

PSY4040.001: PSYCHOLOGY OF RACE IN THE UNITED STATES

Spring 2022

Location: BLB 180

Course instructor	Dr. Calvin M. Sims
Course TA	Chenle Xu, Julian Yoon
Meeting Times	Tuesday 3:00 pm to 5:50 pm
Office	Terrill Hall 370
Email	Calvin.Sims@Unt.edu
Office hours	Zoom by Appt and Mondays 1:00 to 3:00

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

About the Course

Why and how is race still a central concern in our daily lives and national experience? That's a question I have asked consistently - from the time I was a child to the present, as a tenured full professor of psychology. I ask the question in my research - on intergroup relations, stereotypes, and tokenism -, in my daily interactions with family, friends, colleagues, and students, and in my teaching. I have designed this course in such a way as to guide you through an exploration of highly sensitive issues and concepts related to racial identity and intersections of race/ethnicity/sex/gender identity/social class/nationality. I will be with you as we all courageously engage in highly interactive class discussions, group tasks, key readings, and application to current local and national affairs. Course content will be grounded in psychological theory and research, as well as on a historical understanding of how race and sex/gender identity intersections have been socially constructed and situated in the United States. ***! We will discuss highly sensitive and politically charged matters.***

<i>Name: Dr. Calvin M. Sims</i>
<i>Race: Black</i>
<i>Ethnicity: African American</i>
<i>Gender Identity & Pronouns: Man/Male & He/him/his</i>
<i>Sexual Identity: Straight</i>
<i>Age: Early 40's</i>
<i>UNT Position: Lecturer</i>
<i>Research:</i> My research in Developmental Psychology is educationally based as I am interested in Teachers' perceptions about students, and how culture is expressed in the classroom. I'm also interested in Biracial identity development, mindfulness in adolescents and the relationship between Obesity and Depression in school aged children

Course Vision

This transformative course will give you the tools to have productive discussions and interactions relative to race and race/sex/social class/gender identity intersections, to better understand yourself with respect to these various identities, and to provide ongoing leadership with respect to the critical concepts associated with race.

Course Structure

I have structured the course to maximize your opportunities for success in the class (and an excellent grade) and in your life. While the reading is substantial, due to the subjective nature of the course content, your grade depends on the thoughtful completion of assignments, and informed class contribution and not on specific answers to questions. There are no exams in the course. Your informed contributions (informed by assigned readings) in class are critical for your course success.

The course is structured into two main segments. First, we will examine the lesser known history of racial groups in the United States, providing us the foundation for racial construction. Second, we will examine broad approaches to race, including key concepts, such as the development of ethnic identity, development of perceptions of difference, research on conscious and unconscious biases, stigma, racism and coping. Throughout the semester we will discuss current topics related to race. We will examine our learning with respect to persons on our campus, in our communities, and in our lives. The reading for this course is critical.

Required Texts:

1. Takaki, R. (2008). *A different mirror: A history of multicultural America (Revised Edition)*. New York, NY: Back Bay Books/Little, Brown & Company (Hachette Book Group).
2. Barlow, F. K. and Sibley, C.G. (2018). *The Cambridge Handbook of The Psychology of Prejudice; Concise Student Edition*. Cambridge University Press. ISBN 10-110844369; ISBN 13-978-110844361
3. Sue, D.W. (2015). *Race Talk and the Conspiracy of Silence*. Wiley. ISBN: 978-1-118-95872-8.

Students with Disabilities

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA 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. ODA 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 with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodating website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323.

NO RECORDING

Due to the sensitive nature of our class discussions, no recording of any kind is allowed in this class.

COURSE PREREQUISITES

You probably should have taken *Intro to Psychology* in order to thrive in this course. For this rather unique semester, you will need reliable Wifi, a laptop/desktop computer. I would strongly advise downloading the CANVAS student app since I often choose to communicate that way with students.

