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

<table>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture:</td>
<td>3</td>
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<td></td>
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<td>Lab:</td>
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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
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