GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: SOC 3 DIVISION: 10 ALSO LISTED AS: ETHN 3B

TERM EFFECTIVE: Fall 2021 CURRICULUM APPROVAL DATE: 06/08/2021

SHORT TITLE: RACE AND ETHNICITY

LONG TITLE: Sociology of Race, Ethnicity and Cultural Identity

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

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

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). Also listed as ETHN 3B.

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:

By the end of this course, a student should:

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

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

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

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

COURSE CONTENT:

Curriculum Approval Date: 06/08/2021

COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Analyze and articulate concepts including, but not limited to, race and racism, racialization, ethnicity, equity, eurocentrism, white supremacy, self-determination, decolonization, imperialism, settler colonialism, and anti-racism as analyzed in Ethnic Studies traditions.

2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, national origin, immigration status, and/or tribal citizenship in African American, Asian American, Latinx American communities, and/or Native American communities.

3. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, has been experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latinx Americans and how they are relevant to current and structural issues, such as: housing policy, language policy, multiculturalism, and immigration reform.

4. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latinx communities to build a just and equitable society.

5. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the social struggles and movements of those groups with an emphasis on activism and empowerment.

COURSE CONTENT(CONTINUED):

Introduction to Race, Ethnicity, and Cultural Identity (4 hours)

• Define race, ethnicity, nationality, "subordinate Groups", Racial domination, eurocentrism, and white supremacy.

• Historical perceptions of race including scientific racism.

• Critically evaluate the biological conceptions of race

• Examine the social construction of race and race as a social reality.

The Invention of Race (4 hours)

• Critically evaluate colonialism and its impact on contemporary race/ethnic relations

• Examine the creation of minority group status for African Americans, Mexican Americans, Asian Americans, and Native Americans

• Examine the role of Colonization, Settler Colonialism, The Spanish and English Conquests, the Atlantic slave trade, Chattel Slavery, Emancipation, Jim Crow Era, Manifest Destiny, and Imperialism.

• Evaluate gendered differences in the development of ideologies of race.

Prejudice, Discrimination, and Racism (6 hours)

• Distinguish between prejudice, discrimination, institutional discrimination, and racism.

• Examine systems of privilege, white privilege, intersectionality, and the matrix of domination.

• Examine major sociological theories of prejudice, racism, and discrimination.

• Examine forms of individual and systemic racism.

• Critically examine color-blind ideology and its social and political functions, including Bonilla-Silva’s Racialized Systems Approach

• Critically examine modern and historical forms of discrimination

• Critique concept of a post racial society

• Examine what it means to be anti-racist from the perspective of African American, Asian America, Latinx American, and/Native American groups.

How Space Gets Racialized (3 hours)

• Institutional discrimination and housing (red lining policies, subprime mortgage loans, eviction policy, racial housing covenants, sundown towns, racial violence against ethnic enclaves)

• Racialization of neighborhoods.

• Migration and Urbanization and the rise of urban ghettos

• Urban renewal and gentrification, rural and suburban racialization, Environmental racism.

• History of segregation, modern mechanisms and causes of segregation, social consequences, and solutions to combat segregation.

• How have these systems and processes affected racial/ethnic groups such as African Americans, Asian Americans, Latinx Americans, and/or Native Americans.

Immigration and the United States (4 hours)

• Examine historical waves of immigration and key immigrations policy.

• Examine shifts in immigration policy and how they targeted and restricted specific racial/ethnic groups (e.g. Chinese and Japanese exclusion, Japanese Internment in WWII, etc.)

• Examine today's foreign-born population.

• Critically evaluate why restrictionist sentiment has increased.

• Evaluate theories of assimilation, segmented assimilation, and acculturation frameworks.

• Examine contemporary immigration concerns--terrorism, the brain drain, population growth, and illegal/undocumented immigration.

Economics, Social Class, and Occupations (4 hours)

• Discuss historic economic policy and the role of race and racism in implementation.

• New Deal, GI Bill, Affirmative Action, Welfare Reform (TANF)

COURSE CONTENT(CONTINUED):

• How industrialization, decline of manufacturing, and other economic shifts differentially impacted various racial/ethnic groups such as African Americans, Asian Americans, Latinx Americans, and/or Native Americans.

• Describe and critically analyze the role that social class plays in communities' ability to challenge institutional barriers.

• Examine extent and causes of income and wealth disparities among African Americans, Asian Americans, European Americans, Latinx Americans, and/or Native Americans Examine the extent of poverty, explanations for why poverty exists, poverty programs, and how race and ethnicity is connected.

• Compare and contrast the various treaties and contracts signed by Native American tribes, critically examine reservation life and federal reservation policies, and analyze economic conditions of Native American tribes today.

• Examine Labor market dynamics, including unemployment, underemployment, and labor force participation.

• Theories connecting shifts in the labor market with historic and current racialized responses.

• Examine racial discrimination in the labor market and how it may differ or is experienced by African Americans, Asian Americans, European Americans, Latinx Americans, and/or Native Americans.

Gender and Sexuality (4 hours)

• Critically evaluate the effects of gender roles

• Explain and critically evaluate the feminist movement.

