deep Dive 3 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #1: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

### **Module 4: September 16 - September 22**

## **Module 4: September 16 - September 22**

### Lectures:

- Lecture 6: European Immigration (PDF)
- Lecture 7: White Ethnics (PDF)

### Tasks:

- Read: Marger Chapter 5
- Read: Marger Chapter 10
- Quiz sample questions (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.
- Packback Deep Dive 4 Problem Solving: White Ethnics and the Social Construction of Whiteness (PDF)
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 4 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #2: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 5: September 23 - September 29**

## **Module 5: September 23 - September 29**

### Lectures:

- Lecture 8: Racism without Racists (PDF)
- Lecture 9: Ku Klux Klan (PDF)

### Tasks:

- Read: Marger Chapter 13; Weiner Chapter 8.
- Packback Deep Dive 5 Problem Solving: KKK and game theory (PDF)
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 5 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #3: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 6: September 30 - October 6**



## **Module 6: September 30 - October 6**

### Lectures:

- Lecture 10: Jewish Americans (PDF)
- Lecture 11: Causes of the Holocaust (PDF)

### Tasks:

- Read: Marger Chapter 11
- Packback Deep Dive 6 Problem Solving: Perceptions that Jews Have Too Much Power and Game Theory (PDF)
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 6 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #4: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 7: October 7 - October 13**

## **Module 7: October 7 - October 13**

### Lectures:

- Lecture 12: American Indians (PDF)

### Tasks:

- Packback Deep Dive 7 Problem Solving: Paternalism and Perceptions of Fairness in Light of Game Theory (PDF)
- Read: Marger Chapter 6
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 7 Problem Solving Exercise: due Sunday, 11:59PM.
- Packback Questions #5: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 8: October 14 - October 20**

## **Module 8: October 14 - October 20**

### Lectures:

- Video: LA is Burning (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; Weiner Chapters 8, 10, 13, 14, 16; Racism Without Racists (PDF). Exam will be available Sunday 7:00am through 11:55pm.
- Exam 1 Sample Questions (PDF)
- Read: Weiner Chapters 14 and 16
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 8 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #6: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 9: October 21 - October 27**

## **Module 9: October 21 - October 27**

### Lectures:

- Lecture 13: Puerto Ricans and Cubans (PDF)
- Lecture 14: Mexican Americans (PDF)

### Tasks:

- Packback Deep Dive 9 Problem Solving: Cubans vs. Mexicans regarding Differences in Access to Assets and Cultural Capital (PDF)
- Read: Marger Chapter 8
- Complete Writing Assignment 2 [Do not upload until assignment 3]
- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 9 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #7: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 10: October 28 - November 3**

## **Module 10: October 28 - November 3**

### Lectures:

- Lecture 15: Slavery (PDF)
- Lecture 16: Residential Segregation (PDF)

### Tasks:

- Packback Deep Dive 10 Problem Solving: Redlining and the Social Construction of Race (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.
- Packback Deep Dive 10 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #8: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 11: November 4 - November 10**

## **Module 11: November 4 - November 10**

### Lectures:

- Lecture 17: Discrimination Against Blacks (PDF)
- Lecture 18: Haitian Americans (PDF)

### Tasks:

- Complete WEEKLY REVIEW available Monday through Sunday.
- Packback Deep Dive 11 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #9: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Module 12: November 11 - November 17**

## **Module 12: November 11 - November 17**

### Lectures:

- Lecture 19 Discrimination Against the Japanese (PDF)
- Lecture 20: Black vs. Asian Assimilation (PDF)
- SES table: some secondary assimilation measures (PDF)
- See one source of information for final essay and writing assignments:  
Video on Essay (URL)

### Tasks:

- Packback Deep Dive 12 Problem Solving: From Alien Land Laws to the Glass or Bamboo Ceiling (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.
- Packback Deep Dive 12 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #10: Post your own question, then find at least two student questions you want to answer. AI will assist you. 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).

## **Module 13: November 18 - November 24**

## **Module 13: November 18 - November 24**

### Lectures:

- Lecture 21: South Africa (PDF)
- Lecture 22: Brazil (PDF)
- SES table: some secondary assimilation measures (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 (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.
- Packback Deep Dive 13 Problem Solving: due Sunday, 11:59PM.
- Packback Questions #11: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM.

