

## **SOCI 3540 / Race and Ethnic Minorities Spring 2026 / 3/16-5/8 2026 (8 Weeks)**

### **Instructor Contact**

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### **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.

### **Course Description**

4540. Race and Ethnic Minorities. 3 hours. 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 with emphasis on the Southwest and on social services. Satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum.

### **Course Structure**

This course is delivered 100% online in Canvas. It is an 8-week course. There will be 8 modules, and each module can have multiple lessons with assignments and assessments that will be due that week. This course consists of quizzes, discussions, evaluation essays, case studies, papers, and a final exam.

### **Course Prerequisites or Other Restrictions**

There are no prerequisites for the course, but you are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, to be successful in this course you will need to:

- Cite sources in your writing, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives in the course discussions.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## Course Objectives

By the end of this course, students will be able to:

1. Understand and Remember material from Iceland's text.
2. Articulate views on race and ethnicity.
3. Evaluate how social change is expressed in popular culture.
4. Analyze popular culture by applying a sociological perspective.
5. Reflect on the process of learning about social change.

## Required Materials



The only required material in the course is John Iceland's textbook, *Race and Ethnicity in America* (2017). You can acquire the book in several ways, depending on your personal preference. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus.

ISBN 9780520286924 (paperback)

ISBN 9780520961975 (ebook)

## Teaching Philosophy

My personal approach to teaching this course involves creating an online atmosphere where students can broaden their perspective on the changing structure of race relations, racial divisions, and racial inequality in the United States and elsewhere and really come to understand the changes that have occurred over the last 60 years. To do this, students must cooperate by embracing the material in the assigned text so that they can come to understand the changing nature of race and ethnic relations. Students are expected to carefully read the text assigned and critically think about the changing nature of race and ethnicity, multiracial identities, and international immigration.

## Course Technology & Skills

### Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

- Working Computer
  - If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.

- If it is not possible to go to campus, please find another working computer with reliable Internet access to complete your work.
- Reliable internet access
- Microsoft Office Suite
- Uploads to Canvas have been set to only accept .pdf .doc .docx files.
  - If the professor or TA cannot open your document, you will be awarded a zero and you should contact them as soon as possible to discuss.
- Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.
- [Coursera Recommended Browsers and Devices](https://learner.coursera.help/hc/en-us/articles/209818543-Recommended-browsers-and-devices) (https://learner.coursera.help/hc/en-us/articles/209818543-Recommended-browsers-and-devices)

### **Rules of Engagement**

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA online:

- 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”. This is not 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.

## Late Work and Missing Work

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

- In the event of a legitimate emergency, students are to contact the professor to arrange for an online meeting (via Zoom, FaceTime, or Skype) to discuss the missed assignment.
- If your emergency situation is serious, the professor may recommend that you contact the Dean of Students to receive a blanket excuse for all of your courses.
- Whenever possible, students should strive to contact the professor **prior to** missing an assignment. Extensions are routinely granted if asked for in advance of missing an assignment.
- Note that each student is allowed **only one documented emergency** per semester.

## Course Requirements

Below are listed the required assignments and point values for the course.

### Assignments and Point Values

Assignment Description	Points/Percentage
<b>9 Quizzes</b> <ul style="list-style-type: none"> <li>• The first quiz is the Syllabus Quiz and it is <b>required</b> by all students in Week One of the course. It is worth 100 points.</li> </ul> <b>Iceland Chapter Quizzes</b> <ul style="list-style-type: none"> <li>• There are 8 more chapters over the Iceland text.</li> <li>• Each quiz is worth up to 100 points</li> </ul>	900 Points / 45%
<b>2 Evaluation Essays</b> <ul style="list-style-type: none"> <li>• Evaluation Essay #1 – Motivation</li> <li>• Evaluation Essay #2 – Reflection on Course</li> <li>• Each Evaluation Essay is worth 100 points</li> </ul>	200 Points / 10%
<b>Case Study of Strange Fruit</b>	100 Points / 5%
<b>Song Assignment Paper</b>	300 Points / 15%
<b>2 Song Assignment Discussion Posts</b> <ul style="list-style-type: none"> <li>• Discussion 1 – Considering Songs</li> <li>• Discussion 2 – Reflection on Song Assignment</li> <li>• Each Discussion is worth up to 100 points</li> </ul>	200 Points / 10%
<b>Final Exam</b>	300 Points / 15%
<b>Total</b>	2000 Pts / 100%

## Grading Scale

At the end of the semester, I will base your grade on the Grading Scale below.