TEACHING PHILOSOPHY

As a professor, my goal is always to ensure that you learn the material. While the purpose of grades is to evaluate your performance in the class, what often happens is that they become the sole focus of your class experience. The class is designed for you to do the one thing you are here to do: learn. If you receive an A in this class but can't remember anything from the course 3 years down the road, I've failed as a professor. If you receive a B in the course and can recall concepts 3 years from now, that means I have served you well. I focus on the latter as an evaluation of your performance. There are enough assignments in the class to where you shouldn't have to worry about did you pass. Rather, I want you to learn the concepts we talk about and be able to discuss them intellectually and apply the material to your own lives. My goal as professor is to make sure that you are able to do just that.

MINIMUM TECHNOLOGY REQUIREMENTS

- High Speed Internet
- Mobile Hotspot (if you live off campus)
- Speakers
- Microphones
- Plugins
- Mobile phone with internet capability
- Ability to stream videos
- Microsoft Office Suite (Word, Powerpoint and Excel, specifically)
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

TECHNICAL ASSISTANCE

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

RULES OF ENGAGEMENT

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
- Let compassion for yourself and for others guide every action you do in the course and outside in the world.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

EVALUATION

Your grade will be based on:

1. Demonstrated understanding of the course materials through submitted reading summaries, presentations, and class discussion;
2. On-time submission and follow through of assignments;
3. Professor assessment of in class contributions;
4. Peer assessment via rubrics provided by Dr. Calvin M. Sims.

Grade Calculation

Participation 10%

Small Assignments 35%

Discussion Board 10%

Racial Identity Table 20%

Final Project 25%

Grading Scale	
A	90-100%
B	80-89%
C	70-79%*
D	60-69%
F	Below 60%

Course Assignments and Assessment Components

Reading Assurance Test (RAT) Quizzes

For the learning outcomes of the class to be met, it is critical that you complete the reading assignments. You may be quizzed or asked to respond to certain things via CANVAS, usually due before the next class. I will provide quiz questions to be answered in class, before the beginning of class discussion.

Group Discussions

Interactions with classmates will facilitate your learning through team-based learning. In addition, the course is designed such that class discussions, films, and other materials will complement the assigned readings. As such, you must attend and participate appropriately in class, which includes arriving on time and remaining until class is dismissed. For each class meeting, I will provide questions on key points from each chapter. On each meeting day, students will answer the questions as a group following their group discussion and submit a group response. A score of zero means you did not attend class that day. A score of two means that you attended class and participated in group discussions, addressing questions provided in class.

Final Project Interviews and Interview Presentation

Interview two persons (or two groups) who are of a different group identity group from each other. What is their experience like on campus and/or in the community? How is it different/same as yours and from each other? To what do you attribute similarity and differences? How did it make you feel to hear their experiences? Formally present your findings to the class, as assigned. Presentations will be no more than 10 minutes.

Current Events Paper

Select a current event topic on which there are directly oppositional opinions, e.g., abortion, transgender rights, LGBT rights, immigration, DACA students, The Dakota pipeline, Confederate statues & flag, current policy matters under consideration, etc. Summarize different perspectives, take a stand and back up your own perspective. You may use any research and text materials for the paper. The paper will be no more than five pages (double spaced), plus a reference page. You must integrate the course readings (especially from the Takaki text (*A Different Mirror*) and from *The Psychology of Prejudice*) into your paper.

Personal Reflection Journals

Throughout the semester you may be asked to reflect on the readings you have been assigned and the films we have watched, especially as current events swirl around us. You are to keep a journal outlining your feelings/reactions to specific course material and discussion. I expect a minimum of one entry per week. The journal must be typed because you will submit it electronically. Midway through the semester I will ask for your journal, read it, and return it to you. I will ask for it again at the end of the semester.

