

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

JAN 29 15

Donna O'Connell

Course Number SOCI 442 - Cultural Diversity or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Once this course has been reopened list it in the general education cultural awareness menu. SOCI 442, while an upper level course, has no prerequisites or co-requisites. The course meets the intent of the cultural awareness requirement. The description of the course is "A study of American minority relations including facts and myths, sources and consequences of prejudice, and patterns of intergroup relations." Through this course students reflect on their own cultural rules and biases and learn how their own context has impacted their life chances. Through this they are able to better understand the perspectives of others with differing world views.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

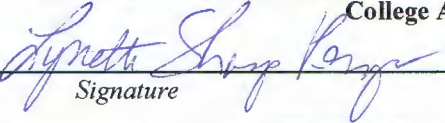
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

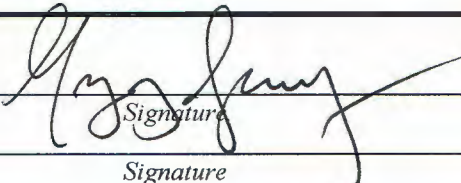
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>28 January 2015</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>2-13-2015</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	<u>2/18/15</u> Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

The UGEC criteria for cultural awareness states

The word culture is used because it implies the integrated patterns of human behavior that include thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. Students will demonstrate the "capacity to identify (their) . . . own cultural patterns, compare and contrast them with others, and adapt ...to other ways of being" (Rhodes, 2010, Intercultural Knowledge and Competence VALUE Rubric, para. 3). Beyond the capacity to appreciate such diversity, students are expected to develop cultural humility by engaging in ongoing self-assessment through which they are able to identify what they do not know or understand about other cultures.

The course submitted for consideration in inclusion in the cultural awareness menu is SOCI 442 – Cultural Diversity. Cultural Diversity is an ideal candidate for inclusion in the menu as the course is both a survey of U.S. ethnic, racial, and religious groups as well as a discussion of the sources and consequences of prejudice and patterns of intergroup relations. The goal of sociology in general is gain a deeper understanding of the social forces that shape group and individual behavior and interaction. Cultural Diversity focuses specifically on how culture as an institution shapes those relationships. In one of the major course requirements students are asked to interact with a group that is comprised of people who are different from the student. Students are asked to write about their interaction and include a history of the group and what they learned through their interaction.

In examining the criteria listed for inclusion SOCI 442 meets almost all of the outcomes that are desired. Please see the attached syllabus for more details on the topics included in the course.

UGEC Cultural Awareness Criteria	SOCI 442	Measurement/Assessment
1. [Ability to] reflect on own cultural rules and biases	Students are asked to respond to questions regarding culture and to share their own experiences and perspectives on the topic	Weekly Response Papers
2. [Ability to] consider experiences and issues from the perspectives of others with differing world views	Students are asked to engage in conversation with someone from a different cultural group.	Encounter Paper
3. [Ability to] articulate understanding of cultural differences in verbal and nonverbal communication	The text and lecture material covers differences in communication, both verbal and nonverbal	Exams cover these aspects

4. [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding	In addition to discussions of racial and ethnic differences, topics of religious culture are also discussed. Students are asked to think about each culture in context to move beyond ethnocentrism.	Encounter Paper, Response papers
5. [Ability to] Initiate and develop interactions with individuals from cultures that differ from that of the student	Guest speakers from the community are brought in to discuss their experiences as a part of the minority culture. Students are also required to engage in dialogue with someone from a different culture than their own.	Encounter Paper In class discussion

**Cultural Diversity
SOCI 440 (3 credit hours)
Spring 2015
Kristina Davis, Ph.D.**

Contact Information for Dr. Davis:

Phone: 674.2387 (ofc)
829.0364 (cell) You may text or call, please **not** after 9pm.
E-mail: kristina.davis@acu.edu
Office: Sherrod 218
Office Hours: Monday, Wednesday, Friday 9:00-10:00am &
Tuesday and Thursday 9:00-11:00am
Other times by appointment only

Meeting Times:

January 12-May 8, 2015
Monday, Wednesday, Friday 1:00-1:50pm
Sherrod Bldg. 216

The ACU Promise:

ACU is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

ACU's Mission:

To educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences:

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Mission of the Dept. of Communication & Sociology:

Our mission is to create excellent and ethical communicators, transforming lives through teaching, scholarship and service.

