

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: SOC R103  
Banner title: Race and Ethnic Relations  
Full title: Race and Ethnic Relations  
  
Previous course id: SOC R103  
Banner title: Race and Ethnic Relations  
Full title: Race and Ethnic Relations
  - B. Reason(s) course is offered:  
This course is an option in List B of the AA-T in Sociology, an option in the AA in Sociology, and a required course in the AS in Human Services, and the Certificate of Achievement in Human Services. It is transferable to both the CSU and UC systems, and provides general education credit in the CSU GE-Breadth pattern and IGETC as well as Oxnard College's local general education pattern in both the Social and Behavioral Sciences and the Gender and Ethnic Studies areas.
  - C. Reason(s) for current outline revision:  
5 year update
  - D. C-ID:
    - 1. C-ID Descriptor: SOCI 150
    - 2. C-ID Status: Approved
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 3.00  
*Previous:* 3.00
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 52.5    Activity: 0    Lab: 0
    - 2. Total In-Class Contact Hours: 52.5
    - 3. Total Outside-of-Class Hours: 105
    - 4. Total Student Learning Hours: 157.5
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*

2. Corequisites

*Current:*

*Previous:*

3. Advisories:

*Current:*

*Previous:*

4. Limitations on Enrollment:

*Current:*

*Previous:*

D. Catalog description:

*Current:*

This course covers topics including racism and prejudice in the U.S., analysis of race/ethnic patterns, similarities and differences in racial and ethnic group experiences; with emphasis on majority-minority relations among major racial and cultural groups.

*Previous, if different:*

This course covers topics including analysis of racism and prejudice in U.S., similarities and differences in racial and ethnic group experiences; with emphasis on majority-minority relations among major racial and cultural groups. This course may be offered as an online course.

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [X]

Will not be required: [ ]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [X]

Pass/No Pass [ ]

Student Option [ ]

*Previous, if different:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [ ]

- I. Credit by exam:  
*Current:*  
Petitions may be granted: [ ]  
Petitions will not be granted: [X]

*Previous, if different:*  
Petitions may be granted: [ ]  
Petitions will not be granted: [ ]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Explain several theoretical frameworks for the study of race relations.
- B. Analyze the nature of prejudice and racism in America.
- C. Explain the dynamics of various ethnic group experiences in American assimilation.
- D. Define the socio-legal aspects of race relations and its influence on social behavior.
- E. Demonstrate an awareness and appreciation of the pluralistic nature of American society and all groups contributing thereto.
- F. Describe cause and effect relationship between social institutional experiences and the current status of ethnic groups in America.

IV. Student Learning Outcomes:

- A. Analyze a race or ethnic relations social problem, the societal institutions involved, and assess strategies to mitigate the effects.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Theoretical framework for the study of race relations
  1. Consensus framework
  2. Conflict framework
- B. Socio-historical foundations of American racism
  1. Immigrant experience
  2. White ethnic, Jewish, Asian, Native American, Hispanic and Afro-American experiences
- C. Manifestations of institutional racism
  1. Social institutional, including family, media, judicial process, educational, political, religious and economic
  2. Current data on hate crimes, incarceration rates, educational completion rates
- D. Prejudice and racism
  1. Sources of similarities and differences between ethnic groups
  2. Legal framework and challenges to current applications of civil rights laws

VI. Lab Content:  
None

VII. Methods of Instruction:  
Methods may include, but are not limited to:

- A. Lecture and the use of DVD and PowerPoint to illustrate key concepts followed by instructor guided interpretation and analysis, such as Anglo-conformity model and socio-cultural factors influencing race relations.
- B. Discussion groups based on student readings from the text, such as theories and research interpretation.
- C. Both in-class and out-of-class exercises examining values and attitudes of racism and prejudice, and social institutional influences.
- D. Web-based activities and reading assignments and research.
- E. Field trip extra credit, optional, to Museum of Tolerance, and guest speakers.
- F. Video and DVD presentations and writing assignments on topics such as school desegregation, the immigrant experience and Japanese internment.
- G. Utilizing critical thinking questions to cover course material including institutional discrimination, the immigrant experience and social structural influences on majority/minority relations.