## **Modules 14 - 15: November 25 - December 8**



## **Modules 14 - 15: November 25 - December 8**

### Lectures:

- Lecture 23: Canada (PDF)
- Lecture 24: Rwanda, Yugoslavia, and North Ireland (PDF)
- Lecture 25: Arab Americans (PDF)

### Tasks:

- Packback Deep Dives 14-15 Problem Solving: 14 Canada and Northern Ireland, 15 Global Ethnic Stratification according to Conflict Theory and Game Theory (PDF)
- Read: Marger Chapters 15 - 16 and Chapter 12
- Complete WEEKLY REVIEW available Monday through Sunday due 12/8
- Packback Deep Dive 14 Problem Solving due Sunday, 11:59 PM 12/1
- Packback Questions #12: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM, 12/1
- Packback Deep Dive 15 Problem Solving due Sunday, 11:59 PM 12/8
- Packback Questions #13: Post your own question, then find at least two student questions you want to answer. AI will assist you. Due Sunday, 11:59PM, 12/8

## **Finals Week: December 9 - 14**

## Finals Week: December 9 - 14

### Tasks:

- Complete a practice answer for the essay question on exam 2 (see actual question below).
- Exam 2 will include: Lectures 13-25, Marger Chapters 7-9, 14-17 and Chapter 12; Weiner Chapters 2-3.
- Exam 2 will be available Thursday, 7:00am through Saturday, 11:55pm. December 9 - 14
- 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

## **Finals Week: December 9 - 14**

specific. Give up to 48 facts in essay form (no introduction or conclusion required).

- Lecture Video on Essay (URL)
- Click on SACS exam after finishing Exam 2 (Sacs exam does not count toward grade)

## **Assessments**

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### **Assessments that will be considered as part of the final 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.

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

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 65-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 in the above section titled "Assignments."

### **1. 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. 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. The quizzes will consist of 16 true-false questions.

- **Quiz 1** is available Thursday through Saturday of the 4th module (see Assignments calendar above). After logging in, you have 45 minutes to complete the quiz. The score is immediately posted in "my grade" in Canvas once the quiz is submitted.
- **Quiz 2** is available Thursday through Saturday of the 11th or 12th module (see Assignments calendar above). After logging in, you have 45 minutes to complete the quiz. The score is immediately posted in "my grade" in Canvas once the quiz is submitted.

## **2. 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. You will have one hour to complete multiple-choice questions for each exam. You will have 2 hours to complete the essay for Exam 2.

- **Exam 1** is available Thursday through Saturday of the 8th module (see Assignments calendar above). The score is immediately posted in "my grade" in Canvas once the exam is submitted.
- **Exam 2** is available Thursday through Saturday of finals week (see Assignments calendar above). The score for multiple-choice questions is immediately posted in "my grade" in Canvas once the exam is submitted.

**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).

The grade for the Exam 2 essay should be posted within 3 days of the due date.

### **3. 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).

The questions are available at the beginning of the semester and become inaccessible after the due date. Once you log in, you will have two hours to complete these multiple-choice questions. The score is immediately posted in "my grade" in Canvas once the multiple-choice questions are submitted.

### **4. Weekly Deep Dive Problem Solving and Packback posting: 25% of grade**

Fun problem-solving exercises will bolster your grade and your learning potential. The Deep Dive problem solving grade will be scored up to 50 points for each of the weekly answers submitted online, which count for 15% of your grade. Chances are very good that you will raise your grade with these deep-dive problem-solving exercises. These exercises will promote active learning through regularly applying concepts.

A weekly posting exercise, worth 10% of your grade, is accessed by clicking on "Packback" in the lefthand column of Canvas. You then click on "questions." After you've posted your own original question each week, you can sort the feed to find at least two questions you want to answer. AI (artificial intelligence) will coach you on improving your question and obtaining greater depth in your answers. Should be fun!

The questions are available at the beginning of the semester and become inaccessible after the due date. Scores will be posted generally within 3 days of the due date but could take up to one week to grade.

### **5. 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.)

The writing assignment is available at the beginning of the semester but should not be submitted until all three questions are answered. This is the only assignment that may be completed up to two weeks after the due date (for 50% of the points).

The writing assignment may take 1-2 weeks to grade.

