University of South Dakota School of Education  
Division of Counseling and Psychology in Education  

EDFN 475/575: The Development of Human Relations Skills  

Fall 2017: 8/21/2017 – 12/13/2017  

Instructor: Jennifer Kassing, M.A., LHMC, NCC  
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Telephone: (605) 677-5250 leave message  
E-mail Address: Jennifer.Kassing@usd.edu  

Class Days: Online  
Class Hours: Online  
Meeting Room: Online  
Office Hours: By appointment established through email  

I. Course Description:  

This online course is an introduction to the study of cultural, prejudice, bias, sexism, and how to overcome negative aspects in work settings and developing human relation skills dealing with difficulties encountered between individuals. It is designed to reflect the six strands of the human relations component as mandated by the South Dakota Board of Education. Students will develop expertise in listening and communicating to create a climate within the school environment that is more conducive to learning. The course is also designed to help the participants understand the community issues in education and to encourage the teachers to be more aware of ways to strengthen community involvement in the school. Another area that will be addressed is the dehumanizing impact of biases and negative stereotyping.  

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that learners be exposed to experiences enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Formal and informal learning spans each individual's lifetime. This course provides students who are operating within a technical, diverse and complex global world with the opportunity, as educated and responsible persons, to learn how to effectively use the knowledge being acquired. The purpose of this course is to challenge complacency and influence change in each student's habits of mind, attitudes and perceptions. Students are helped to acquire, integrate, extend, refine and use knowledge in a useful and meaningful manner as a base from which informed reflective decisions can be made. Through thought processes based on theoretical, ethical and professional knowledge, student competencies and behavior are positively enhanced to enable students to cognitively function at a higher level.  

USD Upper Division Intensive Writing Requirement  
This course meets the USD graduation requirement for intensive writing requirements. In accordance with the goal that “Students will demonstrate advanced research-based critical writing skills” the following student outcomes will be the focus of the writing assignments.  

1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.  
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field.  
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback.
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

**USD Upper Division Globalization Institutional Requirement**

This course satisfies the goal that students will understand how global issues, developments, and ideas affect their lives and those of others. This is accomplished through writing assignments and other projects determined by instructor.

**Online Technical Standards**

For information about USD's technical, academic and student support services, as well as how to take advantages of these services, please refer to the CE Online Student Orientation at [http://www.usd.edu/~media/files/usc-online/online-orientation-guide.ashx](http://www.usd.edu/~media/files/usc-online/online-orientation-guide.ashx) This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies. If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, or contact them at 605-677-5028 or 877-225-0027.

This course is offered online using the program D2L provided through the University of South Dakota. While there is no class meeting, students are still required to participate in discussion boards and complete assignments on time.

Any communication sent to the professor via D2L email will have an approximate response time of 48 hours. Emails sent directly to the instructor’s email account (noted above) will have quicker response times as that email account is accessed more frequently by the instructor. Assignments submitted in the “dropbox” or grading of discussion postings will occur approximately 48-72 hours upon completion.

**II. Textbooks**

**Required Texts**


*** Additional readings for this class with be provided through D2L

**III. Expectations**

**Students**

First and foremost, students are expected to read, understand and abide by all policies and procedures outlined in this syllabus as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” section on the course homepage. The latter contains important information about the various academic, student and technical resources and services available at USD.

The South Dakota Board of Regents defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out of class student work. To that end, as this is a three credit-hour course, students should expect to invest around nine hours per week in the course.
As this is an online course, we will not be meeting face-to-face, so this engagement requirement will be reproduced by the following activities: posting in the weekly discussions; reading additional weekly material posted on D2L, watching required video posts, writing assignments, etc.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience. In other words, you will get out of it what you put into it.

Instructor

The instructor will strive to provide every possible opportunity for feedback and, unless otherwise stated, will respond to all email communications within fortyeight (48) hours during the weekdays and within seventy two (72) hours on the weekends. The instructor will also endeavor to return with feedback and suggestions in a reasonable amount of time. All written assessments will be graded using a standard rubric, which can be found within the course.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, The University of South Dakota, and the South Dakota Board of Regents.

