



**SOCG 3322, Political Sociology
Spring 2024**

Course Information

Instructor:	Dr. Michael D. Royster
Section # and CRN:	P01; 25154
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Office Hours:	MW 8-850am; 11-12:50pm & additional hours by appointment
Mode of Instruction:	Face to Face
Course Location:	New Science Building 103
Class Days & Times:	MWF 10:00-1050am
Catalog Description:	Comparative analysis of political development and political participation including voting behavior, public opinion, political parties and elites; political power and resource distribution in groups, organizations, institutions, communities, and societies.
Prerequisites:	None
Co-requisites:	None
Required Text(s):	Books: (Choose 1)

W.E.B. DuBois. (1983) *Dusk of Dawn: An Essay Towards an Autobiography of Race Concept*. Routledge. ISBN 978-0-8785-5917-6

Martin Luther King Jr. (1967) *Where Do We Go from Here? Community or Chaos*. Beacon Press. ISBN 978-0708-00067-0

Kwame Ture & Charles V. Hamilton. *Black Power: The Politics of Liberation*. Vintage. ISBN 978-067-974313-2

Booker T. Washington. (1995) *Up from Slavery*. Dover. ISBN 978-0486-28738-6

Articles:

Brewer, Rose M. (2012) "21st-Century Capitalism, Austerity, and Black Economic Dispossession" *Souls*. (vol. 14/3-4:227-239)

Broome, Andre, Liam Clegg and Lena Rethel. (2012) "Global Governance and the Politics of Crisis" *Global Society*. (vol. 26/1:3-17)

Carey, Toney E. (2013) "The Dimensionality of Black Nationalism and African-American" *Political Participation" Politics, Groups, and Identities*. (vol. 1/1:66-84)

Chimakonam, Jonathan O. and Maduka Enyimba (2022) "Globalisation and the Challenge of Coloniality" *South African Journal of International Affairs*. (vol. 29/2: 119-138)

Dennis, Michael. (2005) "The Idea of Citizenship in the Early Civil Rights Movement" *Citizenship Studies*. (vol. 9/2:181-203)

Francis, Megan Ming. (2018) "The Strange Fruit of American Political Development" *Politics, Groups, and Identities*. (vol. 6/1: 128-137)

Green, Dan S. and Robert A. Wortham. (2015) "Sociology Hesitant: The Continuing Neglect of W.E.B. DuBois" *Sociological Spectrum*. (vol. 35/6:518-533)

Jarmon, Charles. (2013) "E. Franklin Frazier's Sociology of Race and Class in Black America" *The Black Scholar*. (vol. 43/1-2:89-102)

King Preston. (2004) "Ida B. Wells and the management of violence" *Critical Review of International Social and Political Philosophy* (vol. 7:4/111-146)

Smith, Andrew. (2010) "Concrete Freedom: C.L.R. James on Culture and Black Politics" *Cultural Sociology*. (vol. 5/4:479-499)

Recommended Text(s):

none

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	Develop knowledge of the evolution of minority groups' differential treatment by mainstream society	SLO #4: examine social institutions and processes across cultures	CO #4 Social responsibility
2	Develops an awareness of the interconnection between social perceptions and social policy	SLO #1 define and apply basic sociological concepts used in micro and macro sociological theory	CO #4 Social responsibility
3	Understand and explain problems that arise from diversity	SLO #4: examine social institutions and processes across cultures	CO#1 Critical thinking
4	Examine, evaluate, and interpret data illustrating emerging trends of social phenomena	SLO #4: examine social institutions and processes across cultures	CO #3 Empirical and Quantitative Skills
5	Write an evaluative review of the chosen book critiquing the positions on the approaches social, economic, and political struggles.	SLO #4: examine social institutions and processes across cultures	CO #1 Critical Thinking CO #2 Communication CO #4 Social responsibility

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement		Value	Total
1)	Quizzes (10 highest)	20%	100
2)	Midterm Exam	20%	100
3)	Final Exam	20%	100
4)	Book Review (selected book)	20%	100
5)	Social Justice Education Modules	10%	50
6)	Panel Discussion (selected book)	10%	50
Total:		100%	500

Grading Criteria and Conversion:

A = [89.5, 100] or 448-500 points

B = [79.5, 89.5) or 398-447 points

C = [69.5, 79.5) or 348-397 points

D = [59.5, 69.5) or 298-347 points

F = [0, 59.5) or 0-297 points; or academic dishonesty

To qualify for a grade of B or higher students cannot exceed 12 cumulative absences. Students will not be assessed an absence under the following three conditions: (a) representing the University (i.e. athletics, band, etc.), (b) military duty, (c) observing a religious day that is not including in the University calendar with prior notice, and (d) an official University excuse from an Administrator. All other absences such as illness, bereavement, child or elderly care are built into your fifteen days of grace to use sparingly.

