**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 203 *–* Racial and Cultural Minorities**

**Course Outline**

**Course Number & Name:**  SOC 203 Racial and Cultural Minorities

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in SOC 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course analyzes the influence and contributions of selected racial, ethnic, and cultural minorities in contemporary American life. Emphasis is placed on the structural elements in American society affecting the entry of such groups into the mainstream of American life. The social and psychological dynamics of prejudice and discrimination are examined.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. define and analyze the concept of race from a sociological perspective;
2. critically analyze racial conflict in American society;
3. identify the social institutions in which race is found; and
4. compare and contrast global racial and cultural relations.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Define and analyze the concept of race from a sociological perspective:

* 1. *define the concept of race and its origins;*
	2. *explain the difference between race and ethnicity;*
	3. *discuss the interconnections between race, class, and gender;*
	4. *discuss racism and how it operates in society;* and
	5. *explain the social construction of race*
1. Critically analyze racial conflict in American society:
	1. *describe the origins of racial conflict in America;*
	2. *analyze the impact the system of slavery has had on race relations in America;* and
	3. *devise a plan to end racial discrimination and oppression*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Identify the social institutions in which race is found:
	1. *analyze race relations in institutions of higher education;*
	2. *compare and contrast conceptualizations about race in homogeneous and bi-racial families;* and
	3. *determine what institutions may benefit from the maintenance of racial conflict by examining current affairs and various data acquired through research*
2. Compare and contrast global racial and cultural relations:

* 1. *explain how racial relations differ around the world being sure to examine the United States, Brazil, Colombia, South Africa, Canada, England or other countries;* and
	2. *describe how racial discrimination can either benefit or hamper the success of global businesses*

**Methods of Instruction**: Instruction consists of lectures, class discussions, videos, and a scholarly research project.

**Outcomes Assessment:** Weekly analytical reflections and/or quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the assigned research paper and the final presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives.  The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read all assigned course materials including the textbook selections.
2. Attend class regularly.
3. Complete all written assignments and participate in classroom discussions.
4. Complete the assigned research paper using ASA format for reference and citation.
5. Take exams/quizzes as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Analytical Reflections/Quizzes/Class Participation/Attendance 30 – 40%**

Weekly assignments are made that analyze reading materials and/or current affairs, the selection of which is based on relevance to course objectives. Responses to reflective questions or quizzes will provide evidence of the extent to which students have met course objectives. Classroom participation and attendance are also considered here.

* **Research Paper** (8 – 10 pages) **20 – 40%**

This research project requires students to use scholarly journals as sources and ASA formatting to present a professional research paper. The papers are evaluated using a rubric for the presence of course objectives, including using one of the three major sociological theoretical perspectives.

* **Final Presentation**   **0 – 35%**

The presentation requires the use of PowerPoint and discussion of the student’s paper in conjunction with one of the chapters covered over the course of the semester and, therefore, relates to one or more course objectives.

* **Literature Reviews 10 – 20%**

Literature reviews are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the sociological literature. Based on the literature review, students are required to develop a thesis and draw conclusions on the topic researched.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* **Final Exam** (optional and alternative to above measures)  **0 – 35%**

The **comprehensive** final exam will examine the extent to which students grasp and synthesize the sociological concepts, methods, and theories and have achieved course objectives.

Note: The instructor will determine (as appropriate) the specific component(s) appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following required texts:

Bonilla-Silva, Eduardo. 2006. *Racism Without Racists.* New York: Rowman & Littlefield.

Khalfani, Akil Kokayi. 2006. *The Hidden Debate: The Truth Revealed about the Battle over Affirmative Action in South Africa and the United States*. New York & London: Routledge.

Zuberi, Tukufu & Eduardo Bonilla-Silva. 2008. *White Logic, White Methods: Racism and Methodology.* New York: Rowman & Littlefield.

**Unit Topics/Chapters**

1 Overview and Introduction

2 Background to race relations

* + - 1. Who are minorities?
			2. How did minorities become minorities?
			3. Define the concept of culture?

3 Race as a variable - Part II and III in *White Logic &* *Racism Without Racists*

1. defining race
2. defining ethnicity
3. the challenge of quantifying race

4 Race as a problem – Part IV, V, and VII in *White Logic* & Chapters 2, 6 & 7 in the *Hidden Debate*

1. understanding worldviews
2. understanding race as a social construct
3. analyzing race in the context of class and gender

5 Global race and racism

1. population
2. global inequality
3. racial history

6 Solutions to racism and racial conflict – Part II in the *Hidden Debate*

7 **Final Presentation** or **Final Exam**

**Note:** In SOC 203, the instructor must cover the 7 units listed above minimally in any reasonable order throughout the duration of the semester. However, all of the subunits do not need to be covered. The instructor may include additional areas based on his/her expertise and/or interests.