Percent	Letter Grade
90-100% of 2000 Points	A
80-89% of 2000 Points	B
70-79% of 2000 Points	C
60-69% of 2000 Points	D
59% or less of 2000 Points	F

## More Details on Course Assignments

### Syllabus Quiz (100 Points)

At the end of week one of the course, all students are required to take the Syllabus quiz. If you've read the syllabus, poked around in [Canvas](#), and watched Dr. Gregg's video introducing you to the course, you will do fine on the Syllabus quiz.

### Iceland Chapter Quizzes (800 Points)

After reading each chapter in the Iceland text, students are required to take a short 30-minute Quiz. If you have carefully read the chapter, have taken good notes while you read, and watched the video lectures created for the course, you should do very well on the Quizzes.

#### Details

- There is a quiz for each chapter in the Iceland text (8).
  - Students are required to take all of the quizzes.
- Quizzes open on Sunday at 12:00 a.m. of each week and close on Saturday at midnight (11:59 p.m.). This means everyone has seven days to complete each of quiz.
  - **NOTE:** If you do not finish your quiz before midnight, the quiz will count as a zero. Even if you've started the quiz and answered some of the questions, the system will not count any of your work. You must finish and submit your quiz before the deadline.
- Each Quiz is worth 100 Points.
- As you take the quiz, you will be presented with 10 true or false or multiple choice questions.
- Each student will be presented with a random set of questions drawn from a test bank. All answers can be found in the Iceland text. Answers range from easy to moderate or difficult.
- Students are allowed 30 minutes to complete each quiz. After 30 minutes your quiz will automatically submit, and your grade will be recorded in the grade book.
- You are only permitted one attempt on each quiz.

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- Quizzes are open book and students can use their notes to take the quizzes.
- Students should not work with others to complete the quizzes.
- If you think you might miss a deadline for a quiz, you are permitted to take it early. Reach out for help with this.
- If you miss a quiz, the grade book will be populated with a zero. Again, students should not miss more than one quiz in this course.

### **Final Exam (300 Points)**

Students are responsible for mastering all of the material in the Iceland text. At the end of the semester students will be well-situated to demonstrate their learning from the entire course in a Final Exam.

#### **Details**

- The Final Exam is worth up to 300 points.
- As you take the exam, you will be presented with a combination of 100 true or false and multiple choice test questions to answer.
- Exam questions will be separated into sections for each chapter.
- There is only one best answer for each question.
- You are permitted 1 and one-half hours to take each test (90 minutes). After that, your exam will automatically submit, and your grade will be recorded in the grade book.
- You are only permitted one attempt on the exam.
  - **NOTE:** If you do not finish your test before midnight, the test will count as a zero. Even if you've started the test and answered some of the questions, the system will not count any of your work. You must finish and submit your test before the deadline.
- The exam is open book and students can use their own notes while taking the exam.
- Students should not work with others when taking the exam.
- If you need to arrange for a different date or time for the exam, you must request this at least one week in advance of the due date for the exam. If you do this, she will work with you to arrange a different time.
- If you miss the final exam, you have missed your opportunity to earn these points in the course.
- The course is considered over after the Final Exam time ends.

### **Two Evaluation Essays (200 Points)**

Students will write two evaluation essays in the course. The first is due in Module 1/Week 1 and consists of a personal evaluation of the student's motivations for taking this course. The second is due in Module 8/Week 8 and consists of a personal evaluation reflecting on what the student learned in the course. Below are the specific instructions for both evaluation essays.

### **Details**

In your essays be sure to address all three questions asked. Your writing should be in narrative format (do not use bullet points), double-spaced, and in Times New Roman (font size 12) with one-inch margins all around. Make sure your name appears in the top left corner.

### **Evaluation Essay #1 – Motivation**

This essay assignment is designed for you to evaluate your motivation for enrolling in this course, what you hope to learn, and your thoughts on the current state of racial and ethnic relations in the U.S. Please use your best college writing to complete this essay.