**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.

## Grading

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Course Requirements	Number of Items	Weight
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<b>Course Requirements</b>	<b>Number of Items</b>	<b>Weight</b>
Quiz 1	16	7.5%
Quiz 2	16	7.5%
Exam 1	32	15%
Exam 2	32 + essay	15%
Weekly Review Questions	weekly @ 100 total for semester	25%
Packback Deep Dive Problem Solving	weekly 300+ words	15%
Packback discussion: post questions and respond to other students	weekly starting in module 3	10%
Writing Assignment	3 questions, 1 page for each	5%
<b>Total</b>		100%

### Course Grading Scale

Note: there will be no rounding of scores

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
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%

## 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.

## Textbook and Course Materials

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**E-BOOK: Race and Ethnic Relations**

**Subtitle:** American and Global Perspectives

**Required/Recommended:** Required

**Authors:** Martin N. Marger

**Publisher:** Centage

**Publication Date:** 2015

**Copyright Date:** 2015

**ISBN 10:** 1305176952

**ISBN 13:** 9781305176959

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**E-Book: Routledge Handbook of Race and Ethnicity in Asia**

**Required/Recommended:** Required

**Authors:** Edited By Michael Weiner

**Publisher:** Routledge

**Publication Date:** 2022

**Copyright Date:** 2022

**ISBN 10:** N/A

**ISBN 13:** 9781351246705

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**Textbook Description:** The Routledge Handbook of Race and Ethnicity in Asia introduces theoretical approaches to the study of race, ethnicity and indigeneity in Asia beyond those commonly grounded in the Western experience. Divided into four sections, it provides holistic and comparative coverage of South, South East, and East Asia, as well as Australasia and Oceania; an area that extends from Pakistan in the West to Hawai'i in the East. Contributors to this handbook offer a variety of disciplinary and interdisciplinary perspectives.

**Panther Book Pack**

FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of \$20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt-out up to three days after the add/drop deadline. You may opt back into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged \$20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit [onestop.fiu.edu/bookpack](https://onestop.fiu.edu/bookpack).

## Course Communication

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For all questions other than questions about your grade, you can text me at any time using the cell phone number that I have posted on the front page of Canvas. I generally reply within an hour or two. I am here to help!

Otherwise, communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 24 hours.

## Zoom Video Conference

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Zoom will be used for office hours on Mondays from 4-6 PM. There are no mandatory class meetings with Zoom.

Zoom office hours can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the office hours for the respective session.

- Reference the [Zoom Student Tutorials](#) to learn about the tool, how to access your meeting room, and share your screen.

- Access the [Zoom Test Meeting Room](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#). Please ensure you contact support immediately upon the issue occurring.

## Policies

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Please review the [FIU's 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. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

## Technical Requirements and Skills

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One of the greatest barriers to student success 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 in using a computer. Please go to the [What's Required webpage](#) to find out more information on this subject

Privacy Policy Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
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- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit our [Technical Requirements webpage](#) for additional information.

## **Accessibility and Accommodation**

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The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact [FIU's Disability Resource Center](#).

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)

- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit [accessibility.fiu.edu](https://accessibility.fiu.edu) for additional information about accessibility at FIU.

## Academic Integrity

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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 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 Conduct and Honor Code.

*Academic Misconduct includes:*

### **Cheating**

- The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid;

### **Plagiarism**

- The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
- Assisting another student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## **Panthers Care & Counseling and Psychological Services (CAPS)**

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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](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

## **Core Principles of this Course**

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This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.



# Copyright

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The following conduct is prohibited by the Student Conduct and Honor Code. Lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, the intent is not a required element to establish a policy violation. The following conduct violation or any attempt to violate the Code will be used in charging all Students or Student Organizations;

## **Section 5 | Conduct Violations - g. Computer Misuse**

- vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for unauthorized distributions.

**Copyright Statement:** The materials and content in this online course are provided solely for student use during the course. Course materials may not be shared outside of the course or with any third party without the explicit permission of the instructor or content publisher. [Visit FIU Library's Copyright Lib Guide](#) to learn more about copyright law and restrictions.

Additional Resources:

- [Student Conduct and Honor Code](#)
- [Digital Millennium Copyright Act Policy](#)
- [FIU - Copyright Guidance for Students](#)
- [FIU Library's Copyright Lib Guide](#)