

Course Outline

COURSE: SOC 3 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: RACE AND ETHNICITY

LONG TITLE: Sociology of Race, Ethnicity and Cultural Identity

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course is designed to introduce students to the basic sociological concepts and theories of race, ethnicity and cultural identity in U.S. society. Students will examine race, ethnicity and cultural identity as social constructs that permeate social structures and institutions, and how they change over time and space. Over the semester students will critically analyze the ways which race, ethnicity, class, and gender/sexuality continually shape people's lives and experiences. While the class focuses on U.S. societies, students will also critically compare and contrast race and ethnicity in other societies. (C-ID: SOCI 150) ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Explain and evaluate various sociological theories on race and ethnicity.

Measure of assessment: Quizzes, exams, and/or term papers.

Year assessed, or planned year of assessment: 2018

Semester: Fall

2. Describe contemporary and past forms of racism, prejudice, and discrimination as well as sociological explanations for their causes and effects.

Measure of assessment: quizzes, exams, and/or term papers.

Year assessed, or planned year of assessment: 2018

Semester: Fall

3. Describe and assess the history of relations among dominant and minority racial and immigrant groups in the United States.

Measure of assessment: Quizzes, exams, and / or term papers.

Year assessed, or planned year of assessment: 2018

Semester: Fall

4. Describe and evaluate the reasons for the prevailing social, economic, and political positions of the different racial and ethnic groups.

Measure of assessment: quizzes, exams, and/or term papers.

Year assessed, or planned year of assessment: 2018

Semester: Fall

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

Content: Introduction to Race, Ethnicity, and Cultural Identity

Assignments: Reading from text

Performance Objectives: (1) Define race, ethnicity and "subordinate

Groups" (2) Analytically distinguish between the various types of Subordinate groups; (3) critically evaluate the biological meaning

Of race; (4) Critically examine the

consequences of subordinate-

group status

4 Hours

Content: Prejudice

Assignments: Reading from text.

Performance Objectives: (1) Define the term "hate crime"; (2)

Distinguish between

prejudice and discrimination; (3) Critically examine the four major sociological theories of prejudice--scapegoating theory, authoritarian personality theory, exploitation

theory and the normative

approach; (4) Critically examine the content of prejudice-- stereotyping; (5) Critically examine prejudice

Through a case study of "emerging prejudice"

3 Hours

Content: Discrimination, Colorblind and Modern racism

Assignments: Reading from text.

Performance Objectives: (1) Define discrimination; (2) Compare and contrast relative and absolute deprivation; (3) Critically examine discrimination in today's America (4) Critically Examine colorblind Racism ,modern racism and sexism (5) Critique the concept of a post racial society

3 Hours

Content: The Development of Minority-Majority Group Relations

Assignments: Reading from text.

(1) Critically evaluate colonialism and its impact on contemporary race/ethnic relations (2) Examine the creation of minority group status for African Americans, American Indians and Mexican Americans. (3) Evaluate how colonization effected men and women differently

3 hours

Content: Immigration and the United States

Assignments: Reading from text.

Performance Objectives: (1) Examine today's foreign-born population; (2) Critically evaluate why the restrictionist sentiment has increased; (3)

Examine contemporary immigration concerns--terrorism, the brain drain, population growth, and illegal immigration

3 hours

Content: Ethnicity and Religion

Assignments: Reading from text.

Paper Assignment 1

Performance Objectives: (1) Assess the degree of ethnic diversity in contemporary America; (2) Critically evaluate the nature and degree of religious pluralism in American society;

(3) Critically examine ethnicity, religion and social class

3 Hours

Content: The Native Americans

Assignments: Reading from text.

Performance Objectives: (1) Critically examine the early European contacts with native peoples; (2) Compare and contrast the various treaties and contracts signed by native American tribes; (3) Compare and contrast the Allotment with the Reorganization

Acts; (4) Critically examine reservation life and federal reservation policies; (5) Analyze how native American tribes are doing today

3 Hours

Content: African Americans Today

Assignments: Reading from text.