ASSIGNMENT POLICY

Assignments will be submitted through the CANVAS course website. Additionally, assignment due dates will be posted on CANVAS. Students should immediately report any problems or technical difficulties to

the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

EXAMS

There's not really an exam in the class per se, though you may have quizzes that ensure you've read the material. The final exam period for this course is scheduled for **Tuesday, May 10, from 3:30 pm to 5:30 pm** (<https://registrar.unt.edu/exams/final-exam-schedule/fall>) The time and date for the final is set by the university and is not negotiable. This time for this semester will most likely be used to turn in the final project for the class. Should you need longer to complete both of these exams, please email Dr. Sims before the exam or make arrangements.

CLASS ASSIGNMENTS

To maximize critical thinking and encourage attendance and full participation, several class assignments will be randomly administered over the course of the semester. These assignments will build on material presented in class and in the text and may include group or individual activities with written products, worksheets, quizzes, and brief writing exercises. Grades of satisfactory or unsatisfactory will be recorded for these exercises. *In order to receive full credit for assignments, one must receive satisfactory on all 5 of the in-class assignments.*

ATTENDANCE

For the Spring 2022, I do not have a strict attendance policy. You should try to attend more classes than you miss, plus with the volatility of the current pandemic, and the unexpected nature of political upheavals at a moment's notice you or I may have to miss the class. The most fair way to think of attendance is, did you view the online material and read the assignments enough to ask good questions when you needed to, and to learn what I wanted you to learn. Additionally, I am looking for engagement both in class and online. Remember, someone (your scholarship, your family, yourself) is paying for you to attend classes as UNT. Life IS going to get in the way this semester. Your goal is to make sure it doesn't stop you from learning. **I just ask for communication.** If you suddenly stop turning in work and I have a reason why that is totally and completely different than if you go missing for no reason and I look online and you've turned in nothing. It is your responsibility to ensure that sufficient documentation is obtained and submitted to the instructor for extended absences. *I ask that you must email the instructor beforehand if you perceive that you will be missing more than 2 classes consecutively. If you miss a class and it was unforeseeable, you must email the instructor within 24 hours of the 2nd missed classes or 48 Hours prior. Failure to send electronic communication regarding absences will result in a reduction of participation. Communication is key because I need to make sure both that you are safe and that you are keeping up with the material.*

RESPONSIBILITIES

As the instructor in this course, I will strive to be prepared for each class, to be available for consultation during the week, conduct fair evaluations of learning, and make the material accessible to you outside of class. As a student in this class, you are responsible for (a) attending lecture and completing reading assignments prior to class, (b) participating in any class activities, (c) obtaining notes (from a fellow classmate) and learning of missed announcements in the event of an absence, (d) submitting any and all assignments on time, and (e) taking the exams on the scheduled dates.

CLASS ETIQUETTE

Be prepared to learn and to engage! Please check CANVAS consistently and keep up with announcements, emails and due dates. If you believe you will be late turning in an assignment, please communicate to me

why that is and when you believe you can get the work turned in. I am normally very lenient with such things, but I just need to know. Try your best to stay “Zoomed In” if we have the occasional live session. Do not surf the web unless you have found something of interest and relevance to the course (for example an article dealing with some concept we are covering that day that you find fascinating). If we meet for live sessions, I do not mind if you have your video and/or audio muted. The instructor realizes that we live in a global world where information is most quickly shared via social media. Try not to distract others using the chat function. Discussion may be encouraged at times, and differing viewpoints may add to the course. Students should not ever disparage one another but should feel free to challenge each other intellectually, yet respectfully. *This course relies upon the honor system. So, if you tell the instructor anything, the instructor by default will believe you unless facts surface that your statement was not true. The instructor will maintain a classroom environment that is safe enough for you to be honest at all times.*

COURSE POLICIES

Late policy / Extensions on assignments. This semester, there will be a lot of flexibility... **provided you email the professor that you need it.** You will be given lots of time to complete assignments this semester but if you find you need more time, please email the professor and /or TA to explain why. *If you find that you will need more time on assignments, please communicate this need to me or the course TA.* Extensions will normally be granted unless we are approaching the final exam days in the course. The current situation forces me to be flexible with assignment turn ins. Try to keep up, but if you can’t email me and we will figure out a situation that helps you succeed. You won’t necessarily lose points on late assignments provided you communicated with me to let me know said assignment would be late and when you think you will be able to turn it in. The class is focused more on learning than penalizing you for outside life events.

