

# SJS A101: INTRODUCTION TO RACE AND ETHNICITY

Item	Value
Curriculum Committee Approval Date	12/02/2020
Top Code	220800 - Sociology
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)
Associate Science Local General Education (GE)	• Area 4 Social and Behavioral Sciences (OSD)
Global and Multicultural Requirement (OGM)	Yes
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 4 Social & Behavioral Sciences (4)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 4 Social&Behavioral Sci (4)
California State University General Education Breadth (CSU GE-Breadth)	• CSU D Soc Politic Econ Inst (D)

## Course Description

Sociological analysis of race, ethnicity, and racism. Examines the cultural, political, and economic practices and institutions that support or challenge racism, racial and ethnic inequalities, as well as patterns of interaction between various racial and ethnic groups. Enrollment Limitation: SOC A150; students who complete SJS A101 may not enroll in or receive credit for SOC A150. Transfer Credit: CSU; UC.

## Course Level Student Learning Outcome(s)

1. Differentiate between individual and institutional level discrimination.
2. Explain the intersectional relationship between race and ethnicity, gender, and class.
3. Compare and contrast the historical experience of two different racial or ethnic minority groups.

## Course Objectives

- I Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations
- I. 1. Differentiate concepts such as prejudice, discrimination, segregation, assimilation, and pluralism

- I. 2. Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level
- I. 3. Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.
- I. 4. Analyze intersections of race and ethnicity with gender, class and other locations of identity
- I. 5. Identify and analyze patterns of racial and ethnic interaction
- I. 6. Identify, compare and contrast the experiences of major racial and ethnic groups
- I. 7. Examine majority-minority group relations including issues such as power and privilege
- I. 8. Evaluate debates on current socio-political racial and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations.

## Lecture Content

Course will include: 1. Definition of and theories on race, racism, and ethnicity including biological and socio-cultural construction of race and ethnicity 2. The nature of minority-majority relations 3. Prejudice, discrimination, and institutional racism 4. Patterns of racial and ethnic interaction including scapegoating, immigration, colonialism, assimilation, integration, pluralism 5. U.S. racial and ethnic identity and politics of groups such as Native Americans, African Americans, U.S. Latinos, Arab Americans, Asian Americans, Euro-Americans, and Multiracial Americans 6. Interplay of race, ethnicity, class, gender, and sexuality 7. Economic and political conditions of racial and ethnic groups 8. The Future of racial and ethnic relations 9. Color-blind racism 10. Racial and ethnic profiling 11. Immigration and racial politics 12. Racialized and ethnic violence and genocide Other topics may include: 13. Colonialism and global racism

## Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

## Instructional Techniques

1. Lecture and description of major concepts. 2. Instructor will provide verbal and written feedback to students questions. 3. Instructor will present special topic media to reinforce course themes. 4. Students will work together on specialized class activities and exercises. 5. Students will work together in small discussion groups. 6. Exams will be composed of short essay answers focusing on major themes of the course. 7. Students will participate in cooperative discussion of written assignments.

## Reading Assignments

Students will spend 2-3 hours per week reading from the textbook and from instructor assigned articles.

## Writing Assignments

Life History Project Each student will write an 8 page double-spaced typewritten paper with bibliography. The topic will focus on an individual biographical interview with a person from a specific ethnic/cultural or religion from which the student is not a member. The library portion of the assignment requires at least 3 resources which will enable the student to better interview the individual chosen for the life history.

## **Out-of-class Assignments**

Critical Summaries Students will write ten 1-2 page typewritten critical summaries based on textbook readings. These summaries will include reactions to the authors' viewpoints and experiences.

## **Demonstration of Critical Thinking**

1. Participation in small-group class discussions. 2. Written short critical summaries based on reading assignments. 3. Written analytical paper as described in Writing Assignments. 4. Accomplishment of library resource reading to complete writing assignments. 5. Participation in specialized class activities and exercises. 6. Short written examinations covering texts and lecture materials.

## **Required Writing, Problem Solving, Skills Demonstration**

1. Critical Summaries a. Students will write ten 1-2 page typewritten critical summaries based on textbook readings. b. These summaries will include reactions to the authors' viewpoints and experiences. 2. Life History Project a. Each student will write an 8 page double-spaced typewritten paper with bibliography. b. The topic will focus on an individual biographical interview with a person from a specific ethnic/cultural or religion from which the student is not a member. c. The paper will include use of terminology and concepts from the course.

## **Eligible Disciplines**

Anthropology: Master's degree in anthropology or archaeology OR bachelor's degree in either of the above AND master's degree in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent. Master's degree required. Sociology: Master's degree in sociology OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent. Master's degree required.

## **Textbooks Resources**

1. Required Joseph Healey Andi Stepnick, Eileen O'Brien. Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change, 8 ed. Thousand Oaks, CA: Sage Publications, 2018 Rationale: 8th edition, 2018, (the 6th edition is the oldest acceptable), ISBN: 1506346944 2. Required Parrillo, Vincent N.. Understanding Race Ethnic Relations, 5 ed. Upper Saddle River: Pearson, 2015 Rationale: New edition updated by author. 3. Required Rosenblum, Karen Travis Toni-Michelle. The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class, Sexual Orientation, and Disability, 7 ed. New York: McGraw-Hill, 2015 Rationale: updated 7th edition 4. Required Coates, Rodney. The Matrix of Race: Social Construction, Intersectionality, and Inequality, First ed. Thousand Oaks: Sage Publications, 2017