# SOCI 2070: Introduction to Race and Ethnic Relations 3Hrs

<table>
<thead>
<tr>
<th>Department of</th>
<th>Sociology &amp; Psychology</th>
<th>School of</th>
<th>Liberal Arts &amp; Life Sciences</th>
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</thead>
</table>

**Instructor Name:** Dr. Steven L. Arxer  
**Office Location:** Founder’s Hall, Room 201E  
**Office Phone:** 972-338-1592  
**Email Address:** Steven.Arxer@untdallas.edu

### Office Hours:
Preferred method of communication: Email Response time back to email is 48 hours.  
Virtual Office Hours: Monday/Wednesday 8-10am. Face-to-Face Office hours: T/TH 9-10am by appointment. *Not available on Saturday and Sundays, and weekdays after 10 PM.*  
*Please check your UNT Dallas email. I regularly send announcements and information to official student email accounts.*

**Classroom Location:** Online  
**Class Meeting Days & Times:** Online

### Course Catalog Description:
Conditions and distribution of race and ethnic minorities; socio-psychological and cultural factors in race and ethnic relations; pattern of relations in the United States

### Prerequisites:
SOCI 1510 or equivalent

### Required Text:
**Title:** Racial and Ethnic Relations  
**Authors:** Joe R. Feagin and Clairece Booher Feagin  
**Edition:** 9th  
**Textbook reading material are indicated by “TB” in the syllabus  
**Canvas reading materials are indicated by “C” in the syllabus**

### Access to Learning Resources:
UNT Dallas Library:  
phone: (972) 780-1616  
web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)  
email: library@untdallas.edu  
UNT Dallas Bookstore:  
phone: (972) 780-3652  
web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)  
e-mail: untdallas@bkstr.com

### Course Goals or Overview:
The goals of this course are as follows -

This course examines the social dimensions, origins, and functions of race and ethnicity, particularly as they relate to U.S. society. We will review how sociologists have made sense of race and ethnicity through key concepts, theories, historical accounts, and empirical research. Race and ethnicity affects all our lives, in ways both subtle and obvious. For this reason we will also examine the “sites/locations” where racial/ethnic experiences take place to help us **see race and see ethnicity**. Some common sites sociologists look at are social institutions such as work/economy, education, media, and politics. An important theme in the course will include recognizing how and when race and ethnicity become categories that create social divisions and facilitate the unequal distribution of power. Equally important will be discussing
what opportunities are available to bridge that social gap in order to foster a more egalitarian, democratic society and world.

**Learning Objectives/Outcomes:** At the end of this course, students will be able to:

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<tbody>
<tr>
<td>1</td>
<td>Be able to demonstrate knowledge of a substantive area within sociology</td>
</tr>
<tr>
<td>2</td>
<td>Summarize basic issues in the area</td>
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<tr>
<td>3</td>
<td>Compare and contrast basic theoretical orientations and middle range theories in the area</td>
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<td>4</td>
<td>Explain how sociology contributes to understanding of the area</td>
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<td>5</td>
<td>Summarize current research in the area</td>
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<td>6</td>
<td>Suggest specific policy implications of research and theories in the area</td>
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<td>7</td>
<td>Describe the significance of variations across social categories</td>
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<td>8</td>
<td>Describe the significance of cross-cultural variations</td>
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<td>9</td>
<td>Describe social and cultural trends</td>
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<tr>
<td>10</td>
<td>Generalize appropriately or resist inappropriate generalizations across groups and through historical time</td>
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</tbody>
</table>