In no more than **one page (approx. 500 words)**, address each of the following questions:

1. Why are you interested in taking this class and what are you hoping to learn?
2. What is your sense of current racial and ethnic relations in the U.S.? What is your opinion based upon?
3. Has your own racial or ethnic identity played an important role in how you view yourself or how you think others view and treat you?

### **Evaluation Essay #2 – Reflection**

This essay is designed for you to evaluate and reflect on all that you've learned in this course, the course materials, and to consider one thing worth sharing that you learned in this course.

In no more than **one page (approx. 500 words)**, address each of the following questions:

1. What have you learned from the class? Be sure to make specific references to course materials.
2. What course materials (including activities and readings) did you find most informative and why? Be specific.
3. What is one thing from the class that you have shared or think you would share with someone else?

### **Evaluation Essays Rubric (100 Points Each)**

Directions/Writing/Grammar (25 Pts):

Answers Q1 (25 Pts):

Answers Q2 (25 Pts):

Answers Q3 (25 Pts):

### **Two Song Assignment Discussion Posts (200 Points)**

To be able to discuss the writing process for the Song Assignment with your peers, students are asked to participate in two discussion forums. The professor and/or TA will not engage students in the discussion forums. Discussions are intended for students to share their thoughts about the Song Assignment process, help each other, and to respond other students' ideas. Please follow the directions and address all the prompts below.

### **Details**

To be able to discuss the writing process for the Song Assignment with your peers, students are asked to participate in two discussion forums. The professor and/or TA will not engage students in the discussion forums. Discussions are intended for students to share their thoughts about the Song Assignment process, help each other, and to respond other students' ideas. Please follow the directions and address all the prompts below.

**Discussion 1:** In this discussion, students are asked to share the song(s) they are considering using for the Song Assignment and, in a few sentences (3-5), explain why.

In your writing, you are required to quote something from the song lyrics to support why you are leaning toward using a particular song. See example below for how to cite the artist's or group's name.

Example Quote: "You could say I'm a little bit crazy. You could call me insane. Walking around with all these whispers, running around here in my brain. I just can't help but hear 'em, man I can't afford it. I hear voices, I hear voices!" (Chris Young)

For full credit, students should respond to at least one other student.

**Discussion 2:** This discussion is due AFTER the Song Assignment has been submitted online. It is intended for students to discuss what they learned about race and ethnicity from a sociological perspective and by analyzing the cultural medium of music. In this discussion, students should reflect on the process of writing the paper and share what was specifically learned about sociology in a few sentences (3-5).

- No quotes are necessary for this discussion.
- For full credit, students should respond to at least one other student.

### **Song Assignment Discussions Rubric (100 Points)**

Directions/Writing/Grammar (25 Points)

Shares what they learned (25 Points)

Reflects on the process (25 Points)

Responds to at least one other (25 Points)

### **Case Study of Strange Fruit (100 Points)**

By completing this assignment, students will consider the power of songs in society to create social change. This assignment will prepare students for choosing their own song to analyze for the Song Assignment.

### **Details**

1. Watch the film *Strange Fruit* located in UNT's online library system. You will need to enter your UNT login credentials to access the film.

Katz, J., Thigpen, D., Gabler, M., Seeger, P., Holiday, B., Byron, D., Torres, C. T., ... California Newsreel (Firm). (2002). *Strange fruit*.

<https://discover.library.unt.edu/catalog/b6201114>

LINK: <https://libproxy.library.unt.edu/login?url=http://www.aspresolver.com/aspresolver.asp?MARC:3798024>

2. Next, create a Word document using .doc or .docx or PDF file.
3. Put your first and last name at the top left corner of the document.
4. Double space once and enter the title, "Strange Fruit".
5. Copy and paste the questions below into the document and then answer each one using your best college writing.
6. Each answer provided should be a minimum of 3-5 sentences. It is okay to write more than this.
7. The questions and answers should be double spaced.

### **Questions to be Answered**

1. How do the lyrics to this song convey the depths of racism? Why do you think this song was banned from the radio?
2. How can a song promote social awareness and social change?
3. Can you think of other songs that motivated social movements or helped create social change?
4. What other forms of popular culture have spurred on social movements?