IV. Course Objectives/Outcomes - Standard - Assessment:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1.) Define values, lifestyles, contributions, and history of a pluralistic society.</td>
<td>- DOE 24:16:07:01 (1)(2)(3) - SOE 1, 2, 4, 6 &amp; 10 - CACREP 11.A.1 - CACREP 11.A.2</td>
<td>a.) Writing assignments b.) Supplemental discussion boards and videos c.) Quizzes</td>
</tr>
<tr>
<td>2.) Demonstrate ability to recognize and deal with dehumanizing biases, including among others, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations.</td>
<td>- DOE 24:16:07:01 (6)(3) - SOE 1, 2, 4, 6 &amp; 10 - CACREP 11.A.1 - CACREP 11.A.2</td>
<td>a.) Writing assignments b.) Supplemental discussion boards and videos</td>
</tr>
<tr>
<td>3.) Compare and contrast past knowledge and with new information from this course regarding diversity knowledge base.</td>
<td>- DOE 24:16:07:01 (6)(7)(8) - SOE 1, 2, 4, 6 &amp; 10 - CACREP 11.H</td>
<td>a.) Writing assignments b.) Supplemental discussion boards and videos c.) Quizzes</td>
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<td>4.) Demonstrate ability to translate knowledge of human relations into attitudes, skills, and techniques into career choices to relate effectively to other individuals and to groups in a pluralistic society other than their own.</td>
<td>- DOE 24:16:07:01 (3) - SOE 1, 2, 4, 6 &amp; 10 - CACREP 11.J.3 - CACREP 11.H</td>
<td>a.) Writing assignments b.) Supplemental discussion boards and videos</td>
</tr>
<tr>
<td>5.) Define ways in which dehumanizing biases may be reflected in instructional materials.</td>
<td>- DOE 24:16:07:01 (3)(7) - SOE 1, 2, 4, 6 &amp; 10 - CACREP 11.J.8</td>
<td>a.) Writing assignments b.) Supplemental discussion boards and videos</td>
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This course is designed:

- To help each student look at their own bias and prejudice as it pertains to racism and sexism in a pluralistic society.
- To help students realize their own bias and prejudice can interfere with their chosen profession.
- To help students realize that communication style makes a difference in working with other individuals or groups in a pluralistic society.
- To help students gain a positive attitude toward all members of a pluralistic society and to help them with human relations skills and techniques which will provide favorable experiences for their students/clients/coworkers.
- To help students gain an appreciation for the values, lifestyles, contributions, and history of a pluralistic society so that it can be translated into a respect for human dignity and individual rights.

V. Evaluation and Grade Assignment:

All writing assignments are to be posted/submitted through D2L on specified times. Late work will not be accepted. Make-up work is not available. Writing assignments should comply with APA style when written in Microsoft Word 2003 or later. Papers MUST be submitted as in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS) via the course Dropbox—not through course mail. Feedback and grades will be available in the GradeMark feature of the Dropbox within seven days after the due date, unless otherwise stated.

1. Quizzes (10 quizzes; 10 points each for 100 total points): Quizzes will reflect chapters from the text and supplemental information provided by the instructor. They will be multiple choice, true/false, or combinations of both. Quizzes will be available through D2L. The student will have 30 minutes to complete a quiz and will only be able to take the quiz once. Students are allowed to utilize the text and outlines to help in completing the quizzes. However, students are NOT allowed to work with others to complete the quizzes or share any quiz information with other students. By submitting a quiz, the student is verifying that that they have upheld the academic integrity of this course. See course calendar for due dates.

For the most part quizzes are self-paced. Quiz scoring will be released immediately, but review of quiz items will not occur until a particular quiz has been completed by all students in order to ensure the integrity of the quizzes. Students should note that the instructor will evaluate the reliability of all quiz items throughout the course and make corrections if necessary. Email the instructor questions or concerns about quiz items to be reviewed.
2. **Writing Assignment 1 - Diversity and Culture (50 points)**
This is an assignment demonstrating your knowledge and understanding of cultural, historical, social, religious, and linguistic differences. The paper must be 2000-2500 words (approximately 6 pages, not including title, abstract, or reference pages) adhering to APA style. Students must first choose two minority groups from the text or class modules to compare and contrast. In this paper, each student must discuss elements of each culture, compare and contrast the differences and similarities between the two cultures, and identify how these individuals may interact with the dominant group (Caucasian).