**Online Course Outline**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

<table>
<thead>
<tr>
<th>Topics/Readings/Links</th>
<th>Activities</th>
<th>Due Dates</th>
<th>SLO</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1-January 13-19: Sociology and the Study of Race &amp; Ethnic Relations</strong></td>
<td></td>
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</tr>
<tr>
<td>Links:</td>
<td>1. Bio Introduction</td>
<td>1. 1/15 by 11:59pm</td>
<td>1, 2</td>
</tr>
<tr>
<td>TED Talk: The Wisdom of Sociology</td>
<td>2. Discussion Board 1</td>
<td>2. Original Post 1/16 by 11:59 PM and Reply Post 1/19 by 11:59 PM</td>
<td></td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=gWD6g9CVsc">https://www.youtube.com/watch?v=gWD6g9CVsc</a></td>
<td></td>
<td></td>
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<tr>
<td>Why Ethnic Studies Matters</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=XvvMgufA4i8">https://www.youtube.com/watch?v=XvvMgufA4i8</a></td>
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<tr>
<td>Kids Speak their Minds about Race</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=9OKgUdQF-Fg">https://www.youtube.com/watch?v=9OKgUdQF-Fg</a></td>
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**Week 2- January 20-26: Basic Concepts**

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<tbody>
<tr>
<td>TB: Part I &amp; Chapter 1: Basic Concepts</td>
<td>1. Discussion Board 2</td>
</tr>
<tr>
<td>Links:</td>
<td></td>
</tr>
<tr>
<td>Race &amp; Ethnicity: Basic Concepts</td>
<td></td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=aDz3BJDPXHA">https://www.youtube.com/watch?v=aDz3BJDPXHA</a></td>
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<tr>
<td>Demographic Structure of Society—Racial Formation</td>
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</table>
### Week 3- January 27-February 2: Theorizing Race & Ethnicity: Adaptation & Conflict

**TB:** Chapter 2: Adaptation and Conflict

**CANVAS:** Omi & Winant, “Racial Formation” pp. 19-28

**Links:**

- Sociohistorical View of Race: [https://www.youtube.com/watch?v=wuaSnYtvsdu](https://www.youtube.com/watch?v=wuaSnYtvsdu)
- Migration: Push & Pull Factors: [https://www.youtube.com/watch?v=mpa8GLlreRY](https://www.youtube.com/watch?v=mpa8GLlreRY)
- Gendered Racism: [https://www.youtube.com/watch?v=n2kUpKP18z8](https://www.youtube.com/watch?v=n2kUpKP18z8)

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<tbody>
<tr>
<td>1</td>
<td>Discussion Board 3</td>
<td>1. Original Post 1/29 by 11:59 PM and Reply Post 2/2 by 11:59 PM</td>
</tr>
<tr>
<td>2</td>
<td>Writing Assignment #1 (Racial Formation)</td>
<td>1. 2/2 at 11:59 pm</td>
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### Week 4- February 3-9: Historicizing Race and Whiteness in the U.S.

**TB:** Part II & Chapter 3: English American and Anglo-Protestants

**Links:**

- Immigration and Nativism: [https://www.youtube.com/watch?v=_IKKrhSxJ1g](https://www.youtube.com/watch?v=_IKKrhSxJ1g)

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<tbody>
<tr>
<td>1</td>
<td>Discussion Board 4</td>
<td>1. Original Post 2/5 by 11:50 PM and Reply Post 2/9 by 11:50 PM</td>
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</tbody>
</table>

1, 2, 5, 6, 7
President G. W. Bush Speaks about U.S. Nativism:  
[https://www.youtube.com/watch?v=ie7gNBV3dHA](https://www.youtube.com/watch?v=ie7gNBV3dHA)

Dominant Culture and the English Only Movement in the U.S: 
[https://www.youtube.com/watch?v=eEPh_KTyII&index=1&list=PL50C040C00C62A056](https://www.youtube.com/watch?v=eEPh_KTyII&index=1&list=PL50C040C00C62A056)

A News Report on Dual-Language in the U.S.  
[https://www.youtube.com/watch?v=a6cc27Zvbgg](https://www.youtube.com/watch?v=a6cc27Zvbgg)

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**EXAM 1: Opens February 7th (12 am)/ Closes February 10th (11:59 pm)**

**Week 5 - February 10-16: Historicizing Ethnicity in the U.S.**

| TB: Chapter 4: Irish & Italian Americans | 1. Discussion Board 5 | 1. Original Post 2/12 by 11:59 PM and Reply Post 2/16 by 11:59 PM | 1, 2, 5, 6, 7 |
| **CANVAS: “The Whitening of Italian Americans”** | 2. Writing Assignment #2 (The Whitening of Italian Americans) | | |
| **Links:** | | 2. 2/16 by 11:59PM | |
| News: How are Immigrants of Today and Yesterday Similar?  
[http://historynewsnetwork.org/article/164262](http://historynewsnetwork.org/article/164262) | | | |
| Ethnic Enclave:  
[https://www.youtube.com/watch?v=dobK8mI6jBU](https://www.youtube.com/watch?v=dobK8mI6jBU) | | | |