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-nonattendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Quizzes	The purpose of quizzes entails assessing the student’s grasp of the course material which includes readings, audio/visual aids, lectures, discussions, and the ability to synthesize the content. The 10 highest quizzes will count towards the final grade. The next five highest grades will be added to the total points as extra credit, meaning a total of 50 points will increase the final grade by 10. Students will receive advance notice if quiz dates change. Quizzes will be taken in-person and there will be no make-up for missed quizzes. (20%)
Midterm/Final Exam	The purpose of the midterm exams entail assessing the student’s ability to retain the course content from the beginning of the semester to the midpoint. The exam will consist of fifty multiple choice questions with forty percent of the exam coming from the two required books. The Midterm Exam will be taken in-person. (20%); The purpose of the final exam entails assessing the student’s ability to retain the course content. The exam will consist of one hundred multiple choice questions. The Final Exam will be taken in-person. (20%)
Social Justice Education Modules	The Social Justice Education Modules provide enrichment to the overall course content with and emphasis on the relationship between laws, consciousness, and practice within the context of competing ideas regarding the allocation of power. Successful completion of the modules will receive a certificate through the Houston Area Urban League. (10%)
Book Review	A book review entails the following. The student will provide a general overview of the book, identifying some of the major themes and a central argument. Provide an analysis of two

	representative chapters. How does this book contribute to the field of knowledge within the sub-discipline? What are the book's unique features? Who is the book written for? Provide a thorough scholarly critique of the book including its strengths and shortcomings. You may use up to four direct quotes from inside the book not to exceed 10% of the total word count. The review must be written in third person and in an active tone. The word count is between 750-1250 words (20%)
Panel Discuss	The purpose of the panel discussion entails demonstrating mastery the content, and themes of the book that one has chosen as it entails explaining the book's content and its relevance. Since this is a panel discussion, panelists should be prepared to answer questions from the class and the instructor. (10%)

Course Procedures or Additional Instructor Policies

CALENDAR

Week One

Topic Description: Approaches and Key Concepts in Political Sociology

Readings: (see the calendar below)

Assignment(s):

January 15, 2024: (classes will not meet)

January 17, 2024: Green, Dan S. and Robert A. Wortham. (2015) "Sociology Hesitant: The Continuing Neglect of W.E.B. DuBois" *Sociological Spectrum*. (vol. 35/6:518-533)

January 19, 2024: Watch the video entitled "Booker T. Washington & W.E.B. DuBois" [Booker T. Washington and W.E.B DuBois: Crash Course Black American History #22 - YouTube](#) and [Ch 7 W.E.B. Du Bois - YouTube](#)

Key Terms, Expressions, and Concepts: *The Philadelphia Negro* (1899) W.E.B. DuBois, Lester F. Ward, Albion Small, William Graham Sumner; Franklin H. Giddings; Monroe Work; George Haynes; Richard Wright Jr. (sociologist); Robert E. Park; Robert Burgess; the Chicago School; the Atlanta Sociological Laboratory; *The Crisis*

Issues for Discussion:

IFD1: In what way does W.E.B. DuBois' early work as a sociologist from 1896 to 1914 represent a milestone in the development of modern sociology?

IFD2: In what way did sociology in the United States, evolve into a distinct field of study that was notably different from its European roots?

IFD3: In what way did Gustav von Schmoller influence W.E.B. DuBois?

IFD4: In what way did W.E.B. DuBois foreshadow C. Wright Mills' sociological imagination?

IFD5: How does the Philadelphia Negro make a significant contribution to field of sociology? To what extent does it provide a foundation for the subdiscipline of political sociology?