• Critically appraise intersections of race and gender in terms of gender roles and expectations, as well as social and economic issues and outcomes in contemporary America and how these may operate or be experienced differently by African Americans, Asian Americans, European Americans, Latinx Americans, and/or Native Americans.

• Assess various ways that gender/sexuality orientations intersect with race and class barriers.

• Describe contributions that gay, lesbian and transgender groups have made in challenging stereotypes.

Family Life (3 hours)

• Examine shifts in family formation from Colonial America, Slavery, Reconstruction, to modern era.

• Examine family dynamics among various racial ethnic groups in America, including African Americans, Asian Americans, European Americans, Latinx Americans, and/or Native Americans.

• Discuss history and trends in interracial marriage, marriage rates, divorce, non-marital birth, single parenthood, etc. and connect to racial policy.

• Self and racial Identity Formation

Crime & Punishment (4 hours)

• Examine history and rise of the American prison system (Pennsylvania system, Auburn Prison, Lynch mobs, prison labor, convict leasing)

• Examine Hate crimes, racialized violence and the development and impact of racialized mass incarceration.

• Analyze racial disparities in the justice system (law and order justice, sentencing disparities, biased policing practices, militarization of police, prosecutorial discretion, jury selection, plea bargaining and bail, criminalization of racial minority youth, gang injunctions, racialized views of terrorism)

Education (3 hours)

• Examine racialized access to education.

• Examine Separate but Equal schooling (From Plessy v. Fergusson to Brown v. Board), bussing, residential segregation, school funding policy and how these policies affected African American populations in particular.

• Analyze history and legacy of Indian Boarding Schools and child removal policies and how these policies affected Native American populations.

• Examine curriculum development, normalizations and centering of Whiteness in American education, controversy over ethnic studies programs and multicultural education.

• Examine education outcomes for various racial ethnic groups (African Americans, Asian Americans, European Americans, Latinx Americans, and Native Americans) and examine effects on subsequent economic outcomes, risk of poor health, and risk of incarceration (school to prison pipeline).

COURSE CONTENT(CONTINUED):

• Examine and critique model minority myth, stereotype threat, and oppositional cultural arguments and how this particularly affects Asian Americans.

• Examine impact of affirmative action and Title IX on education access and outcomes.

• Examine benefits of multicultural learning environments and social justice approaches to education (i.e., Chicano Movement)

Media and Aesthetics (3 hours)

• Examine racial representations in art, music, television, film, advertising, and other forms of media.

• Examine racial stereotypes and racist representations of various racial / ethnic groups (e.g., minstrelsy, human zoos, Black/Yellow/Red Face, use of racial groups as mascots)

• Examine the White aesthetic and the White Gaze in American media

• Examine conceptions of high and low art forms and how they are racially coded.

• Examine cultural appropriation, racist appropriation, and antiracist appropriation.

• Apply critical race theory to American Media.

Health and Health Disparities (3 hours)

• Examine health outcomes and health disparities among racial ethnic groups (African Americans, Asian Americans, European Americans, Latinx Americans, and/or Native Americans) in the United States.

• Examine roots of these health disparities and the history of racist medical experiments and practices (i.e., Tuskegee Study).

• Examine access to health care and discrimination in medicine.

Politics & Associations (3 hours)

• Examine the Black Civil Rights Movement, the Chicano Movement, the Native American Rights Movement, and the Asian American Rights Movement

• Examine the Voting Rights Act and the legacy

• Examine voting patterns, voter suppression, and fight for equality in representation.

• Examine rise of White Power Movement and Racial Separatist Groups

• Examine Organized Hate groups, nationalist groups, and responses.

Toward a Racial Democracy (4 hours)

• Examine ideas of racial democracy.

• Examine individual, interactional, and institutional levels of change, as well as collective action, resistance, and movements for racial justice particularly those of African Americans, Asian Americans, Latinx Americans, and/or Native Americans.

• Explore ways to achieve racial justice, decolonization, liberation, and foster anti-racism and self-determination.

Final Exam (2 hours)

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:

Required Outside Hours: 50

Assignment Description:

Assigned Readings

Required Outside Hours: 58

Assignment Description:

Written Assignments

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:

Desmond, Matthew & Emirbayer, Mustafa. Race in America, 2nd Edition. New York: Norton,2019.

Leading text in the field. Instructor may opt for other college level text.

ISBN: 978-0393419504

Reading Level of Text, Grade: 12 Verified by: N Park

Recommended Representative Textbooks

Gallagher, Charles A.. Rethinking the Color Line: Readings in Race and Ethnicity, 6th Edition. New York: Sage,2018.

Useful edited volume.

ISBN: 9781506394138

Reading Level of Text, Grade: 12 Verified by: N Park

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
- GAV D2
- GAV F
- GAV Area 4 = Social & Behavior

CSU GE:
- CSU D
- CSU D0
- CSU D3

IGETC:
- IGETC 4J

CSU TRANSFER:
- Transferable CSU

UC TRANSFER:
- Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
C-ID: (SOCI 150).
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Course Control Number: CCC000304137
Sports/Physical Education Course: N
Taxonomy of Program: 220800