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**Week 6- February 17-23: Historicizing Ethnicity in the U.S.**

| TB: Chapter 5: Jewish Americans | 1. Discussion Board 6 | 1. Original Post 2/19 by 11:59 PM and reply Post 2/23 by 11:59 PM | 1, 2, 5, 6, 7 |
| **CANVAS: “How Did Jews Become White Folks?”** | | | |
| **Links:**  
Jewish American Experience, Identity, and Organization  
[https://www.youtube.com/watch?v=Czqd6B7JghQ](https://www.youtube.com/watch?v=Czqd6B7JghQ) | | | |
### Week 7- February 24-March 1: The American Indian Experience

| Topic | Discussion | Writing Assignment | Assignment due | Due Date
|-------|------------|--------------------|----------------|--------|
| TB: Chapter 6: Native Americans | 1. Discussion Board 7 | 2. Writing Assignment #3 (Consequences of Mascots) | 1. Original Post 2/26 by 11:59 PM and Reply Post 3/1 by 11:59 PM | 1, 2, 5, 6, 7
| CANVAS: “Of Warriors and Indian Princesses: The Psychological Consequences of American Indian Mascots” | Links: Boarding Schools and Native American Assimilation [https://www.youtube.com/watch?v=OGc357mgbtA](https://www.youtube.com/watch?v=OGc357mgbtA) | Contemporary Native American Protest: The Dakota Pipeline: [https://www.youtube.com/watch?v=Ae6_vdlTGKk](https://www.youtube.com/watch?v=Ae6_vdlTGKk) | President Obama Speaks on Sports and American Indian Mascots [https://www.youtube.com/watch?v=JCanvasWwXTmbuw](https://www.youtube.com/watch?v=JCanvasWwXTmbuw) | |

### Week 8- March 2-8: Slavery, Economy, and Work

| Topic | Discussion | Writing Assignment | Assignment due | Due Date
|-------|------------|--------------------|----------------|--------|
| TB: Chapter 7: African Americans” | 1. Discussion Board 8 | | 1. Original Post 3/4 by 11:59 PM and Reply Post 3/8 by 11:59 PM | 1, 2, 5, 6, 7

### Week 9: Spring Break, March 9-15

**EXAM 2: Opens March 13th (12 am)/ Closes March 17th (11:59 pm)**

### Week 10- March 16-22: Immigration & The Structure of Hispanic Experience Part I

| Topic | Discussion | Writing Assignment | Assignment due | Due Date
|-------|------------|--------------------|----------------|--------|
| TB: Chapter 8: Mexican Americans | 1. Discussion Board 9 | | 1. Original Post 3/18 | 1, 2, 5, 6, 7
| CANVAS: “Structuring of Hispanic Ethnicity” | | | | |
### Week 11- March 23- 29: Immigration & The Structure of Hispanic Experience Part II

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>TB:</td>
<td>Chapter 9: Puerto Ricans and Cuban Americans</td>
</tr>
<tr>
<td>CANVAS:</td>
<td>Continue Reading: “Structuring of Hispanic Ethnicity”</td>
</tr>
<tr>
<td>Links:</td>
<td>Cuban Waves of Migration <a href="https://www.youtube.com/watch?v=bR7l_Z8_g2I">YouTube</a></td>
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<td></td>
<td>Real Footage of Cuban Migrants on Miami Beach? <a href="https://www.youtube.com/watch?v=Zutrm-11Bz0">YouTube</a></td>
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<tr>
<td></td>
<td>Puerto Rico and U.S. Relations <a href="https://www.youtube.com/watch?v=CHRWdXWrKp4">YouTube</a></td>
</tr>
</tbody>
</table>

