SOC 2200: Race and Ethnicity

COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: None
Prerequisites: None

CATALOG DESCRIPTION:
Race and Ethnicity underlie some of the hottest issues in the United States today. In this course we will examine dominant-minority group relations and learn the histories, situations and issues associated with race, ethnicity, gender. Specifically, we will explore the interrelationship between dominant culture and African Americans, Native Americans, Hispanic Americans, Asian Americans and women. This course focuses on large groups and social structures with an emphasis on social conflict and change. Race and Ethnicity meets the Minnesota State Sociology Transfer Pathway Elective B requirements. MNTC Goal Area(s): (05) History and the Social and Behavioral Sciences and (07) Human Diversity.

OUTLINE OF MAJOR CONTENT AREAS

1. Exploring race and ethnicity
   A. Minority groups
   B. Theoretical perspectives
   C. Status and stratification
   D. Prejudice and discrimination
2. Assimilation and pluralism
   A. Patterns and variations in assimilation
   B. Pluralism
   C. Immigration
3. Prejudice and discrimination
   A. Affective and cognitive dimensions
   B. Causes and persistence
   C. Trends
4. Creation of dominant-minority group relations
   A. Slavery
   B. Native Americans and Mexican Americans
5. Industrialization and dominant-minority group relations
   A. Segregation
   B. Dimensions of minority group status
   C. Trends
   D. Institutional discrimination
   E. Social change and activism
6. African Americans
   A. Segregation
   B. Black movement
   C. Trends
7. Native Americans
   A. Culture
   B. Historical and contemporary relations
   C. Protest and resistance
   D. Prejudice and discrimination
   E. Assimilation and pluralism

8. Hispanic Americans
   A. Mexican Americans patterns and immigration
   B. Puerto Ricans
   C. Cuban Americans
   D. Prejudice and discrimination
   E. Assimilation and pluralism

9. Asian Americans
   A. Chinese Americans
   B. Japanese Americans
   C. Immigration
   D. Prejudice and discrimination
   E. Assimilation and pluralism
   F. Explaining Asian American success

10. Current immigration
    A. New Hispanic groups
    B. Asia
    C. Middle Eastern and Arab Americans
    D. Africa
    E. Issues and controversies
    F. Assimilation

11. Gender
    A. History and background
    B. Movements
    C. Sexism and discrimination
    D. Assimilation and pluralism

12. LGBT
    A. History
    B. Liberation movements
    C. Trends and issues

13. Cross-national perspective
    A. Global diversity
    B. Group relations

14. Themes and patterns
    A. Contact situation
    B. Group competition
    C. Power
    D. Intersectionality
    E. Assimilation and pluralism
LEARNING OUTCOMES (General)
1. Students will identify traditional theories of assimilation, cultural pluralism and structural pluralism.
2. Students will define minority group status and explain how race and gender contribute to that status.
3. Students will articulate how dominant-minority relations are shaped by subsistence technology and the contact situation.
4. Students will describe how segregation, racism and institutional discrimination affect African Americans.
5. Students will analyze the relations between Native Americans and the US government, whites, and US society historically and today.
6. Students will discuss the history, prejudice, discrimination and situations for Hispanic Americans.
7. Students will dissect the idea of Asian Americans as a “model minority” and review the history, situations, and inequity experienced by Asian Americans.
8. Students will summarize the acculturation and secondary (e.g. residential patterns, school integration, political power, jobs and income) and primary structural assimilation of minority groups.
9. Students will explain the historical and economic roots of gender inequality.
10. Students will analyze how cultural, social, political and economic change affects social inequality and evaluate the progress made by social movements towards social change.

Minnesota Transfer Curriculum Goal Area(s) and Competencies
History and the Behavioral and Social Sciences
Human Diversity

LEARNER OUTCOMES ASSESSMENT
As noted on course syllabus

HCC COMPETENCIES:
Social/Civic Responsibility
Thinking Creatively and Critically

STUDENT CONTRIBUTIONS:
Students will be expected to
1. attend class regularly and communicate absences in advance.
2. exhibit appropriate classroom behavior including no cell phone use and respectful discourse.
3. read all assigned material on a timely basis.
4. complete quizzes/tests on scheduled dates.
5. complete all writing assignments.

METHODS FOR EVALUATING STUDENT LEARNING:
Student assessment shall take place using instruments selected/developed by the course instructor.

Curriculum Committee Approval Date: February 4, 2019

AASC APPROVAL DATE: February 20, 2019

REVIEW DATE: February 2024