The following points need to be addressed:

1) Discuss elements of each culture including but not limited to: influential historical events, past and current cultural, social relations, religious traditions, and linguistic aspects of both cultural groups selected.

2) Compare and contrast the two cultural groups by analyzing commonalities and differences between the groups in regards to cultural traditions, social relations, religious traditions, and linguistic differences. Reflect on the implications of the cultural aspects by indicating how they may influence the way individuals from two selected minority groups may interact in your chosen professional setting.

3) Describe the difficulties that the dominant group (Caucasian) may have in interacting with each group identified including prejudices, biases and existing stereotypes (both negative and positive).

4) A minimum of five outside empirical resources are required for this paper (journal articles, textbooks, etc). These should be appropriately cited using in-text and in a reference page adhering to APA style.

5) An abstract must be provided after the title page. The abstract is descriptive in nature focusing on concise, but highly polished review of your paper. It would include statements about the following: importance or your work, the scope of your work or what you are trying to solve, how you approached the problem or review of it, and then any conclusion discovered from your work.

6) The student must submit a draft of this writing assignment for instructor feedback by the date indicated in the schedule below or in D2L. The draft will then be returned to the student for corrections and further completion. This process will strengthen the student’s writing abilities before final submission and for future writing assignment submissions.

**APA style and abstract writing assistance can be found in D2L**

Grading for this paper is based on the following: *(Detailed rubric available in D2L)*

- Completion of assignment tasks- Thoroughness (10 points)
- Depth of responses- Thoughtfulness (20 points)
- Professional Level Quality (20 points)

**Submission of this assignment will be due by the date indicated below or in D2L and must be submitted via the D2L “dropbox” feature. “Turnitin” is a plagiarism detection program that the instructor will likely use.**

3. **Writing Assignment 2 - Social Justice (100 pts)**
This is an assignment demonstrating your understanding of social justice and the role of world citizens in creating a socially just world. This paper must be 3000-3500 words (approximately 10 pages, not including title, abstract, or reference pages) adhering to APA style. This is a research paper that requires the student to thoroughly examine the theory of social justice and the role that they play in creating a socially just world.

The following points need to be addressed:

1) Clearly define social justice. Discuss the various elements of social justice such as practices, behaviors, attitudes, and beliefs that are displayed that symbolize social justice.

2) Describe five specific events/political issues/ economic issues/ religious issues/ educational issues that occur within the United States that display stagnation in movement toward a more socially just world. Be sure to identify the particular cultural group(s) that is directly impacted by these.

3) Describe how you have personally been impacted by social justice movements. Be sure to describe

4) a)- how you first became aware of social justice, b)- a time in your life when you witnessed social justice not occurring and how it impacted you as well as those around you and c)- a time when you witnessed social justice occurring and how that impacted you as well as those around you.
5) Apply what you have learned about social justice to your future professional role (i.e. teacher, speech pathologist, coach, counselor etc). Identify a minimum of 8 specific things you can personally do in your profession and life to ensure social justice.

6) Synthesize what has been learned throughout the assignment by applying the information to a broader (world) context. Identify areas outside of the US that has both stronger social justice policies and weaker social justice policies then discuss the role of world citizens in creating a socially just world. Finally, describe how the movement toward social justice can benefit individuals you will work with in the future.

7) An abstract must be provided after the title page. The abstract is descriptive in nature focusing on concise, but highly polished review of your paper. It would include statements about the following: importance or your work, the scope of your work or what you are trying to solve, how you approached the problem or review of it, and then any conclusion discovered from your work.

8) A minimum of five outside empirical resources are required for this paper (journal articles, textbooks, etc). These should be appropriately cited using in-text and in a reference page adhering to APA style.