### **Tips to do Well**

- For number 1, be sure to answer both parts of the question.
- For number 2, answer about songs in general – not *Strange Fruit*.
- For number 3, you must come up with at least one song here (more than one is okay) and then explain how the song(s) motivated social movement(s) or helped create some form of social change.
- For number 4, other forms of popular culture include sports, literature, religion, social media, clothing, movies, television series, etc. The key to answering this question correctly is to link a social movement to a form of popular culture other than music.

**Rubric for Case Study of *Strange Fruit***

<b>Directions</b>	<b>Point Value</b>
Directions/Grammar/Writing	10 Points
Fully answers both parts of question 1.	25 Points
Fully answers question 2 about songs in general (not <i>Strange Fruit</i> ).	15 Points
Provides at least one good example of another song that motivated social movements or created social change in response to question 3. Explains the connection well.	25 Points
Provides at least one example of popular culture (other than music) that has spurred on a social movement in response to question 4. Provides examples.	25 Points
TOTAL	100 Points

**Song Assignment (300 Points)****Introduction**

Song Assignments are fun! Students really like them. Many tell the professor that it is the most fun paper they have written in college. Here are the reasons why students like this assignment:

1. You get to pick a song related to race and ethnic relations – any song out there is game for this assignment – I mean ANY;
2. You then listen to it over and over, find and print the lyrics, then read the lyrics to really get at the bottom of the sociological meaning of the song; and
3. Finally, you are asked to write a very structured paper applying what you've learned about race and ethnic minorities from Iceland's text to the lyrics of the song you pick.

Fun, right? Think of this paper as a creative way for you to show me how much you've learned in the course. Also, think of this paper as a very structured **WRITTEN EXAM** that culminates into a fabulous paper that you can be proud of! By written exam I mean that there are very specific things that go in each paragraph of your paper. If you follow the directions carefully, you won't miss any of them.

**Assignment Rationale**

In the beginning of the course, we practiced analyzing the cultural medium of music with the case study of Billie Holiday's song *Strange Fruit*. In that assignment, students learned about the

power of songs to create social change. That experience was intended to prepare you for a sociological analysis of a song that you personally choose for the Song Assignment. By the time we reach the end of the course, you will be ready to apply a sociological analysis to a song using Iceland's text.

### ***Song Assignment Explained***

This assignment requires you to analyze the popular cultural medium of music and make connections between the material in the course (Iceland's text) and what the song says in the lyrics (i.e., words to the song).

- The **objective** is for you to show me that **you've read** and can think critically about society using the popular cultural medium of music.
- The **goal** is to connect different material from the chapters in Iceland -- the terms, concepts, ideas, studies, and theories -- to the lyrics of a song and then explain the connection. This means, you should really think deeply and critically about the lyrics and how they depict the social world as far as race and ethnic relations go.
- The **major focus** of this paper is the lyrics and not the artist, not the group, not the album, not the period when the song was written, not the music video, etc... Do not stray from an analysis of the lyrics. If you do, you will automatically receive a zero (0) and I will stop grading your paper. This paper is simply about making connections between what you learn in Iceland and what the song says in the lyrics.

### ***Preparing to Write***

As you read the Iceland text, try to think of songs that match the material that Iceland is discussing. It is a good idea to mark passages and pages where different songs come to mind. This will be helpful when it comes time to write. Once you pick a song to analyze, listen to the song multiple times and print out the lyrics to read and think about as many times as needed.

**BEWARE!** It is okay to watch the music video of the song you pick to get your sociological imagination flowing, but **DO NOT ANALYZE WHAT YOU SEE IN THE VIDEO IN YOUR PAPER**. Your analysis and writing should be solely **about the lyrics of the song**. If you begin to discuss what you see in a video, or what actors do in a video, you will automatically earn zero (0) on this assignment. To be safe, don't mention any videos at all. To be clear, we are analyzing the words in a song. What do they mean? How do they apply/connect to the material in Iceland? What does it mean about society that someone has written a song...with this message?