1. Discussion Board 10
2. Writing Assignment #4 (Structuring of Hispanic Ethnicity)

2. 3/29 by 11:59 PM

### Week 12- March 30th-April 5: Asian American Experience Part I

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>TB:</td>
<td>Chapter 10 Japanese Americans</td>
</tr>
<tr>
<td>CANVAS:</td>
<td>“Other People’s Success: Impact of the ‘Model Minority’ Myth on Underachieving Asian Students in North America”</td>
</tr>
<tr>
<td>Links:</td>
<td>The Model Minority Stereotype <a href="https://www.youtube.com/watch?v=jZkIC7vZT5s">YouTube</a></td>
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<tr>
<td></td>
<td>Diversity in Asian American Population and Debunking Stereotypes</td>
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</tbody>
</table>

1. Discussion Board 11
1. Original Post 4/1 by 11:59 PM and Reply Post 4/5 by 11:59 PM

1, 2, 5, 6, 7
### Week 13 - April 6-12: Asian American Experience Part II

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Discussion Board 12</td>
</tr>
<tr>
<td>2.</td>
<td>Writing Assignment #5 (Framing Asian Americans)</td>
</tr>
</tbody>
</table>

- **TB:** Chapter 11: Chinese, Filipino, Korean, Vietnamese, and Asian-Indian Americans
- **CANVAS:** Nakayama, Thomas K. “Framing Asian Americans”, pp. 179-187

**Links:**
- What is Orientalism? [https://www.youtube.com/watch?v=bZiyXEF1Aas](https://www.youtube.com/watch?v=bZiyXEF1Aas)
- New York Times: Conversations with Asians about Race [https://www.youtube.com/watch?v=_OutYZbDwBM](https://www.youtube.com/watch?v=_OutYZbDwBM)
- Asian-Americans Get Photoshopped Onto Blockbuster Movie Posters [https://www.youtube.com/watch?v=vkYz2q2mLto](https://www.youtube.com/watch?v=vkYz2q2mLto)

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### Week 14 - April 13-19: Arab and Middle Eastern Americans

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Discussion Board 13</td>
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</tbody>
</table>

- **TB:** Chapter 12: Arab and Middle Eastern Americans

**Links:**
- Islamophobia in the News [http://www.huffingtonpost.com/entry/headscarf-fear-islamophobia_us_5824d314e4b0f616ef301ceb](http://www.huffingtonpost.com/entry/headscarf-fear-islamophobia_us_5824d314e4b0f616ef301ceb)
### Week 15 - April 20-26: Ongoing Racial and Ethnic Issues in the U.S.

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td><strong>TB:</strong></td>
<td>Chapter 13: Ongoing Racial and Ethnic Issues in the United States</td>
</tr>
<tr>
<td><strong>CANVAS:</strong></td>
<td>“My Eyes Have Been Opened: White Teachers and Racial Awareness”</td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
<td>1. Discussion Board 14</td>
</tr>
<tr>
<td><strong>Writing Assignment</strong></td>
<td>1. Original Post 4/22 by 11:59 PM and Reply Post 4/26 by 11:59 PM</td>
</tr>
<tr>
<td><strong>Written Assignment</strong></td>
<td>2. 4/26 by 11:59 PM</td>
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<tr>
<td><strong>Links:</strong></td>
<td>Multiculturalism in Education <a href="https://www.youtube.com/watch?v=U5rKgDOS33U">https://www.youtube.com/watch?v=U5rKgDOS33U</a></td>
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<tr>
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<td>Unity in Diversity <a href="https://www.youtube.com/watch?v=VgLAzwgiZdk">https://www.youtube.com/watch?v=VgLAzwgiZdk</a></td>
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</tbody>
</table>