Exam Questions and Grading Appeals. If you think you should have received credit for an exam question that was scored as incorrect, you may appeal in writing. Only written requests will be considered. You should e-mail your rationale – this rationale should include references to specific page numbers in your text or lecture dates. *All appeals must occur within one week of the date in which exams are returned in class (whether or not you are present that day).* In addition, remember that, despite our best attempts to present an appearance of infallibility, we actually are not. If you are concerned that I have made a recording error, it is always fine to query me; just try not to be querulous.

Inclement weather policy. If an asteroid is projected to hit the Earth causing an extinction level event, I will permit you to miss class that day. I will possibly allow extensions on work should a nuclear war break out which is very likely in these times. Otherwise, please follow the University’s guidance and I will email you the morning of to answer questions.

COVID-19 IMPACT ON ATTENDANCE

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or

positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

CLASS MATERIALS FOR REMOTE INSTRUCTION

The class is face to face. However, remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn> .

STATEMENT ON FACE COVERINGS

Face coverings are strongly encouraged in all UNT facilities. Students are requested to wear face coverings during class. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor and the University at large.

SYLLABUS CHANGE POLICY

This course syllabus is likely to change often. It is frequent that I have an idea or some real world occurrence takes place that will alter our schedule, especially in a course such as this. In the last year alone, we've seen how quickly things can change with some race based event. I (or you) may discover some new documentary, or some new study that we have to put the course in the context of the real world and so the course is not static. I will email out syllabus changes via CANVAS to keep you posted and mention those changes in class. Sometimes I will create new assignments I didn't list on the course syllabus, other times, I will not do an assignment that I did list on the course syllabus. Be assured, I always change the syllabus when I think a change will make the class better, easier or more accessible to you. Changes I make are in response to how I see the class going and this semester, these changes are likely given that we have so much to cover, while trying to keep safe from at least 2 variants of a deadly disease concurrent with political upheaval and strife. So just know this syllabus is an IDEA of where I think we will go, but it is not exact.

UNT POLICES

ACADEMIC INTEGRITY POLICY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA POLICY

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA 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 with each faculty member prior to implementation in each class. For additional information see the ODA website (<https://disability.unt.edu/>).

PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic

information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

ACCESS TO INFORMATION – EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (Nov 16 – Nov 30) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the [UNT System Permission, Waiver and Release Form](#)

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

CLASS RECORDINGS & STUDENT LIKENESSES

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

STUDENT SUPPORT SERVICES

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
(<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

CHOSEN NAMES

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

PRONOUNS

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- o [What are pronouns and why are they important?](#)
- o [How do I use pronouns?](#)

- o [How do I share my pronouns?](#)
- o [How do I ask for another person's pronouns?](#)
- o [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Grade Appeals

Policy Statement. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled as well as requirements for completion of their academic programs. Faculty members are responsible for establishing standards of academic performance and for evaluating student performance in an equitable manner. Faculty decisions in such matters are considered authoritative and can be overturned only when it has been determined that a grade was assigned in an inequitable, arbitrary, or erroneous manner. This policy outlines the grounds for a student grade appeal and the process by which it must be carried out.

Application of Policy. Students and Faculty

Definitions.

1. **Course.** “Course” means a unit of study that, upon completion, is recorded on the student’s transcript, or any other graded requirement for program completion (e.g., internship, comprehensive examination, thesis, dissertation).
2. **Grade.** “Grade” means the final grade issued at the end of a course. Grades assigned for parts of a course (e.g., reports, examinations) may not be appealed and are not subject to review except to the extent that they impact the appeal of the final course grade.
3. **Student.** “Student” means the individual who received the grade and who has initiated an appeal. Individuals may not initiate appeals on behalf of others.
4. **Instructor.** “Instructor” means the faculty member responsible for the course in question.
5. **Department Chair.** “Department Chair” means the individual holding administrative authority for instructors.
6. **Committee.** “Committee” means either a standing appeal committee constituted by the

department, college, or school, or an ad hoc grade appeal committee appointed by the chair to review a particular appeal.