### ***Formatting***

- I recommend using Microsoft Word.
  - NOTE: Google Docs does not interface well with learning management systems. Do not use Google Docs.
  - NOTE: Pages does not interface well with learning management systems. I do not recommend using Pages.
- Your paper should have one of the following document endings: .doc .docx .pdf

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- If the professor (or TA) cannot open your paper, you will receive a zero (0) and should contact one of them immediately. If you do not contact one of them within one week of earning the zero (0), the grade will stick.
- **Use MLA formatting for this paper.**
  - **Look at the old example papers in Canvas for what MLA-formatted paper look like. This will help you get started.**
  - **Look at the handy MLA Handout that has some particulars about how the professor would like the paper formatted (e.g., no cover page is necessary).**
  - **For more help using MLA, visit the Purdue Owl at: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)**
  - *For an example Works Cited page using MLA formatting, click on this URL: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_sample\\_works\\_cited\\_page.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_works_cited_page.html)*
  - *For an example Page 1 using MLA formatting, click on this URL: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)*

### **Instructions for What to Write and More about How to Format**

1. At the top left of page one of your **Word** document double space the following: your name, my full name, the course name and number, and the date. Your page one heading should look like this:

Your first and last name

Dr. Karen Monique Gregg

Race and Ethnic Minorities, SOCI 4540

Current Date

2. Give your paper a title – preferably the name of the song and artist. Do not bold or underline your title. Simply center it. Your title should look like this:

*Fuck the Police by N.W.A.*

3. Make sure to get the running header at the top right correct. It should be your last name and page number and should NOT start on page 1. Start it on page 2 and continue all the way to the Works Cited. Your running header should be right justified. Mine would look like this:

Your Last Name 2

4. Double space the content of your Song Assignment. Do not turn in a single-spaced paper.

- Be careful not to put too much space in between paragraphs. If you do this, it is not MLA formatting. Sometimes Word has a setting turned on that automatically puts extra space in between paragraphs. This should be set to 0 in your paragraph formatting in Word.
5. In the **Introduction (1 paragraph)**, tell me the following: a) What song you picked; b) Why you picked this particular song; c) What the song means to you personally; d) What makes you think about this song in a sociological manner; and then tell me e) How the song you picked fits Iceland's book in a very general manner. To complete this last bit of criteria you must use Iceland's text to explain. **This means, you must directly quote Iceland as part of your explanation.** When you quote Iceland, be sure to use quotation marks and afterwards cite Iceland like this: (Iceland Page#).

**NOTE:** All paragraphs in this assignment should be at least 8-10 sentences in length. If your paragraphs are not fully developed into 8-10 sentences (minimum), you won't reach the minimum length requirement and you will lose points in the paragraph and for not meeting the minimum page length required.

6. The next part of your paper are the **analytic paragraphs (APs)**. This part of your paper should consist of **3-4 paragraphs**. Each analytic paragraph should do three things:
- First, identify a concept, term, study, or theory from the Iceland's book that BEST fits the song you picked. To do this directly quote Iceland. Then, tell me about what you quoted. What does it mean about race and ethnicity? How is it relevant to the connection you are about to make? Quotes should look like this:  
  

Iceland believes that "...it is likely that darker-skinned Hispanics may face many of the same discriminatory obstacles that blacks do" (Iceland 6-7).
  - Second, connect the concept, term, study, or theory you mention to a portion of the song (the lyrics). Quote the song lyrics in your writing to show me the connection. ***When quoting the lyrics for your song, always italicize them so they stand out.*** Quotes should look like this:  
  

*This makes me think about the line in the song that goes, "Fuck the police comin' straight from the underground / A young nigga got it bad 'cause I'm brown" (N.W.A.)*
  - 6. Third, show me that you understand what the concept, term, study or theory from Iceland means by explaining the connection you are attempting to make. This part of each analytic paragraph can be critical about society or it can be in the form of agreement or disagreement with the meaning of the connection. This is where YOUR IDEAS matter. So, what you think matters in this paper. This means tell me what YOU think the connection means or why it is important to note about society. Why does Iceland (or other social science researchers) study whatever it is you're

discussing? Why would song writers write a song about the same thing? What does it all mean about society? To put it differently, you are telling me the BIG SO WHAT about race and ethnic relations?

**REPEAT THIS PROCESS 3-4 TIMES!**

7. Next (**1 paragraph**), tell me if you think the song you personally picked depicts the social world in a positive or negative light (+, or –, or maybe both). First, take a very clear stance. Then, support your stance by showing lyrics that indicate positive, negative, or both. Quote lyrics in this paragraph (see example above). **Be sure to italicize them.** Do not use anything from Iceland in this paragraph. Make a case for your stance. Be clear. Then, end the paragraph by discussing the impact this song would have on others if only they would carefully listen to the lyrics. Say something like this: “If only others would really listen to the lyrics of this song, they might...”

