SOCI 4540: Race and Ethnic Minorities

Instructor Contact

Instructor: Phoebe Ho (Dr./Professor Ho)
Virtual Office Hours: MWF 11:00am-12:30pm or by appointment
Email: phoebe.ho@unt.edu

Teaching Assistant: Ronaldo Monasterio (Ronaldo)
Virtual Office Hours: TuTr 2:00-3:00pm (Reading Group 1-2pm)
Email: ronaldo.monasterio@unt.edu

Course Communications and Office Hours:

All relevant course communications will occur through Canvas and/or UNT email. For individual questions and concerns, please email me or the teaching assistant directly or schedule a meeting during virtual office hours.

When sending an email:
- Make sure that the answer is not already in the syllabus.
- Include an informative subject line and start with Dear Dr./Professor Ho.
- Have a clear and succinct inquiry.
- If you have not received a reply within 24 hours, you may send a polite reminder (above rules still apply).
- Refer to UNT's "Rules of Engagement" below for additional guidance on how best to communicate with faculty and peers in a class setting.

All office hours can be directly reserved using the following link:
https://bit.ly/2Zo9tWD
Meetings are set in 15-minute increments. If you think you will need more than 15 minutes, you may reserve additional meeting slots within reason. Be sure to include your full name and UNT email address so that I can contact you if anything comes up. On the morning of your appointment, you will receive a Zoom invitation. Do not be late as it may impact other students' schedules. It is best to schedule meetings at a time when you will be in a quiet location where you can speak freely and without interruption. If you cannot make your appointment, please be sure to make changes at least 24 hours in advance so that other students have the chance to sign up. You may request appointments outside of these hours by email. Please provide several dates/times when requesting an appointment outside of the regular office hours. **Due to COVID-19, all office hours will be held virtually via Zoom.**

Course Description

This course focuses on racial and ethnic relations in the US, from historical developments to contemporary issues, through a sociological lens. The course satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum.

Course Structure

The course is structured around eight broadly themed modules, each covering about two weeks' worth of course materials. There are readings and assignments specific to each module but you have considerable freedom to progress in each module at your own pace, keeping in mind assignment deadlines. A detailed breakdown of module readings and course assignments is provided below.

An optional virtual meeting group will be held the last Thursday of each module. This is to give you an opportunity to ask any questions about assigned readings that you may have beyond the Canvas discussion board.

Course Prerequisites or Other Restrictions

There are no course prerequisites for this course.

Course Objectives

By the end of this course, students will have:

- A solid foundation of knowledge about sociological approaches to studying race and ethnicity
- An understanding the social construction of race and ethnicity and how it is related to other forms of social inequality
- Developed research skills including basic data presentation and interviewing techniques
- The ability to articulate a research question and carry out a simple research project using sociological approaches

Materials

All course readings will be held on electronic reserve at UNT libraries, including research articles and an electronic copy of the assigned book for the course. Hard copies of the assigned book will also be available at the UNT Bookstore as well as at online retailers. Refer to the Modules Schedule below for details about course readings.

Required Book:
- Iceland, John. 2017. *Race and Ethnicity in America*. University of California Press.

Technical Requirements & Skills

Minimum Technology Requirements
- Computer
- Reliable internet access
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using word processor (e.g., Microsoft Word)
- Using spreadsheet programs (e.g., Excel)

Course Policies

Late Work

Any requests for assignment extensions must be made as far in advance as possible, either by email or during office hours. Extensions will be provided solely at my discretion. I recognize that COVID-19 presents unique challenges and intend to be as flexible as possible in determining assignment extensions. However, it is your responsibility as a student to contact me as early as possible if you anticipate difficulties in meeting any of the deadlines.

Attendance Policy

You are expected to log into the course Canvas site on a regular basis to access course materials, participate in the discussion board, and otherwise engage with the course and your classmates.

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 COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. 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 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.

Extra Credit

There are no expected extra credit assignments. Any extra credit will be provided at my discretion.

