

Unequal Spain: Race/Ethnicity, Immigration, and Social Class within Contemporary Spanish Society

Sociology (SOCI) 4260.888 (5571)
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PREREQUISITE

None

COURSE DESCRIPTION

In this course, we will examine social relations among important groups within contemporary Spanish society. We will devote particular attention to racial/ethnic, social class, and native- vs. foreign-born relations, drawing on our comparative knowledge of the United States. This course takes a sociological approach to these topics, which emphasizes racial/ethnic and social class dynamics, power structures, and economic relationships – historically and today. We will also devote attention to “micro-sociological,” such as prejudice, and larger “macro-sociological” issues, like structured class inequality. With this latter issue, we will focus on the structure and consequences of unequal access to political, economic and social benefits in Spain (and by contrast, in the United States). We will critically examine institutional arrangements within Spain that perpetuate inequality and stratification, as well as shape patterns of social (im)mobility.

COURSE OBJECTIVES

In this course, we will:

- 1) develop an understanding of how the idea of race emerged and developed in Spain and in the United States.
- 2) explore the dynamics of ethnicity and immigration that shape both countries.
- 3) examine the roots of inequality (i.e., why does inequality and stratification exist?).
- 4) examine the intersection of race/ethnicity and immigration with other systems of inequality and with social institutions. (i.e., who has the power in our society and why?).
- 5) analyze the social institutions that maintain inequality (i.e., why does inequality persist?).

CLASSROOM/EXCURSION ENVIRONMENT

By its very nature, sociology often involves personal and sensitive issues that may at times be difficult. Each student should behave in a professional and sociological manner befitting an intellectual environment. Students should feel free to disagree with the instructor and/or with other students. Disrespect, discourtesy, and/or otherwise demeaning behavior are inappropriate in the university and classroom intellectual community and will not be tolerated.

REQUIRED READINGS

There are three (3) required books. The books are available through Internet bookstores (addall.com is a great search engine for used books) and through UNT's library as e-books. **Please consult the course schedule and bring the appropriate book(s) with you to our meetings.**

Castañeda, Ernesto. 2018. *A Place to Call Home: Immigrant Exclusion and Urban Belonging in New York, Paris, and Barcelona*. Stanford, CA: Stanford University Press. ISBN: 1503605760.

- NOTE: Available through UNT's library as an e-book (with unlimited user access).
 - o <https://discover.library.unt.edu/catalog/b7635158>

Ross, Christopher, Bill Richardson, and Begoña Sangrador-Vegas. 2008. *Contemporary Spain*. 3rd edition. New York: Routledge. ISBN: 9780415747882.

- NOTE: Available through UNT's library as an e-book (with unlimited user access).
 - o <https://discover.library.unt.edu/catalog/b6537780>

An introduction to Sociology textbook published within the past decade (or so).

- NOTE: I use *The Real World* by Kerry Ferris and Jill Stein, 7th edition (ISBN: 9780393690743) in my Introduction to Sociology course, but you should use whatever is cheapest and easiest.

COURSE REQUIREMENTS

Mastery of the material in this course will be demonstrated through a variety of assignments that support the learning objectives.

Sometime after arrival to Spain:

Readings. Read Unit 1, Background.

Reading Response. Each response will be approximately 500 words. Students should not summarize the reading(s), but should focus on how the reading(s) inform(s) their understanding of Spanish and U.S. society. Students can, perhaps, think about (among other ideas):

- How can I apply the reading(s) to what (I think) I know about U.S. society?
- How can I apply the reading(s) to what I expect to learn while I'm in Spain?

Discussion. We will discuss in person.

Participation. Students are expected to actively participate in – and contribute to – the discussion.

During our time in Spain:

Readings. Complete the readings attached to a particular unit throughout the trip/course (see schedule below).

Reading Response. Each response will be approximately 500 words. Students should not summarize the reading(s), but should focus on how the reading(s) inform(s) their understanding of Spanish and U.S. society. Students can, perhaps, think about (among other ideas):

- How can I apply the reading(s) to what (I think) I know about U.S. society?
- How can I apply the reading(s) to what I'm experiencing and learning about Spanish society?

Class Participation. Students are expected to actively participate in – and contribute to – our class meetings.

Excursion Participation. Students are expected to actively participate in – and contribute throughout – our class excursions.

Excursion Discussion. This is our daily opportunity to discuss and reflect on the readings as they applied to our excursion. We will also review and reflect on how the relevant sociological concepts apply to our U.S.-based understanding of our social world and what we learned about these concepts from our experiences within Spanish society.

Verbal First Draft. Students will verbally present a first draft of their Final Project to me sometime during the trip. Students should clearly connect the readings to their understanding of U.S. society and the experiences and learning acquired from our time in Spain. I'll provide feedback, which should be used to improve the Final Project.

Last Day in Spain:

Final Project. You will develop, deliver, and produce a podcast/Youtube-style presentation that looks back on what you learned from our time in Spain.

The central goal with this assignment is to: 1) identify a key issue related to race/ethnicity, immigration, social class, etc. in Spain and 2) convince a U.S.-based audience that they should care about this issue. Key parts of this assignment will include the collection of information, writing the story/script/paper, making/combining/editing audio files, and/or presenting to the class. Podcasts should be approximately 8-10 minutes and will be uploaded to Canvas (we'll still listen to them in class). I'm also fine with a traditional Powerpoint & presentation approach that is closer to 15 minutes. Students should expect questions from the audience and the audience should expect to ask questions.

