**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 205 *–* Sociology of the Black Community**

**Course Outline**

**Course Number & Name:**  SOC 205 Sociology of the Black Community

**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:**  Spring 2011

**Course Description**: This course examines the social forces operating in the Black community. Consideration is given to the changes in the philosophy of the Black movement and changes in attitude about integration. Black leadership is particularly stressed.

**General Education Goals**: SOC 205 is affirmed in the following General Education Foundation Category: **Global and Cultural Awareness of Diversity**. The corresponding General Education Goal is as follows: Students will understand the importance of global perspective and culturally diverse peoples.

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

1. identify elements of African antiquity that contribute to notions of being or existence in African Diaspora communities;
2. critically analyze the historical evolution of cultural links that maintain the integrity of the African Diaspora;
3. describe and evaluate the key elements required for integrity in leadership; and
4. evaluate the impact of enslavement of African people on the African American community today.

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

1. Identify elements of African antiquity that contribute to notions of being or existence in African Diaspora communities:
	1. *explain the differences and similarities between various African creation stories;*
	2. *identify the meaning and significance of community for sociologists;* and
	3. *define the concept of community for African people*

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

1. Critically analyze the historical evolution of cultural links that maintain the integrity of the African Diaspora:
	1. *analyze the relevance of Ptahhotep’s writings;* and
	2. *discuss the role of spirituality in connecting the African and African Diaspora populations*
2. Describe and evaluate the key elements required for integrity in leadership:
	1. *identify the four key components to leadership – PIRC;*
	2. *examine how passion provides a foundation to leadership;*
	3. *define and debate the concept of integrity;*
	4. *analyze the role of risk taking in leadership;*
	5. *explore how courage connects to risk in leadership development;* and
	6. *assess ethical leadership patterns in the African community*
3. Evaluate the impact of enslavement of African people on the African American community today:

* 1. *compare various slave narratives;*
	2. *debate the role and significance of various slave rebellions;* and
	3. *investigate contemporary African American cultural traditions to identify those practices that linger from enslavement or colonial experiences*

**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:

Akbar, Na’im. 1996. *Breaking the Chains of Psychological Slavery*. Tallahassee, Florida: Mind Productions & Associates.

Asante, Molefi Kete and Abu Abarry (Eds.). 1996. *African Intellectual Heritage: A Source Book.* Philadelphia: Temple University Press.

Bell, Derrick. 2006. *Ethical Ambitions: Living a Life of Meaning and Worth*. New York: Bloomsbury.

Rogers, Hattie. [1937] 2001. “Hattie Rogers.” in *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 – 1938*. Washington, DC: Library of Congress, Manuscript Division.

The Sociology Writing Group. 2001. *A Guide to Writing Sociology Papers*. Fifth Edition. New York: Worth Publishers.

**Unit Topics/Chapters**

1 Overview and writing in sociology – text: *A Guide to Writing Sociology Papers*

a) how to write a high-quality sociology paper

b) logical fallacies – what are they?

c) writing in ASA style

2 African origins of civilization – text: *African Intellectual Heritage*

* + - 1. define the African Diaspora
			2. what is meant by Black, African American, African or other similar conceptualizations?
			3. what and who is the African community?
			4. creation from an African-centered perspective
			5. how did minorities become minorities?
			6. define the concept of culture

3 A quest for community leadership – text: *Ethical Ambitions*

1. what is PIRC?
2. identifying one’s passion
3. define integrity
4. taking risks
5. building courage
6. discuss and assess ethics in leadership in the African community

4 Mental and physical enslavement – texts: *African Intellectual Heritage* & “Hattie Rogers”

1. read and analyze slave narratives
2. research personal family history to possibly identify connection to American system of enslavement
3. compare American slavery and African colonial traditions

**Unit Topics/Chapters**

5 Resistance and renewal – texts: *African Intellectual Heritage* & *Breaking the Chains of Psychological Slavery*

1. explore what resistance has been amongst people of African descent in the Americas
2. discuss the role resistance has played in building and maintaining community

6 **Final Presentation** or **Final Exam**

**Note:** In SOC 205, the instructor must cover the 6 units listed above minimally in any reasonable order throughout the duration of the semester. The instructor may include additional areas based on his/her expertise and/or interests.