

ANTHROPOLOGY 120: ETHNIC RELATIONS AND CULTURE

Fall 2017 CRN# TBD

Instructor: Michael Eissinger, Ph.D.

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MWF 2:00PM - 2:50PM
Science 2 Rm 209

Office Hours: by appointment (Science 144).

COURSE DESCRIPTION: Anthropology 120 examines ethnicity, identity, and nationalism: social constructs that vary across cultures, time, and geography. Multidisciplinary perspectives from anthropology, sociology, political science, and other social sciences address and explore social, situational, and other factors that give birth to the above phenomena, transforming, defining, and redefining them across varied contexts. This approach enables past and present interethnic situations, in various parts of the world, to be more fully examined in order to enable a better understanding not only of the all too familiar phenomenon ‘ethnic conflict,’ but also of its ever-present counterpart ‘multi-ethnic coexistence.’

COURSE GOALS AND PRIMARY LEARNING OUTCOMES:

Course Goals: This Multicultural/International component of General Education is designed to:

- prepare students to live and function in an international multicultural world, and in a dynamic U.S. American environment, the strengths of which lie amid its unique sociocultural, ethnic, linguistic, and gendered diversity.
- Course goals will be achieved through in-class discussions, reading assignments, films, exams, and student projects.
- Primary Learning Outcomes: Students successfully completing this course will be able to
- describe ethnicity, how it varies in form, how it comes into being, and how it is maintained
- describe nationalism and its variety of forms, how it come into being, and how it is transmitted
- list and describe how large-scale societies have and continue to impact small-scale

Such understandings are meant to promote greater cross-cultural tolerance and awareness of the fact that ethnic difference and multiethnic societies are not inherently impetus for conflict.

Turn off cell phones and laptops: Studies show student take better notes on paper than on a laptop, so... you can be disconnected 2-3 times/week for fifty minutes. If not, don't worry about coming to class. Stay home and do what you need to do (of course, your grade will suffer).

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Required Reading:¹

Bodley, John H.

2008 *Victims of Progress.*² 5th Edition. Mountain View, CA: Mayfield Publishing Co.

Koltyk, Jo Ann³

1998 *New Pioneers in the Heartland: Hmong Life in Wisconsin.* Boston: Allyn & Bacon.

Lipsitz, George⁴

2011 *How Racism Takes Place.* Philadelphia: Temple University Press.

Wald, Sara D.⁵

2016 *The Nature of California: Race, Citizenship, and Farming Since the Dustbowl.* Seattle: University of Washington Press.

Wray, Matt⁶

2006 *Not Quite White: White Trash and the Boundaries of Whiteness,* Durham and London: Duke University Press.

Supplemental Course Materials⁷

Anderson, Benedict

1991 [1983] *Introduction.* *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* Revised Edition. London and New York: Verso.

Barth, Fredrik

1996 *Ethnic Groups and Boundaries.* In *Ethnicity.* John Hutchinson and Anthony D. Smith Editors. pp 75-82. Oxford and New York: Oxford University Press.

Harrell, Steven

1996 *Languages Defining Ethnicity in Southwest China.* In *Ethnic Identity: Creation, Conflict, and Accommodation.* 3rd Edition. Lola Romanucci-Ross and George A. DeVos Editors. pp 97-114. Walnut Creek, CA: Alta Mira Press.

Juergensmeyer, Mark

2001 *The Global Rise of Religious Nationalism.* in *Religions/Globalizations Theories and Cases,* pp. 66-83. Duke University Press

COURSE EXAMS & GRADING POLICY

The minimum requirements for a passing grade of 'C' or 'CR' in this Anth 120 course are:

- an overall 70% average for all course work
 - 2 Course Exams 200 points (100 points each)
 - Film Journal 100 points (50 points each half)
 - Observation Paper 100 points
 - Paper/Presentation 200 points
 - Participation 100 points

See the schedule on the next pages for details and due dates.