COURSE GRADES

Early trip reading & response	25 points
Early trip discussion	25 points
Early trip participation	25 points
Spain reading & response, 5 units	125 points
Spain class participation, 8 days	200 points
Spain excursion participation, 8 days	200 points
Spain excursion discussion, 8 days	200 points
Verbal First Draft	50 points
Final Project	200 points
Total	1050 points

A = 100–90%,
B = 89.99–80%,
C = 79.99–70%,
D = 69.99–60%,

F = 59.99% and below.

COURSE SCHEDULE

Note: The letters **AIB** refer to “An Intro Book” that you chose. Do your best to read the chapters/subsections that most closely align with the keywords listed below.

Before traveling to Spain

Unit 1: Background

- AIB: chapters/subsections on culture, groups
- Castañeda: chapter 1
- Ross et al. (3rd/2008 edition): Introduction, chapters 1, 3, 11 (skim 11)

Upon arrival to Spain

Unit 2: Race/Ethnicity and Inequality (Wednesday, May 17th)

- AIB: chapters/subsections on Race and Ethnicity
- Castañeda: chapter 2

Unit 3: Ethnicity and Immigration (Friday, May 21st)

- AIB: chapters/subsections on Race and Ethnicity, immigration
- Castañeda: chapter 3
- Ross et al. (3rd/2008 edition): chapter 6.1

Unit 4: Social Class and Inequality (Tuesday, May 23rd)

- AIB: chapters/subsections on social class
- Castañeda: chapter 4

Unit 5: Intersections with Other Forms of Inequality (Thursday, May 25th)

- AIB: chapters/subsections on gender/sexuality, families, health/illness, population/cities, environment
- Castañeda: chapter 6
- Ross et al. (3rd/2008 edition): chapters 6.2, 6.3, 8

Unit 6: Institutional Inequality (Friday, May 26th)

- AIB: chapters/subsections on politics, education, religion, economy, work, government
- Castañeda: chapter 5
- Ross et al. (3rd/2008 edition), chapters 2, 7.2, 7.3, 9.1, 9.3, 9.4, 9.5

FORMAT OF WRITTEN ASSIGNMENTS

Writing assignments are expected to meet the following requirements: typed, double-spaced, 12 pt. Times New Roman font¹, 1 inch margins, “Normal” style², and page numbered. Students should also include their name and a title. Students must use ASA format. **Failure to follow these requirements will result in a one (1) letter grade deduction on the other assignments.**

COURSE GRADE GUIDANCE

With written assignments, it may be helpful to think of your work as graded along a continuum, ranging from excellent to unacceptable work. Admittedly, this process is subjective; the advantage is the possibility of partial credit. To help address the subjective nature of grading written work, rubrics will be used for all assignments. Below are broad comments that provide insight into the grading of written work in this course.

A range	Excellent work. Demonstrates superior ability to creatively and appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions.
B range	Good work. Demonstrates good organization and expression of ideas. Provides a solid response to all assigned questions.
C range	Fair work. Demonstrates moderate skill in organization and expression of ideas. Provides an acceptable response to all assigned questions.
D–F range	Marginal to Unacceptable work. Demonstrates little to no clear ability to organize and express ideas in an understandable manner. Provides an incomplete response to some or all of the assigned questions.

DISTRACTIONS

It is the responsibility of the individual student to maintain behavior that is appropriate for the intellectual environment of the class. Distracting behavior (e.g. talking, cell phone activity, Internet use; arriving late, leaving early, packing up before the end of class, and/or other inappropriate behavior) will not be tolerated. In my experience, cell phone activity is particularly distracting. Not only does it detract from the individual student’s learning, but it distracts from the learning of one’s neighbors.

USE OF ELECTRONIC AND RECORDING DEVICES

The use of electronic devices (including but not limited to cellular telephones, computers, digital cameras, stand-alone video cameras, Internet-accessible webcams, video recorders, audio recorders) to transmit/record images and/or lecture/discussions/conversations during class without explicit written permission and acknowledgement of all parties is prohibited.

NOTE

This syllabus may be modified to achieve course goals.

¹ Please note that the default font in Word is Calibri. Do not use this font.

² One of the defaults in Word that is particularly tricky to eliminate is the extra space between paragraphs. To turn this feature off: highlight the text, open the “Paragraph” window, and turn both the “before” and “after” spacing options to 0 pt.

TECHNOLOGY REQUIREMENTS

- Sufficient Internet connection
- Computer access with MS Word & Powerpoint
- Canvas technical requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>

Technical Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

- UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>
- Hardware and software necessary to use CANVAS: <https://clear.unt.edu/supported-technologies/canvas>

Computer Skills & Digital Literacy:

Examples include:

- Using the learning management system
- Using email with attachments
- Creating and submitting files in MS Word format (or as a PDF)
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, CANVAS. To get started with the course, please go to: <https://clear.unt.edu/home>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Student Resources

As a student, you will have access to:

- Student Orientation via CANVAS. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- CANVAS's On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within CANVAS, you will have access to the "UNT Helpdesk" tab which provides student resources and Help Desk Information.

Student Technical Support

The University of North Texas provides student technical support in the use of CANVAS and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

Student Behavior / Rules of Engagement

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. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

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

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. The time frame for completing SPOT evaluations will be announced at a later date. 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.

UNT POLICIES

Academic Integrity Policy

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/) (<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.

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>).

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.

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:

- [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/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/>)