Catalog Description of Course:

A study of American minority relations including facts and myths, sources and consequences of prejudice, and patterns of intergroup relations.

Course Objectives:

- Demonstrate an understanding of the sociological concept of diversity and recognize the way it affects, both positively and negatively, social interaction between diverse groups.
 - Demonstrate an ability to apply basic concepts and theories used in the discussion of minority relations.
 - Demonstrate an understanding of the history of minority groups in the US; approximate dates of arrival, geographic locations and immigration laws related to the group's history.

- Demonstrate an understanding of how stereotyping, prejudice and discrimination are perpetuated through various social institutions.

Textbooks:

Joseph F. Healey, *Diversity and Society: Race, Ethnicity, and Gender*, 4th edition (Los Angeles, Calif.: Sage Publishing, 2014). Required.

Richard T. Schaefer and William W. Zellner, *Extraordinary Groups: An Examination of Unconventional Lifestyles*, 9th edition (New York: Worth Publishing, 2010). Required

Statement on cooperation with Americans with Disabilities Act (ADA):

ACU and the College of Arts and Sciences comply with the ADA in making reasonable accommodations for qualified students with disability. Of you have a disability as defined in the ADA and would like to request accommodations, please see me as soon as possible. You may also contact ACU's Alpha Academic Services at 325-674-2667.

ACU's policy on Academic Honesty:

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.

- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade). There is no ability to make up this grade.
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

Attendance Policy:

The assignments in this class are designed to achieve the above goals. Class lectures/discussions and in-class activities will not only provide you with information about major concepts but will also allow you the opportunity to experience those concepts. Therefore, regular class attendance is expected and required. **Students who miss more than nine classes (excused and unexcused) will automatically receive an F, unless they drop the course.** I also expect you to be on time, **every two times you are late will count as one absence.** It is important that you are not late or miss class. If you must miss due to illness, family illness, or another type of emergency, please contact me as soon as possible. Also, if you must miss because of a university-sponsored activity, you must notify me in advance and provide the official university documents before the absence.

Electronic Devices in the Classroom:

All communication that occurs inside the classroom should contribute to a good learning environment for you and your classmates.

- No audio or visual recording may take place without my written consent. Circulation of any classroom recordings will be dealt with by the Dean's office.
- All portable electronic devices (including cell phones, MP3 players, iPods, or other listening devices, etc.) should be **turned silent** and stored in a backpack, purse, or bag.
- You may use a laptop for taking class notes. Reading or sending text messages, Facebooking, Tweeting, surfing, gaming or other kinds of wireless communication are distracting to everyone. If you choose to use your cell phone/MP3 player or laptop for any inappropriate

behavior during class, the first time you will be given a warning. The second time, you will be asked to leave and you will receive an absence for the day. If the problem continues, you will lose one letter grade on your final grade for every infraction.

- There may be times that I ask you to use your mobile devices to contribute to class, those times will be exempt from the above rule.
- I will use my iPhone to take attendance; as the University has requested, however, I will **not** use it for any other reason.

Unfortunately, rude usage of cell phones is on the rise among students **and** faculty!

Classroom Behavior (especially important in this class):

Civility in dealing with our fellow students and professors is expected, particularly given our common Christian commitment. Intolerance, profanity, harassment of any kind and disrespect are characteristics not worthy of any of us and will not be tolerated. Individuals demonstrating uncivil behavior will be asked to leave, and will not receive credit for that class.

As a courtesy to fellow students as well as the professor, you should remain quiet during class time unless you are asking the professor a question or answering a question posed by the professor. If you are disrupting the class, you will be given only one warning. If you disrupt the class again, you will be excused from class for the remainder of the day. If you are excused from class, you will be considered absent for one full class meeting.

As is the case with the attendance policy, the purpose of the classroom behavior policy is to help reduce disruptions to the classroom environment. Classroom disruptions include, but are not limited to, speaking to anyone other than the professor during class time and interrupting the professor or a fellow student while that individual is speaking, not treating your professor or fellow classmates without respect and not paying attention to your professor or fellow classmates who may be speaking. If the behavior continues you will receive one warning, anything more than that will require a conference with the Dean and possible removal from class.

One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints.

