COURSE OUTLINE

Course Number: SOC 209
Course Title: Racial, Ethnic and Minority Groups
Credits: 3.0

Hours: Lecture/15 weeks
Co- or Pre-requisite: Pre-requisite of SOC 101 or SOC 107
Implementation: Spring 2012

Catalog description (2006-2009 Catalog):
This course will explore the sociological dynamics of dominant/minority group relations in contemporary U.S. society. Students will explore the social construction of race and ethnicity in America as well as examine the reasons for immigration; patterns of inter-group contact, and the struggles associated with assimilation, acculturation and other models of dominant/minority group interactions.

Is course New, Revised, or Modified?
Revised

Required texts/other materials:
Source: College Bookstore or any vendor.

Revision date: Fall 2014
Course coordinator: Denise A. Ingram (x3587) ingramd@mccc.edu

Information resources:
The MCCC library has some reference materials (books, videos, journals) pertaining to this topic. Specific titles available on request.

Other learning resources:
No tutors or study groups available at this time.
Course Competencies/Goals:

The student will be able to:

- Understand the sociological approach to the study of racial, ethnic and minority groups.
- Explain and critically analyze the scientific distinctions racial, ethnic and minority groups in U.S. society.
- Understand and demonstrate knowledge of theoretical arguments made about the biological and cultural features of race.
- Understand and demonstrate knowledge of inter-group and intra-group dynamics in the arena dominant/minority group interaction.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I Culture

Learning Objectives
The student will be able to...

- Define culture and the related concepts of ethnocentrism and cultural relativism.
- Demonstrate knowledge and be able to distinguish between race/ ethnicity, minority/ majority, and migrant/ immigrant/ emigrant.
- Understand the historical context of contemporary concepts of race and ethnicity in U.S. society.
- Understand and explain the impact of immigration on inter-cultural interaction.
- Understand and demonstrate knowledge of the three major sociological perspectives and be able to apply those perspectives to the concept of culture.
Unit II  Dominant- Minority Relations

Learning Objectives

The student will be able to…

- Explain the development of dominant-minority categorization.
- Understand and be able to demonstrate knowledge of minority-group characterization.
- Understand the concepts of prejudice and discrimination and how they manifest institutionally and individually.
- Understand and critically analyze theoretical models of dominant-minority relationship.
- Understand stratification in U.S. society in relation to dominant-minority categorization.
- Understand and critically analyze the relationship between dominant-minority status and social class in U.S. society.
- Identify and compare other sources of oppression in U.S. society such as gender, sexual orientation, etc.

Unit III  Contemporary Patterns

Learning Objectives

The student will be able to…

- Understand and demonstrate knowledge of the institutional impact of dominant-minority status in U.S. society.
- Understand and critically analyze legal and social movements towards racial equality in U.S. society.
- Understand and critically analyze how race, ethnicity and globalization affect immigration policy and public discourse around immigration in U.S. society.
- Understand and demonstrate knowledge of theoretical explanations of the impact of assimilation on ethnic and racial identity formation and maintenance.

Evaluation of student learning:

Reading Assignments:
- Textbooks as well as primary documents should be clearly assigned to the students.

Exams and Quizzes:
- A Mid-term exam (Exams should include at least a short essay component)
- A Final exam (Exams should include at least a short essay component)

Writing Assignments (to assess specific knowledge, communication skills, and critical thinking skills).

Students are expected to develop the ability to construct narratives – written, verbal or both – that clearly presents their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- At least 3 but preferably more writing assignments that requires critical thinking.
- At least one assignment should incorporate library and internet research and include reading and assessing primary scholarly sources; preferably a scholarly research term paper utilizing APA formatting.
- At least one assignment should be an ongoing journal or number of brief response papers.
- Students should be required to give at least one oral presentation.
- Length of the essays may be determined by the instructor; short (e.g. three-page) essays are acceptable.
**Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.