**APA style and abstract writing assistance can be found in D2L**

Grading for this paper is based on the following: (Detailed rubric available in D2L under course documents)

- Completion of assignment tasks- Thoroughness (20 points)
- Depth of responses- Thoughtfulness (40 points)
- Professional Level Quality (40 points)

**Submission of this assignment will be due by the date indicated below or in D2L and must be submitted via the D2L “dropbox” feature. “Turnitin” is a plagiarism detection program**

All writing assignments will meet the following student learning outcomes:

1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field.
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback, and
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

4. **Posted Discussions Topics and Video Review (15 Postings: 10 Pts each for 150 Pts total):**
   Students will post their thoughts to the forums in D2L “Discussion” page. Discussion forums will become available every Sunday at 12:01 AM CST. Each of the discussion forums will have guiding questions for the student to answer. Some discussion topics will include video clips that are related to the weekly module. All students must post their thoughts to all questions that are assigned. Students will first make a primary response to the guiding question(s) and then make two additional responses to other student’s thoughts. Students will have a total of three posts per discussion board each week. You are encouraged to respond more than three times. All posts are due on **Friday by 11:59 PM CST**, unless otherwise noted, in which the discussion board will close and no longer accept posts. Scores on Discussions will be provided within a week after posting.

*** When posting in the discussions, each student needs to abide by the “Netiquette” section in the CDE Online Student Orientation, which can be found in the “Getting Started” section on the course homepage. Students must also include proper spelling and grammar. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor and then give substantive replies to other classmates. A substantive response is more than simply saying, “I agree,” or “I disagree;” rather, it will provide arguments to support the student’s response. It will include information above and beyond what is provided. The students
will expand on their thoughts by using examples and include evidence of further research, bring in personal experiences and/or discussing further implications on a broader scope. In summary, a substantive response facilitates in broadening the discussion beyond the confines of the specific discussion board questions. Finally, participation in group discussions is required, failure to participate may result in an instructor initiated drop or failure in the course.

5. **Graduate Project: Multicultural Action Plan (MAP) (100 pts)**

*Graduate students only (those registered for 575 section of this course) are required to complete one multicultural action plan that is designed to help you gain cultural knowledge, increase sensitivity to culturally diverse people, and become a more culturally effective professional. You will participate in an immersion/interaction experience where you are the minority—i.e. attend a social activity with a person from a different cultural group, spend the weekend at the home of a family from another cultural group, attend a pow-wow and interact with participants, attend an African American church service etc. (If ethnic background is other than white, this assignment will be reworked; talk about this option with the instructor). After the MAP experience the student will write a 10-12 pg reaction paper. The paper should follow APA style and include the following sections (with appropriate heading) in your paper:

A. **Reason for Selecting the Experience:** and how you see the experience will contribute to your particular multicultural learning needs.

B. **Description of the Experience:** include an in-depth description of your thoughts, feelings, and behaviors about the experience. Also include how other responded to you and how you responded to them and a discussion about your interpretation of these interactions.

C. **Insights gained about the cultural group:** aspects of values, worldview, or communication style of this group; particular issues often common among members of this group; impact of sociopolitical history upon this group

D. **Implications for practice:** what did you learn that you use in your designated profession? How will you apply what you learned in the future (give some specific examples)? I will be particularly looking for how you are integrating the concepts you have learned from class modules, discussions and instruction with your hands-on experience.

Grading for this paper is based on the following: *(Detailed rubric available under course document)*

- Completion of assignment tasks (20 points)
- Depth of reflection responses (40 points)
- Professional Level Quality (40 points)

**Submission of this assignment will be due by the date indicated below or in D2L and must be submitted via the D2L “dropbox” feature. “Turnitin” is a plagiarism detection program that the instructor will likely use. After which point the drop box will close and no longer accept submissions. Students are encouraged to consult with the instructor to confirm that the experience you choose is appropriate for the requirements of this paper.**

VI. **Grading Scale** Grades are determined based upon the following scale:

<table>
<thead>
<tr>
<th>475 Grading Percentages</th>
<th>575 (Grad) Grading Percentages</th>
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</thead>
<tbody>
<tr>
<td>100 - 90 = A</td>
<td>100-90 = A</td>
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<tr>
<td>89 - 80 = B</td>
<td>89-80 = B</td>
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<tr>
<td>79 - 70 = C</td>
<td>79-70 = C</td>
</tr>
<tr>
<td>69 - 60 = D</td>
<td>69-60 = D</td>
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<tr>
<td>59 and below = F</td>
<td>59 and below = F</td>
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<tr>
<td>357 – 400 points</td>
<td>448 – 500 points</td>
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<tr>
<td>318 – 356 points</td>
<td>398 – 447 points</td>
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<tr>
<td>278 – 317 points</td>
<td>349 – 397 points</td>
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<tr>
<td>238 – 277 points</td>
<td>298 – 348 points</td>
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<tr>
<td>237 and below</td>
<td>297 and below</td>
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Understand that it will take the instructor approximately four-to-seven days to complete grading of assignments and provide written feedback turned into the “dropbox” feature in D2L. A grading rubric is provided in D2L for all assignments.