**NOTE ABOUT STANCE:** If you say that the song depicts society in both a positive and negative light, in your writing show lyrics on both sides demonstrating your complicated stance. This means show lyrics that depict society in a positive way AND lyrics that depict society in a negative way and then provide an explanation for each.

8. In the **Conclusion (1 paragraph)**, discuss: 1) your reaction to the song now that you’ve thought about it sociologically; 2) reflect on the song and this assignment; 3) explain how this assignment affected your perception of the song; and 4) explain specifically **what you learned about sociology** by completing this assignment. Use examples from Iceland.

NOTE: This is my favorite part of the paper to grade!). Say something like: “I learned...” or “This assignment helped me develop an understanding of...”

9. Please use your **BEST COLLEGE WRITING** for this assignment. Everyone makes minor errors now and then. The professor (and TA) understand this. However, if your paper is full of writing mistakes or sloppily written, you will lose substantial points. Take care to review your writing before submitting. One “once-over” for minor errors usually does the trick. You can also visit the Writing Center on campus for help. You can also contact them online.
10. Include a **Works Cited** page at the end of your writing. The Works Cited should be on its own page. The Works Cited should only have the Iceland text and your song selection listed. That’s it! No other sources are required for this paper. This means do not use other sources, only use the song you pick and Iceland’s text. Remember, this is a Written Exam over a song you pick and the Iceland text.
11. Copy and paste the *lyrics* to the song at the end of your **Word** document. The lyrics should go after the **Works Cited** page. The lyrics should start on their own page.
12. When finished, the content of your Song Assignment should be about **4-5 pages in length**. This page length does not include the **Works Cited** page or the lyrics. If your paper is too

short (if you do not write a full 4 pages), you will lose points. Please do not go over 6 pages in content with permission to do so.

- Sometimes students do not write a full 8-10 sentences in their paragraphs. This hurts in the end because your paper will not meet the minimum of 4 full pages (and you'll lose points). The professor (and TA) like paragraphs that are fully developed. So, if you come up short of 4 full pages, go back to reread what you've written to see if you can add some more solid analysis somewhere.
- Sometimes students write 3 very long analytic paragraphs full of great connections. It is fine to do this, as long as you meet the minimum of 4 full pages. Other times, students write 4 analytic paragraphs. That's fine too. Just be sure to write 8-10 sentences in each paragraph.

If you deviate too much from these directions, you will receive a zero (0). The professor (and TA) won't grade your paper and you will not be given an opportunity to rewrite it.

**Song Assignment Case Study Rubric**

Description of Grading Criteria	Point Value
Directions/Grammar/Writing/MLA	50 Points
Introduction	50 Points
3-4 Analytic Paragraphs	100 Points <ul style="list-style-type: none"> <li>• 25 points per 4 paragraphs or</li> <li>• 33.33 points per 3 paragraphs</li> </ul>
+ or – Paragraph	50 Points
Conclusion	50 Points

**Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations are very important to professors. When the time comes, please take the time to complete the course evaluation.

**Course Policies**

Below is a list of items that you can expect from your professor (and TA if there is one), as well as a list of items that, if you choose to stay in this course and not drop it, you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

**What you can expect from your professor (and TA):**

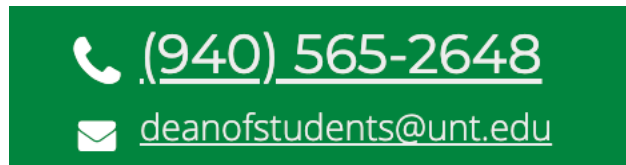
1. Respect and active listening.

2. Consistent grading with return time within one-two weeks.
3. Willingness to teach, learn and answer questions.
4. To be prepared each week for our class.
5. To allow ample opportunity for you to do well in this course.
6. To be available by appointment for additional help.
7. To treat everyone equally and fairly.