Week Two

Topic Description: Classical Theories of the State and Civil Society

Readings: (see the calendar below)

Assignment(s):

January 22, 2024: King Preston. (2004) "Ida B. Wells and the management of violence" *Critical Review of International Social and Political Philosophy* (vol. 7:4/111-146)

January 24, 2024: Watch the video [Ida B. Wells: A Chicago Stories Special Documentary \(youtube.com\)](#)

January 26, 2024:

Key Terms, expressions, and concepts:

Issues for Discussion: Ida B. Wells-Barnett; Susan B. Anthony; Jane Addams; National Association for the Advancement of Colored People (NAACP); Thirteenth Amendment to the U.S. Constitution (1865); Fourteenth Amendment to the U.S. Constitution (1868); Fifteenth Amendment to the U.S. Constitution (1870); Autocrats; Oligarchy; “Theory of Conspicuous Consumption,” Thorstein Veblen; Collective human design, Thomas Hobbes; The doctrine of laissez-faire; “Invisible Hand,” Adam Smith; social Darwinism; The object of lynching was subjugation through terror; Vigilantism; post-Reconstruction random violence; People’s Grocery Store lynching in Memphis, TN: Thomas Moss, Calvin McDowell, Wil Stewart.

- IFD1: According to the findings of Ida B. Wells, what was the purpose of lynchings and their causes?
IFD2: Why and how was Ida B. Wells maneuvered out of power from the NAACP despite her status as one of the co-founders?
IFD3: Why is domination more prevalent than leadership in the absence of democracy?
IFD4: Drawing from Preston King, what is the problem with protest while at home? Explain.
IFD5: Drawing from Preston King, what is the problem with protest while in exile? Explain.
IFD6: How was Ida B. Wells’ self-help approach similar and different from that of Booker T. Washington’s?
IFD7: How did Thomas Hobbes differ from modern conservative thought?
IFD8: How did disfranchisement that followed the end of Reconstruction contribute towards segregation?
IFD9: Drawing from Preston King, what were the four major means that the white South used during the post-bellum to retrieve its fortunes?
IFD10: What was Ida B. Wells’ response to the lynchings of Moss, McDowell, and Stewart? What was the broader impact of her response?

Week Three

Topic Description: Neoliberalism

Readings: (see the calendar below)

Assignment(s):

January 29, 2024: Brewer, Rose M. (2012) “21st-Century Capitalism, Austerity, and Black Economic Dispossession” *Souls*. (vol. 14/3-4:227-239)

January 31, 2024: Watch the video entitled “Neoliberalism in the Black Community” [Neoliberalism in The Black Community - Bill Fletcher with Dr Lester Spence - YouTube](#)

February 2, 2024: (Social Justice Education Module 1: Declaration of Independence and the American Constitution: New Freedoms or Status Quo); “Watch the video entitled How Structural Racism Works” [How Structural Racism Works: Tricia Rose - YouTube](#)

Key Terms, Expressions, and Concepts: Neoliberalism; Austerity; Finance Capital; “Undeserving entitlements”; Predatory lending policies; Welfare Reform (1996); Black nihilism; “The prosperity gospel”; Structural racism; Gentrification; Subprime loans; Urban renewal; Blockbusting; Racial steering; Restrictive covenants; Redlining (HOLC) 1933-1977; Fair Housing Act (1968); Meritocracy

Issues for Discussion:

- IFD1: What are the “politics of austerity” and its relationship to late capitalism?
IFD2: How might struggles for social transformation occur given linked race, class, and gender formations under late capitalism?
IFD3: What lessons might be drawn from resistance to attacks on public education, a key target of a neoliberal austerity agenda?

IFD4: Drawing from Rose M. Brewer, why have Black poor, working, and middle classes historically been hardest hit under conditions of austerity?

IFD5: In what ways does New Orleans before Katrina and after serve as an example of the deleterious impact of economic exclusion on the U.S. Black population?

IFD6: What comparisons and contrasts can be made between the reality versus the narrative that the Personal Responsibility and Work Opportunity Reconciliation Act ended dependency?

IFD7: What comparisons and contrasts can be made between what Rose M. Brewer described as the three consequences of late capitalism and what Martin Luther King Jr. described as the three evils of society?

IFD8: Drawing from Lester Spence, what would be the shortcomings of discussing social class without including the role of how racial politics?

IFD9: Drawing from Tricia Rose, how does each of the following function as mainstream challenges to structural racism narratives: structural anomaly, "one bad apple," and demonization of the victim or the community?