I have also become increasingly concerned with students being prepared for class. I reserve the right to institute the use of pop quizzes to make sure that you are reading. I will also dismiss students from class who are not prepared for that day's discussion. Those students will receive an absence for the day.

Major Assignments:

1. Weekly Response Papers:

Throughout the course of the semester, roughly once a week, questions will be assigned for your consideration and reflection. In responding to the questions, use one page to share your perspective on, understanding of, and experiences with the topics assigned. You must also cite at least one source when it is requested in the prompt (it must be an outside source, academic sources are preferred. Your class books will not be accepted). As most of the issues are highly personal, consider the types of responses you are willing to share with me. I can assure you that I consider your journals confidential material and no eyes will see your responses, other than mine. At the same time, I do not want to force you to share anything you would rather not. I simply ask that you use your discretion, and only write what you are comfortable with. If you have any questions, please feel free to contact me, and we can discuss it. The journals are worth 30% of your grade and are evaluated based on the depth and understanding you display of key concepts. Include analysis of the topic assigned, not just a description. Depth is the key issue. Don't be afraid to carefully and honestly examine what you believe and why you believe it. Most importantly, remember that journals are really for your benefit, not mine, so use them to meet your needs. As with all written assignments, your journals must be typed and free of grammatical errors, use APA style and be 12 pt. font. All response assignments will be due the Monday after we have covered the chapter.

2. Exams

You will have two exams, one midterm and one final exam. The final exam will be scheduled during the final exam period and will not be comprehensive. The exams will consist of a mix of true/false, multiple choice, fill in the blank, short answer, and essay questions. Make up exams will only be given in extreme circumstances in which the student has contacted the professor within 24 hours of missing an exam.

3. Encounter Paper:

At some point during the semester, you are asked to "encounter" people of a different group from yourself. This experience should be some kind of service project or shared experience. The interaction must be at least 5 hours in length (and yes, you need proof of the time you spent there). You must discuss your idea for a paper with the professor and have it approved by week 5. The paper itself is due by the last day of class, May 1st. It must meet the minimum requirements:

- It must be a research paper between 5-7 pages
- In the paper you must cite at least 5 academic sources
- In the paper you are to describe the group you plan to research and about the interaction that you had with some of its members during your encounter.
- The following sections must be in your paper:
 - introduction
 - history of the group
 - explanation of the interaction
 - what was learned in the interaction
 - conclusion

Extra credit will be given for creative thinking in this assignment. I don't want you to just think in terms of ethnicity or gender when finding a different group. I want you to find ways to have real interactions with people who are different from you. Going to a church

that you don't usually attend would be one example, volunteering at a women's violence shelter (for a man) would be another example. The more creative the better!!

Turning in Assignments:

Because of my belief that Christians have a responsibility to preserve our natural environment, I do not accept hard copies of your papers. You will be required to turn in all assignments electronically.

You should turn in your papers to me **via** turnitin.com on the day that they are due. Our class ID on turnitin.com is 9286179 and the password is SOCI440.01.

Papers must be timestamped and received on the day they are due. For example, a paper turned in on the correct day at 11:59pm will be counted on-time. If it is turned in the next day at 12:01am it will be counted late.

It is your responsibility to make sure that papers are being received, "Oops, I thought I sent it, sorry" will not work as an excuse. Please make sure you use a word processing program that is easily compatible with turnitin.com. Most of the common document-types are accepted on this site.

All written assignments should be computer-generated, double spaced 12 point font, and follow the APA style for source citation. Yes, you must use sources. At the very least you will need to cite the class textbooks and the class notes in your papers, and any additional sources.

You are also highly encouraged to utilize the Writing Center (for your written work) and the Speaking Center (for your presentation). Please make sure that you schedule your meetings in advance, they both fill up very quickly.

Unexcused late work will be docked one letter grade for each class period it is late. After two weeks, the grade will automatically become a zero. Except in extenuating and professor approved circumstances, there will be no making up late work.