¹ Purchase these used at www.AbeBooks.com or get them from the library (consider Interlibrary Loan).

² Available in both print and Kindle versions.

³ Probably best to find a used copy, as stocks of new are dwindling. PDF version available.

⁴ Available in both print and Kindle versions.

⁵ Brand new book. Should be available on Kindle.

⁶ Available in both print and Kindle versions.

⁷ You will find PDF versions of all of these at <http://www.meissinger.com/courses-anthropology.html>.

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COURSE LECTURES, READINGS, AND ASSIGNMENTS SCHEDULE

The following schedule of topics is tentative and may be altered, as circumstances dictate. Please note that most days, class will focus on your discussion of course readings. I will only be lecturing a few times. You must do the assigned readings and watch the assigned films. All assignments are to be completed prior to attending the class for which they are assigned.

	Monday	Wednesday	Friday
Week 1	NO CLASS	Course Introduction	Introduction to Research Paper Content, Structure, and Format
Week 2	Lecture: Race & Ethnicity	LECTURE: Race & Ethnicity, continued	NO CLASS: Watch MTV's <i>White People</i> https://www.youtube.com/watch?v=_zjj1PmJcRM
Week 3	NO CLASS LABOR DAY HOLIDAY	DUE: Research Proposal READ: Barth, <i>Ethnicity</i> and Harrell, <i>Ethnicity and Language</i> and Juergensmeyer, <i>Global Rise of Religious Nationalism</i>. Be prepared to discuss .	NO CLASS: Film: <i>Tightrope of Power</i> http://www.veoh.com/watch/v20689139zzTGgD6b?h1=The+Tightrope+of+Power
Week 4	READ: <i>Tightrope of Power</i>. Be prepared to discuss in class.	READ: Lipsitz Section 1 & 2. Be prepared to discuss in class.	NO CLASS: Watch <i>If Latinos Said the Stuff White People Say</i> https://www.youtube.com/watch?v=XnFUDx3wC-Y & <i>If Black People Said the Stuff White People Say</i> https://www.youtube.com/watch?v=A1zLzWtULig & <i>If Asians Said the Stuff White People Say</i> https://www.youtube.com/watch?v=PMJI1Dw83Hc
Week 5	READ: Lipsitz <i>A Bridge for this Book</i> and Section III. Be prepared to discuss in class.	DUE: Observation Paper Proposal	NO CLASS: Film: <i>Not in Our Town</i> at http://www.pbs.org/program/not-in-our-town/
Week 6	Research Paper discussion -- be prepared to ask questions. This class is for clarification before proceeding.	READ: Lipsitz Section IV and V. Be prepared to discuss in class.	NO CLASS: Find your hometown on the Racial Dot Map http://www.coopercenter.org/demographics/Racial-Dot-Map , Post summary and discuss in discussion boards