Modules Schedule

- ✓ Assignments
- o Activity
- ➢ Required reading

Module 1: The Social Construction of Race and Ethnicity in the U.S. (8/25-9/3)   ✓ **Response Paper due 9pm on 9/4**
o Race – The Power of an Illusion, Episode 1: The Difference Between Us   o Pew Research Center: What Census Calls Us (Interactive Chart)   ➢ Brown, Anna. 2020. "The Changing Categories the U.S. Census Has Used to Measure Race." Pew Research Center.   ➢ *Race and Ethnicity in America*, Chapter 1: Conversations about Race   ➢ Strmic-Pawl, Hephzibah V., Brandon A. Jackson, and Steve Garner. 2018. "Race Counts: Racial and Ethnic Data on the U.S. Census and the Implications for Tracking Inequality." *Sociology of Race and Ethnicity* 4(1):1–13.   ➢ Roth, Wendy D., and Biorn Ivemark. 2018. "Genetic Options: The Impact of Genetic Ancestry Testing on Consumers' Racial and Ethnic Identities." *American Journal of Sociology* 124(1):150–84.
Module 2: Sociological Theories of Race and Ethnicity (9/8-9/17)   ✓ **Response Paper due 9pm on 9/18**
o Race – The Power of an Illusion, Episode 2: The Story We Tell   ➢ *Race and Ethnicity in America*, Chapter 2: Race and Ethnicity and Causes of Inequality   ➢ Bonilla-Silva, Eduardo. 2004. "From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the USA." *Ethnic and Racial Studies* 27(6):931–50.   ➢ Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41(1):1–20.   ➢ Golash-Boza, Tanya. 2013. "Does Racial Formation Theory Lack the Conceptual Tools to Understand Racism?" *Ethnic and Racial Studies* 36(6):994–99.

Module 3: Sociological Perspectives on Black Experiences (9/22-10/1)
    ✓ **Deadline for project topic approval 9/30**
    ✓ **Response Paper due 9pm on 10/2**

o 13th (Documentary Film)   ➢ *Race and Ethnicity in America*, Chapter 3: Black-White Inequality   ➢ Bobo, Lawrence, James R. Kluegel, and Ryan A. Smith. 1997. "Laissez-Faire Racism: The Crystallization of a Kinder, Gentler, Antiblack Ideology." Pp. 15–44 in *Racial Attitudes in the 1990s: Continuity and Change*. Praeger Westport, CT.   ➢ Pattillo-McCoy, Mary. 2000. "The Limits of Out-Migration for the Black Middle Class." Journal of Urban Affairs 22(3):225-241.   ➢ Tyson, Karolyn. 2003. "Notes from the Back of the Room: Problems and Paradoxes in the Schooling of Young Black Students." Sociology of Education 76(4):326–43.

Module 4: Pan-Ethnicity in the U.S. (10/6-10/15)
✓ **Response Paper due 9pm on 10/16**
✓ **Data Exercise due 9pm 10/16**

- o Mora, G. Cristina. 2015. Making Hispanics: How Activists, Bureaucrats, and Media Constructed A New American.
- ➢ *Race and Ethnicity in America*, Chapter 4: Hispanics and Asians
- ➢ Lopez, David, and Yen Espiritu. 1990. "Panethnicity in the United States: A Theoretical Framework." *Ethnic and Racial Studies* 13(2):198–224.
- ➢ Ocampo, Anthony C. 2014. "Are Second-Generation Filipinos 'Becoming' Asian American or Latino? Historical Colonialism, Culture and Panethnicity." *Ethnic and Racial Studies* 37(3):425–45.
- ➢ Tessler, Hannah, Meera Choi, and Grace Kao. 2020. "The Anxiety of Being Asian American: Hate Crimes and Negative Biases During the COVID-19 Pandemic." *American Journal of Criminal Justice*.