**What the professor expects from you:**

1. Patience with the professor, TA, and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor (and TA) will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class in the Canvas environment as required by the syllabus. If it appears you are not actively engaged in this course, the professor (and/or TA) will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the **Tentative Course Schedule** in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
6. To read the grading comments that the professor and TA provide on all your assignments. They will incorporate tips for how to do better on future assignments.
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded. If this happens, you have one week to rectify the situation. After that, the zero (0) will stand.
8. To follow all directions in the syllabus for all course assignments. If you do not follow all directions (especially for the RAO assignment), you will automatically receive a zero (0).
9. To buy and use the correct version of the required book for the course. Right now, that is the 3<sup>rd</sup> Edition of Christiano, Swatos, and Kivisto's text, *Sociology of Religion*.
10. If you analyze something other than what everyone else is analyzing in your assignments, or if you misquote something from the book, you will receive a zero (0). This is especially important when completing the RAO assignment.
11. To buy and use the correct version of the book by Week One of the course and appropriately cite all your work.
  - If the professor or TA happen look up something you quote from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.

12. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. All students are expected to have a working computer and reliable Internet access. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments. Everyone in the course has 7 days each week to complete the work items for the week. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you'll have time to correct it.
13. To contact the professor or the TA to make an appointment if you find that you need additional help in this course. Online meetings using a teleconferencing usually help students get on track.
14. To contact the Dean of Students, Seeking Options and Solutions (S.O.S) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
  - <https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>



### **Attendance Policy**

An attendance policy is required for every UNT syllabi. Visit the [University of North Texas' Attendance Policy \(http://policy.unt.edu/policy/15-2-\)](http://policy.unt.edu/policy/15-2-) to learn more. [Faculty should adapt their class attendance policy to suit their circumstances] [Insert Instructor's regular attendance policy here].

### **COVID-19 Impact on Attendance**

While attendance online 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) (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](mailto: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](mailto: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.

## **UNT Policies**

### **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. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### **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 \(https://disability.unt.edu/\)](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).

### **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](https://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 [insert administration dates] 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](mailto: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](mailto:spot@unt.edu).

### **Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

### **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.

## **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.

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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:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [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/Coursera/student-resources) (<https://clear.unt.edu/Coursera/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/>)

## **Tentative Course Schedule**

### **Module 1 Level Learning Outcomes**

By the end of Module 1, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to conversations about race (Ch1).
- Evaluate motivations for enrolling in the course in short essay form.

Week 1 3/16-3/22      Everything this week is due before midnight on Saturday, 3/21		
Check	Description	More Details
	<b>Getting Started:</b> <ul style="list-style-type: none"> <li>• Buy book</li> <li>• Log into course and poke around.</li> <li>• Locate Syllabus.</li> </ul>	The UNT bookstore should have the book you need. Syllabus is in Canvas.
	<b>To Do:</b> <ul style="list-style-type: none"> <li>• Read Syllabus.</li> <li>• Watch Dr. Gregg's video introducing you to the course.</li> <li>• Take Syllabus Quiz</li> <li>• Complete Evaluation Essay #1 -- Motivation</li> <li>• Read Ch1 of Iceland</li> <li>• Watch Dr. Gregg's videos for Ch1</li> <li>• Take Ch1 Quiz</li> </ul>	All assignments are in Canvas.

## Module 2 Level Learning Outcomes

By the end of Module 2, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to race and ethnicity and causes of inequality (Ch2).
- Evaluate social change with the case study of Billie Holiday's song, *Strange Fruit*.

Week 2 (3/23-3/29)      Everything this week is due before midnight on Saturday, 3/28		
Check	Description	More Details
	<b>To Do:</b> <ul style="list-style-type: none"> <li>• Read Ch2 of Iceland</li> <li>• Watch Dr. Gregg's videos for Ch2</li> <li>• Take Ch2 Quiz</li> <li>• Watch short film about Billie Holiday's song <i>Strange Fruit</i>. Complete the case study assignment called Sociology in Practice (SIP). Follow all directions. Upload to Coursera in the correct spot.</li> </ul>	<p>All assignments are in Canvas.</p> <p>To watch the film on <i>Strange Fruit</i> you will need to log into the UNT Library System with your UNT login credentials.</p>

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### Module 3 Level Learning Outcomes

By the end of Module 3, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to black-white inequality (Ch3).

Week 3 (3/30-4/5) Everything this week is due before midnight on Saturday, 4/4		
Check	Description	More Details
	<b>To Do:</b> <ul style="list-style-type: none"><li>• Read Ch3 of Iceland</li><li>• Watch Dr. Gregg's videos for Ch3</li><li>• Take Ch3 Quiz</li></ul>	All assignments are in Canvas.