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Week 7	READ: Wray, <i>Not-Quite White</i> , Preface, Introduction, and chapters 1 & 2.	READ: Wray, <i>Not-Quite White</i> , Chapters 3, 4 & 5. Be prepared to discuss in class. STUDY GUIDE for Midterm	NO CLASS: Film: <i>Home at Last: Hmong People in the Ozarks</i> at https://www.youtube.com/watch?v=VhcE_klHiMk
Week 8	BOTH DAYS: Small & large group discussions Koltyk, <i>New Pioneers in the Heartland</i> and the film, <i>Home at Last: Hmong People in the Ozarks</i> .		Due: Film Journal for initial check (half the grade)
Week 9	READ: Wald Chapters 1 & 2. Be prepared to discuss in class.	READ: Wald Chapters 3 & 6. Be prepared to discuss in class. Due: Annotated Bibliography	NO CLASS: Discussion Boards: <i>Race and Ethnicity</i>
Week 10	DUE: Observation Paper. READ: Victims of Progress , Preface, Introduction, Progress & Indigenous Peoples, and <i>The Uncontrolled Frontier</i> . Be prepared to discuss in class.	READ: Victims of Progress , <i>We Fought with Spears</i> , <i>Extension of Government Control</i> , <i>Land Policies</i> , <i>Cultural Modification Policies</i> , and <i>Economic Globalization</i> . Be prepared to discuss in class.	NO CLASS: Film: <i>Monterey's Boat People</i> OR Film: <i>Black Indians-An American Story</i> . TBD
Week 11	READ: Victims of Progress , <i>The Price of Progress</i> ; <i>The Political Struggle for Indigenous Self-Determination</i> ; and <i>Petroleum, the Commercial World, and Indigenous Peoples</i> . Be prepared to discuss in small or large group discussions.	READ: Victims of Progress , <i>Global Warming and Indigenous Peoples</i> , <i>Human Rights and the Politics Ethnocide</i> . Be prepared to discuss in small or large group discussions.	NO CLASS: watch 5 videos (your choice) from the group <i>Amazon Watch</i> (not Prime) https://www.youtube.com/user/AmazonWatch .
Week 12		Review Session: Bring a draft of your paper or your presentation for peer or instructor review.	NO CLASS: Watch 5 videos from <i>IPACC the Indigenous Peoples of Africa Coordinating Committee</i> https://www.youtube.com/user/IPACCMedia
Week 13-16	Catch Up & Make Up Due: Final Paper Due: 11/14 (all papers must be turned in, at this point) NOTE: Covers 4 weeks, we will work out the schedule when we get there. ⁸		

⁸ EXCEPT there will be no class on Friday, April 22nd, as I will be at the Annual Meeting of the Southwestern Anthropological Association (SWAA), in San Diego.

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CLASS SCHEDULE

ASSIGNMENT (minimum page length)	V	DUE
Ethics Paper (5-7 pages)	10	10/21
Observation Proposal (100-200 words)	10	9/16
Observation Paper (5 pages)	90	11/18
Abstract for Final Paper & Annotated Bibliography (500-1000)	10	10/28
Final Paper: Research Paper (5-7 pages)	90	12/9
Participation	10	
Other points from on-line assignments		

Standards: This is an upper-division Anthropology class, and although I assume that some of you will be using this class for your GE requirements, others are Anthropology majors. Therefore, ALL written assignments will be typed. All papers will be written using the Chicago style guide (inline citations and Works Cited). Any paper not in Chicago will be returned to you to be fixed. You have one chance to repair the paper. **Any paper not formatted using Chicago inline format will receive a zero (0). Any paper without a properly formatted (Chicago style) Works Cited page will receive a zero (0).**

Film Journal: You will be watching a number of films (often, on a Friday, in lieu of attending class). For each film, you will take notes. You will turn in your film journal at midterm. Your final journal is due on the last day of class. I will provide you with an empty journal in the form of a PDF listing all the films and their URLs. You should use this document for your film journal.

Online Discussions

Most weeks, in the discussion boards online you will find your online assignment for the week. During the first week of classes you should go to the message boards and sign up. Please, upload a recent selfie (you know you have dozens) to your profile. This helps humanize and personalize you and should facilitate your online discussion with your peers. These online assignments may include a chapter in your textbook (usually signified by the last name of the author “Moro”), supplemental readings (the links are provided) and one or more videos. Some of these videos are more than an hour in length, while others are just a few minutes long. As this is an online class, your requirements for this are to watch the video(s) and complete the reading(s) and then participate in an online discussion with your classmates about that material. Essentially, these online activities are intended to simulate the time (and material) we would spend (or cover) in face-to-face lectures. Therefore, I want you to consider the following when you post. I do not want to see 40 individual posts restating the obvious. This needs to be a discussion. If someone has already posted a point and you want to elaborate or argue against that point, you should reply and expand upon that discussion. I also don’t want to see a bunch of people waiting for others to post and then go in and post a bunch of “I agree.” or “That’s how I see it, also.” Sorts of postings. I need to know that you’ve engaged the material (videos and readings). Therefore, you

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need to be specific. You need to use specific examples from the assigned source material. You might need to bring in outside material.