All grading will be available through the D2L link “Grades”

VI. Course Schedule and Policy:

A. Reading Assignments

In a quick synopsis of what to expect from participating in this class, I have established the following basic outcomes and reading assignments for each student:

1. To point out and/or identify commonalities and differences that separate people in the socialization process.
2. To demonstrate that there is as much diversity within groups as there is between groups.
3. To allow you to see that oppression and prejudices are not inborn ways of thinking, but rather learned behavior.

B. Class Policies

Attendance
Since this is an online course there are no class attendance requirements. However, the instructor does monitor student activity online, subsequently, the instructor reserves the right to reduce the final grade if there is lack of activity.

Informed Participation
Participants will be prepared to communicate with the instructor if there are questions about the material. Participation assumes that the learner has read the material.

Course Requirements
Participants will satisfactorily complete all course requirements. My policy is that assignments will be turned in by the date listed in D2L. The following guidelines also apply:

1.) Late Assignments. Late work will not be accepted.

2.) Make-up work. Under special circumstance and with prior approval from the instructor, make-up tests and work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician’s note. All make-up tests and work will be completed within one week of approval. Make-up work, when approved, may be subject to a grade reduction.

3.) Writing Assignments. Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate (other professional styles can be used if appropriate for student’s degree program). If problems with writing or communication style interfere with effective communication of your ideas, you will rewrite or redo the paper or presentation to receive credit for the assignment. Assignments must comply with general guidelines for written English and will follow APA guidelines when appropriate. If problems with grammar or style interfere with effective communication of your ideas, you rewrite the paper to receive credit for the assignment. If you hold yourself to professional standards, you will receive credit for assignments without the necessity for rewrites. You may find the following writing resources useful:

- Book: The Elements of Style, by Strunk and White. (Available in USD bookstore)
- The Writing Center: Tutoring and coursework available through the English Department located in Dakota Hall and/or ID Weeks library.

Integrity

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

This action is subject to the Academic Appeals process outlined in South Dakota Board of Regents Policy 2:9. Please see the Grievance Process below for details.

**Faculty and Student Program Responsibilities**

The University of South Dakota’s Counselor Education Program is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The University of South Dakota’s Counselor Education Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students’ rights and responsibilities are respected and by respecting the dignity and worth of each student.

A student’s progress in the program may, however, be interrupted for failing to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

**Special Needs and Student with Disabilities**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

**Freedom of Learning**

Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.
### Diversity
USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

### TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC &amp; REQUIRED READING</th>
<th>ASSIGNMENTS &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Course Overview&lt;br&gt;Getting to Know Each Other</td>
<td>Syllabus and D2L Review&lt;br&gt;Review Videos and Other links&lt;br&gt;<strong>Introduction Discussion Board:</strong> Friday, August 25 by 11:59 PM CST</td>
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<td>8/21 - 8/15</td>
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<td>Week Two</td>
<td>Chapter One: Diversity in the United States: Questions &amp; Concepts&lt;br&gt;Quiz 1 – Chapter One: Friday, September 1 by 11:59 PM CST&lt;br&gt;<strong>Discussion Board One:</strong> Friday, September 1 by 11:59 PM CST</td>
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<td>8/28 - 9/1</td>
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<td>Week Three</td>
<td>Chapter Two: Assimilation and Pluralism: From Immigrants to White Ethnicities&lt;br&gt;Quiz 2 – Chapter Two: Friday, September 8 by 11:59 PM CST&lt;br&gt;<strong>Discussion Board Two:</strong> Friday, September 8 PM CST</td>
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<td>9/4 - 9/8</td>
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<td>NO CLASS 9/4</td>
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<td>Week Four</td>
<td>Chapter Three: Prejudice and Discrimination</td>
<td><strong>Discussion Board Three:</strong> Friday, September 15 by 11:59 PM CST&lt;br&gt;<strong>Writing Assignment 1 Draft:</strong> Friday, September 15 by 11:59 PM CST</td>
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<td>9/11 – 9/15</td>
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<td>Week Five</td>
<td>Chapter Four: The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery&lt;br&gt;Quiz 3 – Chapter Four: Friday, September 22 by 11:59 PM CST&lt;br&gt;<strong>Discussion Board Four:</strong> Friday, September 22 by 11:59 PM CST</td>
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<td>9/18 – 9/22</td>
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<td>Week Six</td>
<td>Chapter Five: Industrialization and Dominant Minority Relations: From Slavery &amp; Segregation to The Coming of Post Industrial Society&lt;br&gt;<strong>Discussion Board Five:</strong> Friday, September 29 by 11:59 PM CST&lt;br&gt;<strong>Writing Assignment 1 Due:</strong> Friday, September 29 by 11:59 PM CST</td>
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<td>9/25 – 9/29</td>
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<td>Week Seven</td>
<td>Chapter Six: African Americans&lt;br&gt;Quiz 4 – Chapter Six: Friday, October 6 by 11:59 PM CST&lt;br&gt;<strong>Discussion Board Six:</strong> Friday, October 6 by 11:59 PM CST</td>
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<td>Week Eight</td>
<td>Chapter Seven: American Indians&lt;br&gt;Quiz 5 – Chapter Seven: Friday, October 13 by 11:59 PM CST&lt;br&gt;<strong>Discussion Board Seven:</strong> Friday, October 13 by 11:59 PM CST</td>
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<td>10/9 – 10/13</td>
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<td>NO CLASS 10/9</td>
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<td>Week Nine</td>
<td>Chapter Eight: Hispanic Americans&lt;br&gt;<strong>Discussion Board Eight:</strong> Friday, October 20 by 11:59 PM CST</td>
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<td>10/16 – 10/20</td>
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<tr>
<td>Week Ten 10/23 – 10/27</td>
<td><strong>Chapter Nine:</strong> Asian Americans</td>
<td><strong>Writing Assignment 2:</strong> Friday, October 20 by 11:59 PM CST</td>
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| Week Eleven 10/20 – 11/3 | **Chapter Ten:** New Americans, Immigration, Assimilation, and Old Challenges | **Quiz 6 – Chapter Nine:** Friday, October 27 by 11:59 PM CST  
**Discussion Board Nine:** Friday, October 27 by 11:59 PM CST |
| Week Twelve 11/6 – 11/10  
**NO CLASS 11/10** | **Chapter Eleven:** Gender | **Quiz 7 – Chapter Ten:** Friday, November 3 by 11:59 PM CST  
**Discussion Board Ten:** Friday, November 3 by 11:59 PM CST  
**Graduate MAP Paper:** Friday, November 3 by 11:59 PM CST |
| Week Thirteen 11/13 – 11/17 | **Chapter Twelve:** Lesbian, Gay & Bisexual Americans | **Quiz 8 – Chapter Eleven:** Sunday, November 12 by 11:59 PM CST  
**Discussion Board Eleven:** Friday, Sunday, November 12 by 11:59 PM CST |
| Week Fourteen 11/20 – 11/24 | **THANKSGIVING HOLIDAY**  
**NO CLASS** | **Quiz 9 – Chapter Twelve:** Friday, November 17 by 11:59 PM CST  
**Discussion Board Twelve:** Friday, November 17 by 11:59 PM CST |
| Week Fifteen 11/27 – 12/1 | **Chapter Thirteen:** Dominant-Minority Relations in Cross-National Perspective | **Quiz 10 – Chapter Thirteen:** Friday, December 1 by 11:59 PM CST  
**Discussion Board Thirteen:** Friday, December 1 by 11:59 PM CST |
| Week Sixteen 12/4 – 12/8 | **Chapter Fourteen:** Minority Groups & U.S. Society: Themes, Patterns, and the Future | **Discussion Board Fourteen:** Friday, December 8 by 11:59 PM CST |
| Week Seventeen 12/11 – 12/13 | **FINALS WEEK**  
**Course Wrap-up** | **Discussion Board Fifteen:** Friday, December 13 by 11:59 PM CST |

**Syllabus is subject to change and Instructor will notify in advance to these changes**