### Module 4 Level Learning Outcomes

By the end of Module 4, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to Hispanics and Asians (Ch4).
- Reflect on potential songs to use for the Song Assignment paper.

Week 4 (4/6-4/12) Everything this week is due before midnight on Saturday, 4/11		
Check	Description	More Details
	<b>To Do:</b> <ul style="list-style-type: none"><li>• Read Ch4 of Iceland</li><li>• Watch Dr. Gregg's videos for Ch4</li><li>• Take Ch4 Quiz</li><li>• Participate in Discussion 1 re: The Song Assignment</li></ul>	All assignments are in Canvas.

### Module 5 Level Learning Outcomes

By the end of Module 5, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to American Indians (Ch5).

Week 5 (4/13-4/19) Everything this week is due before midnight on Saturday, 4/18		
Check	Description	More Details

	<b>To Do:</b> <ul style="list-style-type: none"> <li>• Read Ch5 of Iceland</li> <li>• Watch Dr. Gregg's videos for Ch5</li> <li>• Take Ch5 Quiz</li> </ul>	All assignments are in Canvas.
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### Module 6 Level Learning Outcomes

By the end of Module 6, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to the multiracial population (Ch6).
- Indicate and recall concepts, terms, theories, and research related to International Comparisons and Policy Debates (Ch7).

Week 6 (4/20-4/26)      Everything this week is due before midnight on Saturday, 4/25		
<b>Check</b>	<b>Description</b>	<b>More Details</b>
	<b>To Do:</b> <ul style="list-style-type: none"> <li>• Read Ch6 of Iceland</li> <li>• Watch Dr. Gregg's videos for Ch6</li> <li>• Take Ch6 Quiz</li> <li>• Read Ch7 of Iceland</li> <li>• Watch Dr. Gregg's videos for Ch7</li> <li>• Take Ch7Quiz</li> </ul>	All assignments are in Canvas.

### Module 7 Level Learning Outcomes

By the end of Module 7, students will be able to:

- Analyze song lyrics and apply information from Iceland's text.
- Reflect on the Song Assignment writing process and learning.

Week 7 (4/27-5/3)      Everything this week is due before midnight on Saturday, 5/2		
<b>Check</b>	<b>Description</b>	<b>More Details</b>

	<p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Write Song Assignment paper</li> <li>• Upload to Coursera</li> <li>• Participate in Discussion 2 re: The Song Assignment</li> </ul>	<p>All directions and help for writing the Song Assignment (SA) are in Canvas.</p> <ul style="list-style-type: none"> <li>• Example papers</li> <li>• Dr. Gregg’s YouTube, How to Make an A on the Song Assignment.</li> <li>• Help for using MLA formatting.</li> </ul>
	<p>Soon students should receive an email asking them to complete the SPOT course evaluations for this course. This should come in the form of an email. Please remember to complete the evaluation for this course. These are very important to professors.</p>	<p>Please complete the SPOT course evaluation.</p>

**Module 8 Level Learning Outcomes**

By the end of Module 8, students will be able to:

- Indicate and recall concepts, terms, theories, and research related to the concluding remarks from Iceland (Ch8).
- Indicate and recall concepts, terms, theories, and research related to chapters 1-8 of Iceland’s text in the form of a comprehensive Final Exam.
- Evaluate learning in this course in a short essay.

<p>Week 8 (5/4-5/8) This course ends on Friday 5/8. Due dates vary this week.</p>		
Check	Description	More Details
	<p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Read Ch8 of Iceland</li> <li>• Watch Dr. Gregg’s videos for Ch8</li> <li>• Take Ch8 Quiz (Due before midnight on Wednesday, 5/6)</li> <li>• Take the Final Exam (Due before midnight on Friday, 5/8)</li> <li>• Complete Evaluation Essay #2 – Reflection on Course (Due before midnight on Monday, 5/4)</li> </ul>	<p>All assignments are in Canvas.</p>

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	<p>Students should have received an email asking them to complete the SPOT course evaluations for this course. This should come in the form of an email. If you haven't done so already, please remember to complete the evaluation for this course. These are very important to professors.</p>	<p>Please complete the SPOT course evaluation.</p>
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Thank you for taking this course with me!