Week Four

Topic Description: Social Movements

Readings: (see the calendar below)

Assignment(s):

February 5, 2024: Francis, Megan Ming. (2018) "The Strange Fruit of American Political Development" Politics, Groups, and Identities. (vol. 6/1: 128-137); [Civil Rights and the Black Power Movement \(youtube.com\)](#)

February 7, 2024: Watch the video Martin L. King Jr. "Drum Major Instinct" (February 4, 1968) [Station PRE ROLL UGMONK 1 \(youtube.com\)](#) Watch the video Stokely Carmichael <https://www.youtube.com/watch?v=uWsgT67-RM4>

February 9, 2024: (Social Justice Education Module 2: Civil Liberties v. Civil Rights)

Key Terms: The Department of Justice; Southern Christian Leadership Council (SCLC); Student Nonviolent Coordinating Committee (SNCC); Congress of Racial Equality (CORE); Civil Rights Act (1964); Voting Rights Act 1965; Fair Housing Act 1968; Due Process; Black Lives Matter; Ida B. Wells-Barnett; The Emergence of the Cold War in 1946; Blood Sunday in Selma (1965); The Bus Boycotts in Montgomery for 381 days; Affirmative Action (1965); Robert Weaver; Thurgood Marshall; *California v. Bakke* (1978); Kerner Commission Report (1968); Martin Luther King Jr.; Malcolm X (El-Hajj Malik El-Shabazz); Stokely Carmichael (Kwame Ture); The Black Panthers; Huey P. Newton; Bobby Seale; Black Panther Party Ten Point Program; Frantz Fanon; Separatism; "Keep Up With the Jones"; Forces of Classism; Forces of Exclusivism; Race Prejudice; War in Vietnam; War Crimes.

Issues for Discussion:

IFD1: What is the relationship between black social movements, state violence, and political development in the United States?

IFD2: If lynchings were not always the response to rape, then what other reasons existed for lynching African Americans? Explain with clear cut examples?

IFD3: How was Stokely Carmichael (Kwame Ture) ideology influenced by both Malcolm X. and Marcus Garvey? Who were some of his other influences? Explain.

IFD4: How does the emergence of African American protest shape the direction of the national policy-making agenda?

IFD5: How did ideas about black liberation politics shape attempts to reconstitute the state?

IFD6: What role did civil rights groups play in augmenting the capacity of the American state in the period before the peak of civil rights legislation in the 1960s?

IFD7: What role did black freedom organizations within civil society play in shifting social institutions and ideas? Explain using clear cut examples with at least three social institutions.

IFD8: To what extent did the need to fend off international criticism incentivize the U.S. Federal Government to promote social change at home?

IFD9: What are the strengths and shortcomings of Stokely Carmichael's (Kwame Ture) critique of the connotation of the expression "integration"?

IFD10: Drawing from the sermon entitled "The Drum Major Instinct" (1968), how does Martin Luther King's synthesis of Alfred Alder's concept apply to the Civil Rights Movement on the time and the broader human condition?

Week Five

Topic Description: Political Culture

Readings: (see the calendar below)

Assignment(s):

February 12, 2024: Smith, Andrew. (2010) "Concrete Freedom: C.L.R. James on Culture and Black Politics" *Cultural Sociology*. (vol. 5/4:479-499); Watch the video entitled C.L.R. James: Leader, Organization, Mass Politics; [9 | C.L.R. James: Leadership, Organization, Mass Politics \(with Dr. William Clare Roberts\) \(youtube.com\)](#)

February 14, 2024: (Social Justice Education Module 3: The Emancipation Proclamation and the Thirteenth Amendment: Illusions of Freedom); Quiz

February 16, 2024: (This class will not meet)

Week Six

Topic Description: Citizenship

Readings: (see the calendar below)

Assignment(s):

February 19, 2024: Dennis, Michael. (2005) "The Idea of Citizenship in the Early Civil Rights Movement" *Citizenship Studies*. (vol. 9/2:181-203)

February 21, 2024: (Social Justice Education Module 4: Party Politics and Redistricting) [Annette Gordon-Reed Delivers McCorkle Lecture On 'Black Citizenship' \(youtube.com\)](#)