As these may represent topics that can become very personal to you or your classmates, keep the basic rules of netiquette in mind. You may criticize an idea or a concept, but never make it personal. It's one thing to critique and another to be hurtful. Keep in civil and academic.

One final note about the online assignments. This is an UPPER DIVISION writing class at a 4-Year University. This is not a basic, freshmen, introduction to writing course. Therefore, your postings MUST be grammatical, free from spelling errors. Understand that the online portion of your grade is 50 percent of the total for this class – take it seriously as it can severely hamper your ability to get out of this class, alive.

Writing Assignment 1: Anthropological Ethics Statement (100 points):

Anthropology is one of the few social science disciplines that has an official, published ethics statement to which all professional (academic or private) anthropologists are held accountable. For this assignment, you will go online to the discussion board and complete the following steps for this assignment.

1. At the top of the Ethics thread in the discussion boards, you are to read the Statement of Professional Responsibility (Ethics statement) from the official website of the American Anthropological Association (AAA).
2. The other threads in that section of the discussion board present several case studies. You are to go into, at least, three, of these internal threads and engage in the discussions with your classmates and peers. You will notice that there are already discussions in these threads from other (past and present) sections of this class. While I don't want you to directly respond to anything posted prior to the start of this term, you might find it useful to read the earlier discussions – you might even quote someone from a prior term that helps clarify a point in the current discussion.
3. You are not to post inane things like, "I agree" or "Good point!" This is a discussion and you need to participate, fully.
4. As the discussions progresses, you will need to start focusing on just one case study and engage that topic with your peers. You should examine every side of each issue, in the discussions and be fully engaged.
5. Finally, you will extract from the discussion board elements from the threads of **one** of the case studies that best represent your discussion. You will cut and paste these into a word document that you will then edit and reformat, so that I can follow YOUR particular journey investigating the topic. You need to include your postings, as well as those posts to which you respond and the responses you get. In other words, I want to be able to follow your discussion with your peers and see your thinking and how you came to your conclusions.

This paper, when finished, should be approximately 5-7 pages. My preference is for you to format it like a script. Either place the speaker's name on the left hand margin, with the text

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indented on the right hand side (like a play/movie script) or place the poster's name (even if it's you) on one line, either centered or aligned left, followed on the next line, by the text.

You should delete portions of each post that do not make your point.

Remember this is a "W" class, so all of your postings will be graded for grammar and spelling. This assignment goes toward your word count, so it needs to comply with the standards of any capstone writing class, here at the university.

The URL for the Ethics Tread is:

<http://meissinger.boards.net/board/23/ethics-discussion-all-classes>

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Writing Assignment 2: Ethnographic Observation Activity (100 points):

Most effective Applied Anthropology starts with solid ethnographic observations. This activity will familiarize you with this sort of research. There are two components to this assignment:

Observation and Context.

One component is composed of a sustained 15-minute period of systematic observation and writing on social interaction. The other component includes contextual features described below. Your goal should be about 3-4 pages of observation notes and about 2 pages of contextual features.

IMPORTANT: Do not observe something with which you are very familiar. You need a fresh look at a fresh context for your nervous system actually to notice the novel evidence in front of you. So, determining *what* you plan to observe is a balancing act. **It should be something related to your major or future plans, but it needs to be some activity that you do not observe on a regular basis.**

You **MUST** turn in a 100-200-word observation proposal, before actually conducting the observation (see the schedule, for details).