7. Dean. “Dean” means the administrative authority for the chair or academic unit in which the grade appeal is lodged.

Procedures and Responsibilities.

1. Appropriate Grounds for Appeal.

Grades are subject to appeal only when the student believes that the grade was awarded in an inequitable, arbitrary, or erroneous manner. Appropriate grounds for appeal include circumstances where the grade was assigned based on:

- a. inequitable treatment that is the result of departure from the instructor's stated standards, and course policies; or
- b. a decision based on an error in fact.

If the student believes that the grade was assigned inappropriately due to discrimination or sexual harassment, the case must first be resolved through procedures for such complaints (see UNT Policy 16.006, Information and Procedural Guidelines for Pursuing and Resolving a Complaint of Discrimination, Including Sexual Harassment). Changes in a grade due to violations of academic integrity cannot be appealed through this process.

Responsible Party: Students, Office of Equity and Diversity

2. Time Limits for Appeal and Resolution.

The formal grade appeal should be resolved within a maximum of 13 weeks after the semester in which the grade was officially posted. Under extraordinary circumstances, the chair may grant an extension of any time limits identified in this policy.

- a. The student must consult with the instructor as soon as possible and no later than 10 calendar days after the start of the following academic term, inclusive of fall, spring, summer and intersession terms.
- b. The student must initiate a formal grade appeal in writing to the department chair within five weeks (35 calendar days) of the date the grade was officially posted in the university system.
- c. If unresolved, the chair must forward the appeal to a faculty committee within seven (7) calendar days of its receipt.
- d. A grade appeal case should be resolved within five weeks (35 calendar days) of the chair's receipt of the written appeal.
- e. An appeal to the Dean, described below and based solely upon procedural grounds, may extend the time limit on resolution of the grade appeal by no more than three weeks (21 calendar days).
- f. If any person, whether student, faculty or administrator, fails to respond to requests made as part of the grade appeal process within one week of the request, the requester may move forward without that response.
- g. The grade issued by the instructor remains in effect during the appeal process.

Responsible Party: Students, Instructors

3. Procedures for the Appeal.

A. Informal Consultation with Instructor

The student must first discuss the course grade with the instructor in an attempt to resolve the issue. This discussion should occur as soon as possible after receiving the grade and not more than 10 days after the start of the following academic term. If the instructor is unavailable or unresponsive, the student should immediately contact the department chair for guidance, as the 35-day time limit for formal appeal includes this faculty consultation period.

B. Formal Grade Appeal to Department Chair

If consultation with the instructor does not resolve the student's concerns, the student may submit a formal appeal to the department chair within the time limit for initiating an appeal.

- i. The department chair may attempt to resolve the issue through consultation with the instructor and the student. If both instructor and student agree to a resolution, the appeal ends at this level. The resolution must be described in writing, signed by the department chair, acknowledged in writing as received by the student and instructor, and filed in the student's record in the department.
- ii. If the chair does not engage in a consultation, or if the consultation does not resolve the issue, the chair refers the appeal to a faculty committee within seven (7) calendar days of receiving the formal appeal.

C. Faculty Committee Review and Resolution

The committee that reviews the grade appeal may be a standing appeal committee comprised of faculty. If no such committee exists, the department chair appoints an ad hoc grade appeal committee of three faculty members: one selected by the student, one selected by the instructor, and one selected by the chair with agreement of the other two committee members. Committee members may include any person holding a faculty appointment in the department, college or university. The chair's appointee will chair the faculty committee.

- i. The committee requests a written statement from the instructor for review along with the student's appeal. The committee may request additional information and will meet with the student, the instructor, and/or others, as it sees fit.
- ii. The committee issues one of the following recommendations to the instructor:
 1. The grade should remain unchanged, as it was assigned in an equitable and valid manner.