February 23, 2024: Quiz

Key Terms: Social capital formation; Universal liberalism; Nonviolent direct action; National Association for the Advancement of Colored People (NAACP); *Brown v. Board of Education of Topeka, KS* (1954); The New Deal; Luther P. Jackson; Charles Spurgeon Johnson; militant separatism; "The beloved community" Martin Luther King Jr.; Social indifference; political apathy; "Principles of administrative rationality and meritocratic equality" Adolph L. Reed; laissez-faire individualism; "Civic democracy" Charles Gomillion; Fourteenth Amendment to the U.S. Constitution (1868); *Democracy in America* by Alexis de Tocqueville; Indian Removal Act (1830); Articles of Confederation (1777); Bill of Rights (1791); *Dred Scott v. Sandford* (1857); Miscegenation laws; The U.S. Constitution (1789); Thirteenth Amendment to the U.S. Constitution (1865); Three-fifths Compromise; De jure segregation

Issues for Discussion:

IFD1: What were some of the likely causes for the fragmentation of the civil rights coalition during the 1960s and 1970s?

IFD2: What did Luther P. Jackson mean by "participatory democracy"? How does such differ from a form of democracy that accommodates with the status quo of the time?

IFD3: Drawing from Michael Dennis, what were the similarities and differences between Luther P. Jackson's approach towards reversing historical injustices and Booker T. Washington's "gospel of economic self-reliance"?

IFD4: How did W.E.B. DuBois in the 1930s differ from the reformist ideas Ralph Bunche in terms of approaches towards eradicating racial prejudice?

IFD5: In what ways do the Fourteenth Amendment to the U.S. Constitution (1868) address the rights of the citizen to own property, ratify contracts, and pursue justice through the courts?

IFD6: Drawing from Annette Gordon-Reed, what are some of the structural barriers preventing broad-based civic participation?

Week Seven

Topic Description: Political Participation

Readings: (see the calendar below)

Assignment(s):

February 26, 2024: Carey, Toney E. (2013) "The Dimensionality of Black Nationalism and African-American Political Participation" *Politics, Groups, and Identities*. (vol. 1/1:66-84)

February 28, 2024: (Social Justice Education Module 4: Federalism Defined: States' Rights or Authoritarianism) [AARLCC - History of Voting Rights Documentary \(youtube.com\)](#) [watch the Out To Vote | A Story of Voting Rights, Voter Suppression & the Fight For Democracy |BFNA Documentary \(youtube.com\)](#)

March 1, 2024: Quiz

Key Terms: Voting Rights Act of 1965; Bloody Sunday (1965); Edmond Pettus Bridge; Hiram Rhodes Revels; Josiah Walls; Hayes-Tilden Compromise 1877; Voter Suppression; *Shelby Co. v. Holder* (2013); The Sociology of Contemporary Voter Suppression; Fifteenth Amendment to the U.S. Constitution (1870); Nineteenth Amendment to the U.S. Constitution (1920); Twenty-Fourth Amendment to the U.S. Constitution (1964); H.R. 6219 (1975); Bodies-Out-Of-Place (BOP) Theory; Opelousas Massacre (1868); Eutaw Riot (1870); Meridian Race Riot (1871); Easter Sunday Colfax Massacre (1873); Gerrymandering; *Smith v. Allwright* (1944); the American Legislative Exchange Council (ALEC)

Issues for Discussion:

IFD1: What are ways to counter voter suppression? Provide clear-cut examples. Evaluate the effectiveness of such practices.

IFD2: What was the impact of the removal of federal troops from the U.S. South following the Hayes-Tilden Compromise of 1877?

IFD3: Drawing from Toney E. Carey, how does BOP theory explain voter suppression policies and practices?

IFD4: In reference to gerrymandering, how does packing and cracking allow politicians to select their voters more than voters selecting politicians? Provide at least one clear-cut example.

IFD5: In reference to BOP theory, how does physical integration differ from social integration?

Week Eight

Topic Description: Globalization

Readings: (see the calendar below)

Assignment(s):

March 4, 2024: Chimakonam, Jonathan O. and Maduka Enyimba (2022) "Globalisation and the Challenge of Coloniality" *South African Journal of International Affairs*. (vol. 29/2: 119-138)

March 6, 2024: (Social Justice Education Module 5: African American and Latino History) Watch the video [Globalization and its effects on developing countries. \(youtube.com\)](#)

March 8, 2024: (Midterm Exam, 50 multiple choice questions, bring a scantron and a number 2 pencil)

Key Terms:

Issues for Discussion: Globalization; Coloniality of Power; Hegemony; Global Village; Cultural Injustice; Regime of Global Coloniality; Multicultural Approach Towards Global Organizations; Global Village; Bretton Woods Conference; Atlantic Charter (1941); Environmental degradation; Free trade; World Bank; International Monetary Fund (IMF); World Trade Organization (WTO); Brain drain;

IFD1: How does the trajectory of increased scarcity of environmental resources impact international cooperation?