-->COMBINE the Observation and Context COMPONENTS INTO A SINGLE DOCUMENT BEFORE SUBMITTING IT.<--

Observation

Students will systematically observe and “write up” a religious observance or festival. To ask you to “record everything” is absurd. At some point during any person’s observational process, things are being attended to and others are being ignored. What you need to do is figure this out prior to your observation. Be careful as you take your notes not to fall into the trap of writing creative nonfiction. Also, be sure that your notetaking does not create a distraction to those around you. While it is tempting to embellish your observations with what you perceive your subjects to be doing, be careful, there are often motivations at work that are unseen to you. If you would like to interpret the actions of those you are observing make sure to indicate which notes are your thoughts and which are your observations. A good way to do this is to set up your notes in two columns, one which contains a list of your observations and another which contains your interpretation and thoughts. Another popular method is to bracket your thoughts within the body of your notes. For example: Subject A is crying [I think he is sad because subject B took his toy]. Remember, these are your notes. You will turn in an actual, well-structured observation paper – this is part of your writing requirement for this class.

Context

Answer the following questions (in essay format – do not list the questions and the answers.

Answer the questions within your essay.

1. Where and who are you observing? When were you there?
2. Describe in detail the physical setting in which you observed – pretend that the reader has never been to such a place before and be specific (e.g., how big is the room in feet and inches? How many tables, chairs, desks are there?). Maps and diagrams are helpful.

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3. What are the stated and unstated rules regulating behavior in this setting? Give this some thought, as this is a central feature of ethnography and cultural anthropology.
4. Note general patterns of behavior, speech, interaction – what are most people doing most of the time? (This is what I meant by “general summaries” above).
5. Describe those observed in general terms: how many of them are there, what are the gender/ethnicity/linguistic divisions, are there other characteristic that distinguish them as a group (uniforms, physical characteristics, et al.).

Reflect on your own feelings and thoughts while you were in this setting.

Assessment of the **Observation**

I will evaluate this portion of this assignment on the detail of the observations. If they are general “summaries” of actions, you will earn no better than a C. If the observations are reports of actual behavior for a sustained period of time, you will receive a B or A depending on how well you describe what you observed (detail, spelling, grammar, references to theory or examples from class, your readings, or elsewhere).

Assessment of the **Context**

Please follow these guidelines as closely as possible during your observations, and when you write up your observations. If you respond to all of these points, this section will receive full credit.

NOTE: Submit the paper as one single document. Do not turn your notes. Do not do the context section as a numbered list of questions and answers – incorporate the questions into the first half of your essay.

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Writing Assignment 3: Research Paper on ANY religion, other than your own (100 points)

Write a five-to-seven-page paper (including a 100-200-word abstract) explaining the basic principles of the Anthropology of Religion. The paper I expect to see from you, here is essentially, Make this project very personal.

Your paper topic MUST be approved by the instructor. To submit your topic, simply write an abstract/thesis statement of 100-200 words and an annotated bibliography of a minimum of four academic sources that you believe will be helpful when writing the paper. These must be legitimate academic sources.

Your annotated bibliography will include your abstract, at the top (100-200 words), followed by your first, properly formatted bibliographical reference. That will be immediately followed by a brief (100-200 words) description of the source and how you intend to utilize it, in your paper. Repeat those last two steps for the minimum of 4 academic sources (and descriptions). Remember, your citations MUST be in Chicago style.

A minimum of four scholarly sources is required for this paper. The course text is full of “scholarly sources” if you do not know what they are, look there.

Please, remember, some of you may be taking this class on-line and others are taking it face-to-face, but the line is quite fuzzy between the two versions of the class. All assignments are to be turned in, on-line. The textbook and other readings are all on-line. The discussion boards are on-line. Basically, the bulk of the scheduled lecture periods will consist of lectures on various Anthropological methods, theory, and techniques (supplemental to what’s on-line, in the textbook) or on writing (this is a “W” class). People in the online version of the class are free to attend the lectures & discussions.