Performance Objectives: (1) Critically examine the quality and quantity of education; (2) Demonstrate the effects of school segregation; (3) Examine the role of income and wealth, employment and African American businesses; (4) Critically examine the strengths and weaknesses of African American families; (5) Discuss the state of the African American middle class

3 Hours

Content: Hispanic Americans

Assignments: Reading from text.

Performance Objectives: (1) Examine the primary components of Latino identity; (2) Discuss the language divide; (3)

Critically examine and evaluate the growing Latino political presence

3 Hours

Content: Mexican Americans and Puerto Ricans

Assignments: Reading from text.

Performance

Objectives: (1) Examine the primary components of Mexican identity; (2) Compare and contrast Latino and Mexican American experiences; (3) Compare and contrast Mexican with Puerto Rican economic and political power; (4) Critically evaluate the contemporary picture of Mexican Americans and Puerto Ricans

3 Hours

Content: Asian Americans: Growth and Diversity

Assignments: Reading from text

Performance Objectives: (1) Critically evaluate the "model-minority" image; (2) Define the extent of Asian American political activity; (3) Examine the extent of diversity among Asian Americans

3 Hours

Content: Chinese Americans and Japanese Americans

Assignments: Reading from text.

Performance Objectives: (1) Examine the role of Chinese immigrants on the development of modern industrial America; (2) Analyze the current Chinese family and religious life; (3) Critically examine why Japanese Americans were interned during WWII; (4) Analyze the current Japanese family and religious life

3 Hours

Content: Jewish Americans: Quest to Maintain Identity

Assignments: Reading from text.

Performance Objectives: (1) A critical examination of the Jewish people--race, religion, or ethnic group; (2) Examine trends in Jewish immigration to the U.S.; (3) Critically evaluate the cause and extent of anti-Semitism in current American society

3 Hours

Content: Women:

The Oppressed Majority

Assignments: Reading from text.

Performance Objectives: (1) Critically evaluate the effects of gender roles; (2) Explain and critically evaluate the feminist movement;

(3) Critically appraise the economic picture for American women in contemporary America; (4) Examine the effects of gender roles on contemporary American women

3 Hours

Content: Class and

Gender/Sexuality

Assignments: Readings from text,

Performance Objectives: (1) Describe and critically analyze the role that social class plays in communities' ability to challenge

institutional barriers. (2) Assess various ways that gender/sexuality

orientations intersect with race and class barriers. (3) Describe contributions that gay, lesbian and transgender groups have

made in challenging society stereotypes.

3 Hours

Content: Beyond the U.S.: The Comparative Perspective

Assignments: Reading from text.

Performance Objectives: (1)

Compare and contrast conditions in Mexico, Canada, Northern Ireland, Israel, South Africa and the United States

3 Hours

Content: Overcoming Exclusion

Assignments: Reading from text.

Performance Objectives: (1) A critical examination at various ways that people have overcome exclusion; (2) Evaluate the role of exclusion in America--causes and consequences; (3) Explain

the types of people who have been excluded--the aged, people with disabilities, gays and lesbians, etc.; (4)

Exclusion: an appraisal of where we are as a country

3 Hours

Final Exam, and/or

Project,

2 hours

Final

METHODS OF INSTRUCTION:

The course may include the following: lecture, discussion, small group work on conceptual problems, field work, guest speakers, and film and video presentations.

OUT OF CLASS ASSIGNMENTS:

Assignment Description:

Out of class assignments to include readings, written assignments, and/or projects. Allotted time based on Carnegie hour: approximately 6 hours per week.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 20.00 %

Group projects, assignments, etc.

Objective examinations

Percent of total grade: 30.00 %

Multiple choice, short answer, and/or essay

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Verified by:Microsoft Word Program. Required: Joseph F. Healey, Race, Gender and Class, 7th Edition Pine Forge Press, 2014, or other appropriate college level text. ISBN: 1452216517

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU D, effective 201570

CSU D0, effective 200830

CSU D3, effective 200830

IGETC:

IGETC 4J, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: SOC

CSU Crosswalk Course Number: 3

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000304137

Sports/Physical Education Course: N

Taxonomy of Program: 220800