IFD2: How does the trajectory of increased scarcity of environmental resources impact future conflict and wars?

IFD3: How does the trajectory of increased scarcity of environmental resources impact democracy and peace?

Week Nine

Topic Description: Contemporary Theories of the State and Civil Society

Readings: (see the calendar below)

Assignment(s):

March 18, 2024: Jarmon, Charles. (2013) "E. Franklin Frazier's Sociology of Race and Class in Black America" *The Black Scholar*. (vol. 43/1-2:89-102)

March 20, 2024: (Social Justice Education Module 6: Democracy and War); (Founders Day/Honors Convocation); this class will not meet.

March 22, 2024: [Black Middle Class - Conversations from Penn State \(youtube.com\)](#)

Week Ten

Topic Description: Global Governance

Readings: (see the calendar below)

Assignment(s):

March 25, 2024: Broome, Andre, Liam Clegg and Lena Rethel. (2012) "Global Governance and the Politics of Crisis" *Global Society*. (vol. 26/1:3-17)

March 27, 2024: (Social Justice Education Module 7: Perceptions of Race in the Age of Obama) [The United Nations Explained: How Does it ACTUALLY Work? - TLDR News \(youtube.com\)](#)

March 29, 2024: (This Class Will Not Meet)

Key Terms: The United Nations; The League of Nations; Isolationism; The United Nation's Six Organs: General Assembly, Security Council, Economic & Social Council, International Court of Justice (The Hague), The UN Secretariat; American International Group (AIG); International Monetary Fund (IMF); Global Financial Crisis 2008-2009; World Trade Organization (WTO); "market fundamentalism,"

Issues for Discussion:

IFD1: How did the aftermath of WWI contribute to the formation of the League of Nations?

IFD2: What are the Six Organs of the United Nations? What are the functions of each? Explain how they are relevant in the twenty-first century.

IFD3: How has global governance been historically linked to crisis?

IFD4: What were some of the contributing factors to the Global Financial Crisis 2008-2009? What is preventable or inevitable? Explain.

IFD5: What has historically prevented global governance institutions from expanding the scope of their jurisdictions to incorporate new systemic risks and new market players, and more generally their seeming incapacity to adapt to new political, economic, social, and environmental challenges?

IFD6: What makes global governance "hang together" during periods of crisis?

IFD7: How potent is "crisis" as a driver of change in global governance?

IFD8: How ubiquitous is/was the global financial crisis as an event in world politics?

IFD9: What makes an event become a crisis on a global level?

Week Eleven

Topic Description: *Up From Slavery*, Booker T. Washington

Readings: (see the calendar below)

Assignment(s):

April 1, 2024: (Panel Discussions)

April 3, 2024: (Social Justice Education Module 8: Changing the Face of Civil Rights); (Panel Discussions)

April 5, 2024: (Panel Discussions)

Key Terms: Booker T. Washington; Emancipation Proclamation; Senator B.K. Bruce; Frederick Douglass; The Black Belt; General Armstrong; "The Atlanta Exposition Address;" The heroic conduct of the Negro in the Spanish-American War; W.E.B. DuBois; Paul Laurence Dunbar; John D. Rockefeller; Tuskegee Institute (1881).

Issues for Discussion:

IFD1: What was the message and social context of the "Atlanta Exposition Address"? What are the broader implications and its contemporary relevance?

IFD2: What was Booker T. Washington's position on universal suffrage? Describe the social, economic, and political context? What is its 21st Century relevance?

IFD3: According to Booker T. Washington what was the value of industrial education?

IFD4: According to Booker T. Washington what were the general objectives of the Ku Klux Klan by 1877? What were the means to achieve such objectives?