Grading:

The grading breakdown is as follows:

Exams:	2 x 200 points each = 400 points
Participation:	100 points
Weekly Responses:	20 points each = 300 points
Encounter paper:	200 points
Total	1000 points

90.00% and higher = 900 to 1000 points = A

80 – 89.99% = 800 to 899 points = B

70 – 79.99% = 700 to 799 points = C

60-69.99% = 600 to 699 points = D

0-59.99% = 0 to 599 points = F

What your Grades Mean

The Grade of A: A grade of A indicates exceptional scholastic performance. The essence of A-level work is overall excellence with no major weaknesses. It meets the stated requirements but goes beyond them in terms of thoroughness and creativity. A-level work represents real achievement in grasping the nature of social scientific thinking and ability. In such work, terms and distinctions are used effectively, accurately, and precisely; skills are displayed masterfully. The A-level student consistently analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and shows noticeable sensitivity to important implications, and consequences. Overall, A-level work demonstrates creativity, imagination, sound judgment, and intellectual curiosity in relating the course materials to other areas of intellectual investigation. An A student's work is consistently at a high level of intellectual excellence.

The Grade of B: A grade of B indicates good scholastic performance. The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It meets the stated requirements and occasionally goes beyond them in terms of thoroughness and creativity. It has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping the nature of social scientific thinking and skills. On the whole, terms and distinctions are used effectively and accurately and research skills are competently demonstrated. The B-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, B-level work represents sustained interest in the coursework and the ability to communicate the thinking and concepts and to demonstrate the skills of social science research.

The Grade of C: A grade of C indicates average scholastic performance. The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths. It meets the stated requirements but rarely goes beyond them in terms of thoroughness and creativity. C-level work represents inconsistent achievement in grasping the nature of the thinking and skills of a social scientist. Though some assignments are reasonably well done, others are poorly done or at best are mediocre. The work sometimes represents the ability to use concepts and research skills effectively; sometimes the use is ineffective. The C-level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, or recognizes important implications and consequences. Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. The C student exhibits interest in the coursework and the capacity to understand the thinking and concepts of social science research.

The Grade of D: A grade of D indicates poor scholastic performance. The essence of D-level work is that it demonstrates only a minimal level of understanding social scientific thinking along with the development of some, but very few research skills or abilities. It meets the stated requirements for the course, but most assignments and other tasks are poorly done. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never recognizes important implications and consequences. The D student exhibits minimal interest in social research but comprehends the essential concepts of the discipline.

The Grade of F: A grade of F indicates unacceptable scholastic performance. F-level work neglects the standards and requirements of the assignment or the course. The student does not understand the basic nature of social scientific thinking and cannot effectively use research skills or abilities. F-level work is vague, imprecise, and shows little evidence that the student is genuinely engaged in the course material. Many assignments appear to have been done pro forma without significant effort or are missing. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, and not tracing implications and consequences. The F student exhibits no interest in social research and the inability to understand the essential concepts of the discipline.

Grade Challenges

There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on OpenClass. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor’s attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

You will be able to keep up with all your grades on turnitin.com in the Gradebook feature.

**Your continued enrollment signifies your agreement with
all of the above terms.**

**Any changes to the calendar or the syllabus will be given to you in writing.
If you have any questions, please see Dr. Davis.**

Tentative Daily Schedule
 All readings are due on Wednesday
 All weekly response papers are due on Monday

<u>Week</u>	<u>Subject</u>	<u>Readings & Assignments Due</u>
1	Introduction to Class Diversity in the US	ch. 1 (Healey)
2	No Monday Class, MLK Holiday Assimilation and Pluralism	ch. 2
3	The Development of Dominant-Minority Group Relations	ch. 3
4	Industrialization and Dominant-Minority Relations	ch. 4
5	African-Americans Discuss your Encounter paper idea with Dr. Davis must be approved by Friday at 2:00pm	ch. 5
6	American Indians	ch. 6
7	Hispanic Americans	ch. 7
8	Asian Americans Mid-term exam will be Friday, March 6	ch. 8
Spring Break March 9-13		
9	New Americans, Assimilation and Old Challenges	ch. 9
10	The Gypsies	ch. 1 (Schaefer and Zellner)
11	The LDS (Mormons) No Class on Good Friday, April 3	ch. 4
12	Jehovah's Witnesses	ch. 6

13	Nation of Islam	ch. 8
14	Wicca/Paganism	ch. 10
15	Themes, Patterns and the Future Prep for Finals and Course Evaluation	ch. 10 (Healey)

The final will be 8:00a on Thursday, May 7th in our classroom.