### Week 16 - April 27-May 3: Race & Ethnicity in a Global Context

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>TB:</strong></td>
<td>Part III &amp; Chapter 14: Colonialism and Postcolonialism: The Global Expansion</td>
</tr>
<tr>
<td><strong>CANVAS:</strong></td>
<td>“Impact of Social Media on Intercultural Adaptation”</td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
<td>1. Discussion Board 15</td>
</tr>
<tr>
<td><strong>Writing Assignment</strong></td>
<td>1. Original Post 4/29 by 11:59 PM and Reply Post 5/3 by 11:59 PM</td>
</tr>
<tr>
<td><strong>Written Assignment</strong></td>
<td>2. 5/3 by 11:59 PM</td>
</tr>
<tr>
<td><strong>Links:</strong></td>
<td>What is Globalization? <a href="https://www.youtube.com/watch?v=O970v2aKePA">https://www.youtube.com/watch?v=O970v2aKePA</a></td>
</tr>
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<td></td>
<td>TEDx Talk: Globalization, Diversity and Ethnic Identity <a href="https://www.youtube.com/watch?v=Q-K_bYQ11DE">https://www.youtube.com/watch?v=Q-K_bYQ11DE</a></td>
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**EXAM 4:** Opens May 3th (12 am)/ Closes May 6th (11:59 pm)
Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Biographical Introduction—10 points**

**Discussion Posts—150 points (10 points each)**
We will have 15 online, asynchronous graded discussions over the course of the semester worth 10 points each. Discussions will draw from the posted links that include videos and short readings. Your original posting should be about 1-2 paragraphs long or about 250-300 words and include the creative and relevant use of *sociological concepts* from course materials. Be sure to provide specific examples. Your post should also use appropriate spelling and grammar. In addition to the original post, each you must make a reasoned reply or reaction to at least two of your classmates’ postings during each class discussion, each reply post should be around 50-75 words. Links to each discussion board are posted on the course Canvas site. The link is located in your course Modules as well as in the Discussion link on the main menu. Your initial post will on a particular day and should address the initial question posted. Your second post will be within two days after your initial post and should include at least two responses to two different classmates’ original posts.

**Writing Assignments –140 points (20 points each)**

You will be required to complete 7 writing assignments based on readings posted on Canvas. Directions and the Turnitin submission link for each assignment are posted on the course Canvas site under “Writing Assignments” on the main Canvas navigation panel. These writing assignments are intended to measure your ability to apply a range of course concepts to the assigned videos through responding cogently to the prompts. Assignments should be between 2-3 pages in length, 1-inch margins, New Times Roman, 12 point font.

**Exams –200 points (50 points each)**

There are 4 exams in this course. Exams will consist of 40 multiple choice questions. It will draw from the assigned course textbook chapters. Exams can be found in the menu link titled “Exams”. Scheduled times for each exam are listed in the course schedule. There will be a time limit and the exams will not allow for multiple attempts. Students will have 60 minutes to complete each exam.

<table>
<thead>
<tr>
<th>Grading Matrix:</th>
<th>Value (percentages)</th>
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<tbody>
<tr>
<td>Activities/Assignments</td>
<td>10 points</td>
</tr>
<tr>
<td>Biographical Introduction (1)</td>
<td>10 points</td>
</tr>
<tr>
<td>Discussion Posts (15)</td>
<td>150 points (10 pts each)</td>
</tr>
<tr>
<td>Writing Assignments (7)</td>
<td>140 points (20 pts each)</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>200 points (50 pts each)</td>
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<td><strong>Total:</strong></td>
<td><strong>500 points</strong></td>
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**Grade Determination**

*A = 90% or better (450-500 points)*
B = 80 – 89 % (400-449 points)
C = 70 – 79 % (350-399 points)
D = 60 – 69 % (300-349 points)
F = less than 60% (299- fewer points)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777, by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Canvas Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas course management system's accessibility statement is also provided: http://www.Canvas.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor’s discretion while working in concert with the division/program’s guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor’s discretion). NOTE: Online exams may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.
Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements. Canvas Learn 9.1 is the platform software for this course. Canvas Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using
components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [http://www.untdallas.edu/dlit/ecampus/requirements](http://www.untdallas.edu/dlit/ecampus/requirements)
- [https://Canvas.secure.force.com/publickbarticleview?id=kAB700000008Oom](https://Canvas.secure.force.com/publickbarticleview?id=kAB700000008Oom)
- [https://learn.unt.edu/Canvascswebdav/institution/BrowserCheck/check_full.html](https://learn.unt.edu/Canvascswebdav/institution/BrowserCheck/check_full.html)