Week Twelve

Topic Description: *Dusk of Dawn*, W.E.B. DuBois

Readings: (see the calendar below)

Assignment(s):

April 8, 2024: (Panel Discussions)

April 10, 2024: (Panel Discussions)

April 12, 2024: (Panel Discussions)

Key Terms: The Fifteenth Amendment to the U.S. Constitution (1870); Chinese Exclusion Act (1892); William James; Sherman Act (1890); Homestead Strike (1892); Coxey's Army (1894); Triple Alliance (1891); Atlanta Sociological Laboratory; Talented Tenth; Andrew Carnegie; Tuskegee Institute; Hampton Institute; The Niagara Movement (1906); Countee Cullen; Monrovia; Franklin D. Roosevelt "New Deal"; Conspicuous consumption; Emigration; The Reconstruction Years (1867-1878); "Negro History Week" Carter G. Woodson; "Negro Health Week" Tuskegee origin; The U.S. Presidential Election of 1916 Wilson v. Hughes; the Chinese Revolution (1912); Balkan War (1913); World War I (1914); East St. Louis Riot (1917); Segregated U.S. Military; The burning of Jesse Washington; Frederick Douglass; Robert R. Moton; James Weldon Johnson; Dyer Anti-Lynch Bill; filibuster; Pan-African Congress; The Scottsboro Boys; *Powell v. Alabama* (1932); Fourteenth Amendment to the U.S. Constitution (1868); Plutocracy; *Norris v. Alabama* (1935).

Issues for Discussion:

IFD1: What are some of the limitations to the legal means of enfranchising the disenfranchised?

IFD2: What were the dynamics of the anti-Chinese riots that culminated in the Chinese Exclusion Act of 1892?

IFD3: What was the connection between the political development of Europe with the race problem in America?

IFD4: How did William James influence W.E.B. DuBois intellectually?

IFD5: Beginning in the 1890s, what were the series of disenfranchising laws enacted by Southern states that contributed to make voting by Southern Negroes practically impossible within sixteen years?

IFD6: How did Von Treitschke, Sering, and Max Weber in Germany play a contributing role in DuBois seeking the study the race problem in America?

IFD7: How did the Spanish War bring sugar under control and annex Puerto Rico and the Philippines?

IFD8: How did public opinion not only allow but force Theodore Roosevelt to intervene in the coal strike?

IFD9: What were the dynamics at play that led to Abyssinia overthrowing both Italy and England in 1896?

IFD10: What was the purpose and significance of the Atlanta Sociological Laboratory?

IFD11: What were some key studies that DuBois had written for the Bureau of Labor in Washington? Describe its significance and impact.

IFD12: In what ways were DuBois and Washington's theories of Negro progress complimentary to each other? In what ways were they contradictory?

IFD13: What was the social and political context that led to the organization of Niagara Movement (1906)?

IFD14: How did the Niagara Movement lead to the formation of the NAACP? Explain.

IFD15: Drawing from *Dusk of Dawn*, by DuBois, is cultural separation between blacks and whites within the same geographical boundaries feasible? Explain.

IFD16: Drawing from DuBois, how can the American Negro as a consumer exercise democratic control over industry?

IFD17: Why did the United States seize Haiti in 1915? What was the significance of such a seizure?

IFD18: What were the causes, motives, and results of the East St. Louis Riot (1917)?

IFD19: What were the causes, motives, and results of the Twenty-Fourth Colored Infantry of the regular army becoming quartered at Houston, Texas?

IFD20: What was the social and political context of the Dyer Anti-Lynching Bill (1924) which was killed by the filibuster on the Senate Floor of the 67th Congress?

IFD21: Drawing from DuBois, in terms of an American version of a caste system, what is the relationship between race, legal fortification, and custom entrenchment?

Week Thirteen

Topic Description: *Where Do We Go from Here? Community or Chaos*, Martin Luther King Jr.

Readings: (see the calendar below)

Assignment(s):

April 15, 2024: (Panel Discussions)

April 17, 2024: (Panel Discussions)

April 19, 2024: (Panel Discussions); Book Review due

Key Terms: Voting Rights Act (1965); Southern Christian Leadership Council (SCLC); Apathy; Civil Rights Act (1964); The Great Society (Lyndon B. Johnson); James Meredith; Nonviolent direct action; Student Nonviolent Coordinating Committee (SNCC); Congress of Racial Equality (CORE); Mississippi Freedom March; Body politic; Sit-In Movements (1960); Freedom Rides (1961); Albany Movement (1965); Freedom Budget (A. Philip Randolph); Black separation; Denmark Vessey; Nat Turner; "Natural Rights" (John Locke); "Declaration of Independence" (Thomas Jefferson); Dred Scott (1857); Emancipation Proclamation (January 1, 1863); Civil Rights Bill (1868); Fifteenth Amendment to the U.S. Constitution