Other methods of instruction:

- H. Lecture and the use of DVD and PowerPoint to illustrate key concepts followed by instructor guided interpretation and analysis, such as Anglo-conformity model and socio-cultural factors influencing race relations.
- I. Discussion groups based on student readings from the text, such as theories and research interpretation.
- J. Both in-class and out-of-class exercises examining values and attitudes of racism and prejudice, and social institutional influences.
- K. Web-based activities and reading assignments and research.
- L. Field trip extra credit, optional, to Museum of Tolerance, and guest speakers.
- M. Video and DVD presentations and writing assignments on topics such as school desegregation, the immigrant experience and Japanese internment.
- N. Utilizing critical thinking questions to cover course material including institutional discrimination, the immigrant experience and social structural influences on majority/minority relations.

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:
  - Essays
  - Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [  ]
  - Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [  ]

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
  1. Multiple short essays ranging from one paragraph to three pages, so students can demonstrate their knowledge of a variety of topics related to textbook content.
  2. Essay and multiple-choice responses to questions on class materials to promote critical analysis and evaluated by instructor.
  3. Quizzes which include definitions of terms, and the significance of the concepts for the study of race and ethnic relations.
  4. Group discussions which include a written question the student composes on the assigned reading, sharing with others in the student's group, and handed in to be evaluated by the instructor.
  5. Project paper which includes analysis of the social institutional experience on a particular ethnic group in the U.S., written in essay form, evaluated by the

instructor, including proper citations to primary and secondary sources required where appropriate.

6. Online research on a selected number of topics assigned and evaluated by the instructor.
7. Graded homework assignments and video/DVD summaries as verification of the mastery of concepts related to ethnic relations.

C. Typical outside of classroom assignments:

1. Reading
  - a. One or two textbook chapters per week on average, with related internet reading assignments and/or exercises related to a major race or ethnic group. An example would be: The Afro-American experience in a segregated society.
  - b. Outside reading of at least three scholarly sources related to a particular ethnic group. An example would be: The educational experience of Asians in the U.S.
2. Writing
  - a. Essays written on questions provided by the instructor. Example: Discuss the Anglo-American theory of assimilation.
  - b. Project paper written in essay format. Example: Describe the religious experience of Hispanic Americans as an important cultural force on their Americanization.
3. Other
  - a. View videos/DVD's related to ethnic group experiences in the U.S. and answer questions posed on the content and analysis of the material presented.
  - b. Using Internet activities related to major themes and writing summaries of the findings.

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
  1. McLemore, S.D., and Romo, H.D. (2010). *Race and Ethnic Relations in America* (8th/e). (Latest edition) Allyn & Bacon.
  2. Parrillo (2014). *Strangers to these Shores* (11th/e). New York Pearson.
  3. Jackson, H.H., Ramona, CreateSpace Independent Publishing Platform, 2013.
  4. Almaguer, T., *Racial Fault Lines*, University of California Press, 2008.
  5. CNN Today videos and DVD's selected by instructor, web activities, online resources, links and research sources related to subject of race and ethnic relations.
  6. Current selection of the One Book, One Campus selection, as appropriate.
- B. Other instructional materials:

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
  1. Sociology (Masters Required)
- B. Additional certifications:
  1. Description of certification requirement:
  2. Name of statute, regulation, or licensing/certification organization requiring this certification:

- XI. Approval Dates  
Curriculum Committee Approval Date: 11/26/2014  
Board of Trustees Approval Date: 11/26/2014  
State Approval Date:  
Catalog Start Date: Fall 2015

XII. Distance Learning Appendix

A. Methods of Instruction

Methods may include, but are not limited to:

1. Traditional and distance education modalities follow the same course format and achieve the same course objectives stated on the course outline. In place of group discussions, the web based course requires more writing of critical thinking questions and response papers on single topics.

B. Information Transfer

Methods may include, but are not limited to:

1. Course announcements
2. Discussion boards
3. Instructor-provided online materials
4. Lectures (recorded/streaming)
5. Messaging via the LMS
6. Modules on the LMS
7. Personalized feedback

Course ID: 1658