Module 5: Immigration and Racial and Ethnic Identity (10/20-10/29)
✓ **Response Paper due 9pm on 10/30**
✓ **Interview Workshop Peer Review Due 9pm 10/30**

- ➢ Lee, Jennifer, and Frank D. Bean. 2007. "Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86(2):561–86.
- ➢ Sanchez, Gabriella, and Mary Romero. 2010. "Critical Race Theory in the US Sociology of Immigration." *Sociology Compass* 4(9):779–88.
- ➢ Waters, Mary C. 1994. "Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City." *The International Migration Review* 28(4):795–820.
- ➢ Jiménez, Tomás R. 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* 113(6):1527–67.

Module 6: Indigenous and Multiracial Identity in America (11/3-11/12)
✓ **Response Paper due 9pm on 11/13**

- o Blissit, Jessica, and Brenna Miller. 2017. "*Native Sovereignty and the Dakota Access Pipeline*."
- ➢ *Race and Ethnicity in America*, Chapters 5-6: Americans Indians and The Multiracial Population
- ➢ Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60(6):947–65.
- ➢ Waring, Chandra D. L., and Samit D. Bordoloi. 2019. "'I Don't Look Like Her': Race, Resemblance, and Relationships in Multiracial Families." *Sociological Perspectives* 62(2):149–66.

Module 7: Global Perspectives on Race and Ethnicity & Contemporary Policies and Debates (11/17-12/1)
✓ **Response Paper due 9pm on 12/3**
✓ **Documentary Response Paper due 9pm on 12/3**

- o Race – The Power of an Illusion, Episode 3: The House We Live In
- o Remnick, David. 2019. "Ta-Nehisi Coates Revisits the Case for Reparations."
- ➢ *Race and Ethnicity in America*, Chapter 7: International Comparisons and Policy Debates & Chapter 8: Conclusion: American Color Lines
- ➢ Telles, Edward. 2015. "Demography of Race in Brazil." Pp. 151–67 in *The International Handbook of the Demography of Race and Ethnicity*, edited by R. Sáenz, N. P. Rodríguez, and D. Embrick. Dordrecht, The Netherlands: Springer.
- ➢ Beaman, Jean. 2012. "But Madame, We Are French Also." *Contexts* 11(3):46–51.
- ➢ Jordan, Miriam. 2020. "*One Brother Got DACA, One Didn't. It Made All the Difference*." The New York Times, July 3.
- ➢ Lee, Jennifer, and Van C. Tran. 2019. "*How Harvard Admissions Can Be a Barometer of Our Deepest Divides*." CNN.

Course Requirements and Assignments

Assignment	Points Possible	Percentage of Final Grade
Discussion Board Participation Submit a comment or question and a response to at least one other student's post on Canvas on assigned readings. Submissions must be posted to Canvas by 9pm on the date noted in Canvas in order to receive credit. (10 points for each original comment/question and each response to another student's comment/question per module, for a total of 20 points per module)	140	14%
Data Exercise Details will be posted to Canvas. Due no later than 9pm 10/16.	100	10%
Small Group Interview Workshop Details will be posted to Canvas. Due no later than 9pm 10/30.	150	15%
Documentary Response Paper Select from *Race – The Power of an Illusion* or *13th*. Details and rubric will be posted to Canvas. Due no later than 9pm 12/1.	100	10%
Response Memos A response memo is due at the end of each module. Details will be posted to Canvas. (7 response memos, 30 points each)	210	21%
Final Research Paper Details and rubric will be posted to Canvas. Due no later than 9pm 12/8.	300	30%
Total Points Possible	1,000	100%

Grading

A = 90-100 (Excellent work)

B = 80-89 (Good work)

C = 70-79 (Fair work)

D = 60-69 (Passing work)

F = 0-59 (Failing work)

Rules of Engagement

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

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

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

Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, "How to Succeed as an Online Student" (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

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: 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)

Student Support Services

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)

Other student support services offered by UNT include

- [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/)
- [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

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

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at http://www.unt.edu/oda. You may also contact ODA by phone at (940) 565-4323.

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 Blackboard 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 Blackboard 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) 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).

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 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/) 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/). 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).

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.