(1870); “War Against Poverty”; Ante Bellum Era; “Into the wilderness of destruction” E. Franklin Frazier; Blockbusting; The Teamsters Union; Operation Breadbasket; Adam Clayton Powell Jr.; Guaranteed income

Issues for Discussion:

- IFD1: According to King, why is it that blacks cannot achieve political power in isolation?
IFD2: According to King, what is it that blacks cannot achieve economic power in isolation?
IFD3: What is the relationship between the sit-ins (1960) and the desegregation of lunch counters?
IFD4: What is the relationship between the Freedom Rides (1961) and desegregation of interstate travel?
IFD5: What is the relationship between the Montgomery Bus Boycott and the segregation and desegregation of buses in cities throughout the U.S. South?
IFD6: What is the relationship between the Birmingham Movement, the March on Washington, and the passing and signing of the Civil Rights Act of 1964?
IFD7: What is the relationship between the March on Selma, “Bloody Sunday” and the passing and signing of the Voting Rights Act of 1965?
IFD8: What is the relationship between the nonviolent marches in Chicago and the passing and signing of the Fair Housing Act of 1968?
IFD9: What is the relationship between the black middle class and their collective concerns about “conspicuous consumption” and their concern about the cause of justice or lack of such a concern?
IFD10: What did King mean by remaining awake during great periods of social change?
IFD11: Why did King make the claim that “self-preservation” as the first law of life is a false assumption?

Week Fourteen

Topic Description: *Black Power: The Politics of Liberation*, Kwame Ture, and Charles V. Hamilton

Readings: (see the calendar below)

Assignment(s):

April 22, 2024: (Panel Discussions)

April 24, 2024: (Panel Discussions); Take home quiz.

April 26, 2024: (Panel Discussions); Take home quiz due.

Key Terms: The Principle of Indirect Rule; Protestant ethic of work and achievement; Assimilation; Racism; Individual Racism; Institutional Racism; Kwame Nkrumah; Gerrymander; Urban League; Whitney Young Jr; Dred Scott (1857); Political modernization; Assimilation; American Federation of Labor (AFL); Congress of Industrial Organization (CIO); Wagner Act (1965); A. Philip Randolph; Negro American Labor Council (NALC); Paternalism; “The Black Belt;” George Wallace; Eugene “Bull” Connor; Voting Rights Act (1965); Booker T. Washington; Tuskegee Institute (1881); Civil Rights Act (1957); George Washington Carver; W.E.B. DuBois; “Politics of Deference” Paul L. Puryear; Charles Gomillion; Tuskegee Civic Association (TCA); Hatch Act; Lame Duck Period; De jure segregation; De facto segregation; Emmett Till; Charles Mack Parker; Student Nonviolent Coordinating Committee (SNCC); Congress of Racial Equality (CORE); National Association for the Advancement of Colored People (NAACP).

Issues for Discussion:

- IFD1: Drawing from Ture and Hamilton, why are leadership and security basically incompatible?
IFD2: What are some of the parallels between colonial policies of assimilation in Africa and American society’s avenues of escape from the ghetto for those individuals who adapt to the “mainstream”?
IFD3: According to Ture and Hamilton why have advocates of “black power” historically rejected integrationist goals?

IFD4: What were the conditions within the AFL-CIO that provoked A. Philip Randolph to organize the Negro American Labor Council (NALC)?

IFD5: According to Ture and Hamilton, why do black power advocates collectively argue that the only condition in which entering coalitions becomes acceptable is when one can stand on their own?

IFD6: How effective were the boycotts in terms of impacting political change in response to the gerrymandering of Tuskegee in 1957? Describe the social, political, and economic context?

IFD7: What factors and effects contribute to the transformation of the lower class from production to permanent unemployment?

IFD8: How does the history of black migration to the U.S. North provide insight towards understanding the black ghetto, its problems, and its capacity to become a key political force in urban America?

Week Fifteen

Topic Description:

Readings: (see the calendar below)

Assignment(s):

April 29, 2024: (Study Day: This Class Will Not Meet)

May 1, 2024: (see Final Exam Schedule)

May 3, 2024: (see Final Exam Schedule)

Week Sixteen

Topic Description:

Readings: (see the calendar below)

Assignment(s):

May 6, 2024: (see Final Exam Schedule)

May 8, 2024: (see Final Exam Schedule)

May 10, 2024:

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center

and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not

substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.

Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.