2. The grade should be changed. In this case, the committee must provide a written explanation of this finding to the instructor.
- iii. If a grade change is recommended to the instructor, one of the following may occur

The committee requests that the instructor change the grade, in response to the written explanation to the instructor, and the instructor agrees to change the grade.

The committee requests that the instructor change the grade, in response to the written explanation to the instructor, and the instructor disagrees with the committee. In such cases, the instructor should provide a written explanation of their disagreement to the committee.

1. The committee may then concur with the instructor's assessment and allow the grade to stand unchanged.
 2. However, if the committee upholds its conclusion that the grade should be changed, it may recommend an administrative change of grade to the department chair.
- iv. Upon the conclusion of the exchange with the instructor regarding its recommendations, contained in steps C-ii and C-iii, above, the committee submits its final recommendation in writing to the department chair.
 - v. The department chair notifies both student and instructor of the final resolution to change or not change the grade. The resolution must be described in writing, signed by the department chair, acknowledged as received by student and instructor, and filed in the student's record in the department. The department chair changes the grade, as appropriate. The grade appeal ends at this level and, except under extraordinary circumstances (e.g., the closure of the university due to weather, students' hospitalization, administrative mandate), shall be completed within 35 calendar days of the chair's receipt of the written appeal. The only further basis for appeal is on procedural grounds.

D. Dean's Procedural Review

If either student or instructor believes there was a procedural error in the process, that party may request reconsideration on procedural grounds by filing a written request for review to the dean within 7 (seven) calendar days of having received notice of the resolution. This request must specifically state the procedural grounds for requesting the reconsideration. If the dean determines that the procedures were followed, the dean responds in writing that the faculty committee's determination has been upheld. The decision of the dean is final.

- i. If the dean determines that there were procedural errors, the appeal will be considered anew, and the dean will appoint a new ad hoc grade appeal committee, comprised of individuals holding a full-time faculty appointment within the University. That committee reviews the grade appeal as described in steps C-ii and C-iii, above.
- ii. Upon the conclusion of the exchange with the instructor regarding its recommendations, contained in C-ii and C-iii, above, the committee submits its final recommendation in writing to the dean.
- iii. The dean shall provide notice of the final resolution to the student, instructor and department chair. The resolution must be described in writing, signed by the department chair, acknowledged as received by student and instructor, and filed in the student's record in the department. The department chair changes the grade, as appropriate.
- iv. This process shall extend the timeline by no more than 21 calendar days, except under extraordinary circumstances. The decision of this committee may not be appealed further.

Responsible Party: Faculty Review Committee, Dean

4. Records Retention.

Documentation of all formal grade appeals, including procedural appeals, whether resolved by a faculty committee, the chair, or the dean, must be maintained in department files for a period of time designated in the university records retention policy.

References and Cross-references.

UNT Policy 16.006, Information and Procedural Guidelines for Pursuing and Resolving a Complaint of Discrimination, Including Sexual Harassment

Approved: 8/89

Effective:

Revised: 7/02, 5/15/2015

Proposed Schedule for Fall 2022—please remember that these are proposed. Do not do assignments until I formally announce them in class with proper due dates. This is merely a brief overview of what I think we will get to. As articles, documentaries, events happen, the syllabus will change. Some days we will be ahead, other days we will be behind while still others, I'll change to something completely different. This is a guide only.