Class Schedule

ASSIGNMENT (minimum page length)	VALUE	DUE DATES
Ethics Paper (5-7 pages)	100	10/21
Observation Proposal (100-200 words)	10	9/16
Observation Paper (5 pages)	90	11/18
Abstract for Final Paper & Annotated Bibliography (500-1000 words)	60	10/28
Final Paper: Research Paper (5-7 pages)	90	12/9
Participation	100	
Other points from on-line assignments		

Extra Credit

When I offer extra credit, I focus on the word *extra*. Therefore, I do not look at extra credit as a substitution for doing the regular assignments. Understand that you must complete all the other so-called regular credit assignments before I will add any of the extra credit points to your grade. Most weeks, you have an online assignment – I expect you to participate in every one of them (miss one, and there is no option for extra credit). There are three writing assignments (this is a W class). You must turn in all three (as well as the proposal and the abstract with the annotated

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bibliography) or I will not assign any extra credit points. Make your work count. Do all the extra credit you wish to, with the understanding that it only counts if you have completed all regular assignments. That said, I offer two forms of extra credit.

The first consists of occasional activities for which I will provide a handout with an activity. This could be a cultural or religious event, something related to my research, or something I think might be of interest to everyone and that I feel might provide a solid learning activity, for you.

The second form of extra credit is something that you can do, at any time. In the discussion forum there is a section called **Savage to Self**. This is a series of short radio programs from BBC Radio that discuss a wide array of subjects pertaining to Sociocultural Anthropology. At any point, you can go into the discussion forum and listen to one of the recordings (I suggest you do them in order, as they approach the topics progressively). You will then write 100-200 words about the broadcast. This can be in the form of a discussion (my preference) by engaging with what others have written, or you can start fresh. Do NOT just parrot what prior posters wrote, though. Go beyond just summarizing the material and try to bring other readings, lecture, or other items, issues, or concepts into the discussion.

For each discussion topic, you can earn up to 10 points, for a total of 100 points of extra credit. This is a significant amount of extra credit, therefore, I expect your work to be of the highest caliber (these are not freebee points).

Participation: Your participation grade comes from your willingness to engage in large and small group discussions AND your postings in the discussion forum (see schedule for specifics). Attending class, though not mandatory, is highly recommended, and missing class excuses no one from the requirement to know the information presented that day.⁹ The instructor does not provide lecture notes, nor summaries of class discussions. Assigned readings should be viewed thoroughly before coming to class to serve as a foundation for class discussions. *()

Note: Grades will not be posted on Blackboard, but you may request your current grade at any time. Your final course grade may be viewed on myfresnostate.com.

When you attend class, I expect the courtesy of you remaining for the entire session. Makeup tests for missed exams must be taken within one week after returning to class, and will only be permitted in the event of a medical emergency, verified in writing by a physician, for something of a similar nature, or for pre-approved university activities. Make-up exams are given by appointment at the convenience of the professor (I do not have set office hours, as lecturers share an office in the Anthro Department). I routinely submit all student research papers to a plagiarism detection service for an authenticity review. The process is conducted electronically and I am the only person who has access to the results. A copy of the paper is stored in the

⁹ Attendance is mandatory from April 11 through May 6, for class presentations.

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system's electronic databank, which protects the student's intellectual property by identifying anyone who might improperly attempt to use their paper or any parts of their paper at some future date. Students may opt, however, to take this course from an instructor who does not use a plagiarism detection service.

PROBLEMS, DIFFICULTIES, AND EXTENUATING CIRCUMSTANCES

Instructions and guidelines provided in this syllabus are meant to provide clarity regarding course requirements and procedures, and will be strictly adhered to. Students are strongly urged to request additional clarification regarding any aspect of the course requirements, assignments, and/or instructions as they may deem necessary. Most important, should any problem, difficulty, or extenuating circumstance arise impacting your performance or ability, please immediately inform the instructor of the situation. Direct and immediate communication with the instructor is the best way to seek a solution to the academic impact of any given situation.

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811)

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating, which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which student and faculty may learn to reason with clarity and understanding of the community in which they live ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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