

SOC 30 Course Outline as of Spring 2020**CATALOG INFORMATION**

Dept and Nbr: SOC 30 Title: RACE & ETHNIC RELATIONS

Full Title: Race and Ethnic Relations

Last Reviewed: 11/27/2023

| Units | Course Hours per Week | | Nbr of Weeks | | Course Hours Total | |
|---------|-----------------------|-------------------|--------------|------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 3.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 3.00 | | Contact Total | 52.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

The sociological study of race and ethnicity in the United States. The course takes a comparative approach in analyzing group interaction, prejudice, privilege, and discrimination. Students will explore the history of immigration, the process of assimilation, and dominant-minority relations over time.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: The sociological study of race and ethnicity in the United States. The course takes a comparative approach in analyzing group interaction, prejudice, privilege, and discrimination. Students will explore the history of immigration, the process of assimilation, and dominant-minority relations over time. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | | |
|----------------------------|----------------------|------------------------------------|-----------------------------|------------------|
| AS Degree: | Area | | Effective: | Inactive: |
| | D | Social and Behavioral Sciences | Fall 1981 | |
| | G | American Cultures/Ethnic Studies | | |
| CSU GE: | Transfer Area | | Effective: | Inactive: |
| | D | Social Science | Fall 2012 | |
| | D0 | Sociology and Criminology | | |
| | D3 | Ethnic Studies | | |
| | D | Social Science | Fall 2011 | Summer 2012 |
| | D0 | Sociology and Criminology | | |
| | D1 | Anthropology and Archeology | | |
| | D3 | Ethnic Studies | | |
| | D4 | Gender Studies | | |
| | D | Social Science | Fall 1991 | Summer 2011 |
| | D0 | Sociology and Criminology | | |
| | D1 | Anthropology and Archeology | | |
| | D4 | Gender Studies | | |
| | D | Social Science | Fall 1981 | Summer 1991 |
| | D1 | Anthropology and Archeology | | |
| | D4 | Gender Studies | | |
| IGETC: | Transfer Area | | Effective: | Inactive: |
| | 4 | Social and Behavioral Science | Fall 2011 | |
| | 4C | Ethnic Studies | | |
| | 4J | Sociology and Criminology | | |
| | 4 | Social and Behavioral Science | Fall 1991 | Summer 2011 |
| | 4J | Sociology and Criminology | | |
| CSU Transfer: | Transferable | | Effective: Fall 1981 | Inactive: |
| UC Transfer: | Transferable | | Effective: Fall 1981 | Inactive: |
| CID: | | | | |
| CID Descriptor: | SOCI 150 | Introduction to Race and Ethnicity | | |
| SRJC Equivalent Course(s): | | PSYC34 OR SOC30 | | |

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Identify issues in contemporary group relations.
2. Critically evaluate the concept of race using contrasting theoretical materials.

Objectives:

Upon completion of this course, students will be able to:

1. Explain “race” as a social construction contrasting sociological, biological, and historical perspectives.
2. Describe the history of relations among dominant and minority groups by looking at relevant social and economic factors.
3. Discuss contemporary and past forms of prejudice and discrimination as well as their causes according to both sociological and psychological theories.
4. Evaluate the impact of governmental policies and laws on the relative social position of different ethnic groups today.
5. Explain various sociological theories on race and ethnicity.
6. Explain various research methodologies in the field of sociology.

Topics and Scope:

- I. Diversity in the United States
 - A. What is a minority group?
 - B. Patterns of inequality
 - C. Theoretical perspectives
 - D. Concepts of race and gender
 - E. Research methodologies
- II. Assimilation and Pluralism
 - A. Theories and concepts
 - B. Industrialization and immigration
 - C. The campaign against immigration
 - D. Patterns and variations in assimilation
- III. Prejudice and Discrimination
 - A. Dimensions of prejudice
 - B. Stereotypes
 - C. Intersections of race, gender, and class
 - D. Causes and persistence of prejudice
- IV. The Development of Dominant-Minority Group Relations
 - A. Origins of slavery in America
 - B. Labor supply problem
 - C. Contact situation
 - D. Paternalistic relations
- V. Industrialization and Dominant-Minority Relations
 - A. Competitive group relations
 - B. Impact of industrialization
 - C. Origins of protest
 - D. Modern institutional discrimination
- VI. In-depth focus on at least three of the following:
 - A. African-Americans
 - B. Hispanic Americans
 - C. Native American Indians
 - D. Asian Americans

Assignment:

1. Textbook reading (20 - 40 pages) or assigned studies on race/ethnicity per week
2. Two to three exams and a final exam based on readings, lectures, and films
3. One written research paper of 1500-2500 words in length relating to a contemporary issue

- concerning race and ethnic relations in the United States
4. Two to four reflection/response papers (250-500 words each)
 5. Additional projects may include outside research, in-class presentations, exercises, and group projects

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

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| Written homework, Reflection/Response papers, Research paper | Writing 20 - 40% |
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

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| None | Problem solving 0 - 0% |
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

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| None | Skill Demonstrations 0 - 0% |
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Exams: All forms of formal testing, other than skill performance exams.

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| Exams and Final: Multiple Choice, Essay exams, True/false | Exams 40 - 60% |
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Other: Includes any assessment tools that do not logically fit into the above categories.

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| In-class presentations, and class participation | Other Category 0 - 20% |
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Representative Textbooks and Materials:

Race, Class, and Gender: An Anthology. 9th ed. Andersen, Margaret and Collins, Patricia. Wadsworth/Thomson. 2015

Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change. 7th ed. Healey, Joseph and O'Brien, Eileen. Sage. 2014