CHECK CANVAS FOR ALL DUE DATES

Module 1: Historical, Psychological, and Sociocultural Definitions	
Week 1: What is race? (Historical Perspective) & Introductions (Jan 18)	
Readings:	Syllabus & Takaki Ch. 1
Multimedia:	Race: The Power of an Illusion— The Story We Tell
Assignments:	Syllabus Quiz Golden Quote Values Questionnaire
Week 2: What is race? (Psychological and Sociological Perspective) (Jan 25)	
Readings:	Tatum: Ch. 1 & 2
Multimedia:	The Color of Fear
Assignments:	Reading Check 1 Discussion Question 1 Module Journal 1 Flipgrid Discussion 1 Racial Identity Table Golden Quote
Module 2: Black Psychology	
Week 3: History (Feb 1)	
Readings:	Takaki Ch. 3, 5, 13
Multimedia:	The African Americans: Many Rivers to Cross, A More Perfect Union
Assignments:	Reading Check 2 Golden Quote
Week 4: Racial Identity (Feb 8)	
Readings:	Tatum Ch. 3, 4, 5
Multimedia:	The Black Panthers: Vanguard of the Revolution
Assignments:	Reading Check 3 Discussion Question 2 Module Journal 2 Flipgrid Discussion 2 Golden Quote
Module 3: Studies in Whiteness	
Week 5: History (Feb 15)	
Readings:	Takaki Ch. 6, 11, 14
Multimedia:	History of Whiteness White Like Me
Assignments:	Reading Check 4 Golden Quote
Week 6-7: Whiteness (Feb 22/)	

Spring 2022 Sims 4040.001

Readings:	Tatum Ch. 6 & 7/DiAngelo Ch. Introduction, 1 & 2
Multimedia:	Deconstructing White Privilege
Assignments:	Reading Check 5 Discussion Question 3 Module Journal 3 Flipgrid Discussion 3 Golden Quote <i>A Conversation on Race and Racism--Assigned</i>
Module 4: Latinx Psychology	
Week 8: History March 1	
Readings:	Takaki Ch. 7 & 12
Multimedia:	Latino Americans: Episode 5: Prejudice and Pride
Assignments:	Reading Check 6 Golden Quote
Week 9: Is Latinx a Race? March 8	
Readings:	The Many Dimensions of Hispanic Racial Identity Latino Handbook: Ch. 6 Latino Ethnic Identity
Multimedia:	Black in Latin America
Assignments:	Reading Check 7 Discussion Question 4 Module Journal 4 Flipgrid Discussion 4 Golden Quote
Module 5: Asian Psychology	
Week 10: Who is Asian? March 22	
Readings:	Takaki Ch. 8, 10, 15 Other Misc Readings
Multimedia:	Ancestors in America
Assignments:	Reading Check 8 Golden Quote
Week 11: Asian Racial Identity March 29	
Readings:	Misc. Readings Tatum Ch. 8 Key Facts about Asian Americans Asian Americans
Multimedia:	The Farewell or other media
Assignments:	Reading Check 9 Discussion Question 5 Module Journal 5 Flipgrid Discussion 5 Golden Quote
Module 6: Indigenous Psychology	
Week 12: History April 5	
Readings:	Takaki Ch. 2, 4, 9
Multimedia:	We Shall Remain: Wounded Knee
Assignments:	Reading Check 10 Golden Quote
Week 13: Identity April 12	
Readings:	Tatum Ch. 8

Spring 2022 Sims 4040.001

	Racial Misclassification among American Indians and Alaska Natives
Multimedia:	American Red and Black: Stories of Afro-Native Identity
Assignments:	Reading Check 11 Discussion Question 6 Module Journal 6 Flipgrid Discussion 6 Golden Quote
Week 13: Biracial Identity April 19	
Readings:	TBD
Multimedia:	TBD
Assignments:	TBD
Module 7: Radical Healing	
Week 14: Critical Consciousness April 26	
Readings:	Enhancing Critical Consciousness
Multimedia:	I Am Not Your Negro
Assignments:	Reading Check 12 Golden Quote <i>A Conversation on Race and Racism—Due</i>
Week 14: Intersectionality March 3	
Readings:	
Multimedia:	
Assignments:	
Week 15: Hope (March 3)	
Readings:	On the Other Side of Freedom: Ch. 1 On Hope
Multimedia:	Against Racism On Being Podcast
Assignments:	Reading Check 13 Discussion Question Final Module Journal Final Flipgrid Discussion Final Values Questionnaire 2 Golden Quote