

SOC R103: RACE AND ETHNIC RELATIONS

Originator

dortiz

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

SOC - Sociology

Course Number (CB01B)

R103

Course Title (CB02)

Race and Ethnic Relations

Banner/Short Title

Race and Ethnic Relations

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will provide a sociological analysis of race, ethnicity, and racism. It examines the cultural, political, and economic practices and institutions that support or challenge racism, racial and ethnic inequalities. We will also explore historical and contemporary patterns of interaction between various racial and ethnic groups in the United States.

Taxonomy of Programs (TOP) Code (CB03)

2208.00 - Sociology

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will identify, describe and apply major theoretical approaches and key concepts in the study of cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations. |
| 2 | Students will identify and differentiate concepts such as prejudice, discrimination, segregation, assimilation, and pluralism. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Explain several theoretical frameworks for the study of race relations. |
| 2 | Analyze the nature of prejudice and racism in America. |
| 3 | Explain the dynamics of various ethnic group experiences in American assimilation. |
| 4 | Define the socio-legal aspects of race relations and its influence on social behavior. |
| 5 | Demonstrate an awareness and appreciation of the pluralistic nature of American society and all groups contributing thereto. |
| 6 | Describe cause and effect relationship between social institutional experiences and the current status of ethnic groups in America. |

Course Content

Lecture/Course Content

1. Race in the Twenty-First Century
 - a. American Racism in the Twenty-First Century
 - b. A Biological Reality?
 - c. Whiteness
 - d. Race is a Social Reality
 - e. Ethnicity and Nationality

2. The Invention of Race
 - a. Modernity Rising
 - b. Colonization of the Americas
 - c. The Invention of Whiteness and Blackness
 - d. Africans Enslaved
 - e. Manifest Destiny
 - f. Immigrants from Asia and Europe
 - g. Racial Discourses of Modernity
3. Politics
 - a. The Civil Rights Movement
 - b. Backlash
 - c. Partisanship and Representation
 - d. Voting
 - e. Elections and Implicit Racial Appeals
 - f. The Longing for Color Blind Politics
4. Economics
 - a. Economic Racism from the New Deal to Reaganomics
 - b. Income and Wealth Disparities
 - c. Chasing the American Dream: Poverty and Affluence
 - d. Labor Market Dynamics
 - e. Welfare
 - f. When Affirmative Action Wasn't White
5. Housing
 - a. Racial Struggles over Residence in Twentieth-Century America
 - b. Racial Segregation
 - c. The City
 - d. The Suburbs
 - e. Rural America
 - f. Toward an Integrated America
6. Crime and Punishment
 - a. The Rise of the American Prison
 - b. Fear
 - c. Crime
 - d. Punishment
7. Education
 - a. Battles over Education, 1900-1970
 - b. Whiteness as Education
 - c. Educational Inequality
 - d. Combating Educational Inequality: The Case of Affirmative Action
 - e. The Benefits of a Multicultural Learning Environment
8. Intimate Life
 - a. The Family since Colonialism and Slavery
 - b. Race and the Family Today
 - c. The Self and Identity Formation
 - d. The Problem with "Identity"
9. Toward a Racial Democracy
 - a. What are the Goals? Color-Blindness, Multiculturalism and Cosmopolitanism, Racial Democracy
 - b. What are the Goals for Individual Transformation?
 - c. How Do We Bring About Change?
 - d. Change at the Individual, Interactional, Institutional levels

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Objective exams
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
Class discussions
Distance Education
Guest speakers
Internet research

Describe specific examples of the methods the instructor will use:

1. Instructor will evaluate student learning via testing. Quizzes may consist of multiple choice-questions and matching items. Exams may consist of multiple-choice questions and short answer essay questions.
2. Instructor will facilitate student discussions over topics relevant to the course, such as: institutional vs. individual racism, racial disparities in economics, housing, politics, education etc. Discussions may be in person or online in written format, your participation should reflect your preparedness.
3. Instructor will utilize film activities, in which students watch a film or a portion of a film and respond to discussion and comprehension questions applying course concepts to the film material.
4. A research paper on a topic of the student's choice will be developed with a clear thesis, proper citation of academic sources, and an overall organized paper.

Representative Course Assignments

Writing Assignments

1. Essays written on questions provided by the instructor. Example: W. E. B. Du Bois admonished us to not "make the all too common error of mistaking names for things." Discuss how labels, categories, and classifications have shaped race and ethnicity. Can race and ethnicity be collapsed into one category? Why or why not?
2. Project paper written in essay format. Example: Explore the history and continual impact of 'red-lining' in regard to housing, suburbanization and the role of government in growing the wealth of non-Hispanic whites in the United States.

Critical Thinking Assignments

1. Participate in classroom and online discussions on various topics which connect course content to current events. Example:
 - a. Why must we be aware of the tokenistic fallacy when discussing political representation by politicians of color?
 - b. Why are voter ID laws so controversial? Are there any other contemporary practices that disenfranchise voters/contribute to voter suppression?
 - c. What are some specific examples of *implicit racial appeals* used by politicians.
2. Complete short writing and reflection assignments. Example: How is housing related to economic outcomes (jobs, income, education, community resources etc.)?

Reading Assignments

1. One or two textbook chapters per week, with related internet reading assignments.

Skills Demonstrations

1. Demonstrate knowledge of individual and structural levels of racism in U.S. society. Demonstrate knowledge of structural causes and consequences of segregation in U.S. society. Demonstrate knowledge of individual, interpersonal, and institutional level actions that can be taken to pursue racial democracy.

Other assignments (if applicable)

1. 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.
2. Using Internet activities related to major themes and writing summaries of the findings.

Outside Assignments

Representative Outside Assignments

1. Weekly reading completed at home, using the course textbook and outside reading as assigned is necessary to complete coursework. Outside viewing of documentary and educational film material may be needed to complete coursework and provide context for application of course content.

Articulation

C-ID Descriptor Number

SOCI 150

Status

Approved

Comparable Courses within the VCCCD

AES V11 - Racial and Ethnic Group Relations
SOC M08 - Introduction - Race and Ethnicity
SOC V03 - Racial and Ethnic Group Relations

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

Area 5: Physical and Biological Sciences**Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

No

Description

Race in America by Matthew Desmond and Mustafa Emirbayer W. W. Norton & Company, Inc. New York.

Library Resources**Sufficient Library Resources exist**

Yes

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as Race and Politics. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
E-mail	Instructor will communicate with students via email regarding assignments, course activity, missing assignments, and campus resources.
Other DE (e.g., recorded lectures)	Instructor may post pre-recorded lecture material on topics such as social construction of race, biological determinism, institutional vs. individual racism, and racial disparities in politics, economics, housing, and education.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as Race and Politics. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
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Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as Race and Politics. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
E-mail	Instructor will communicate with students via email regarding assignments, course activity, missing assignments, and campus resources.
Other DE (e.g., recorded lectures)	Instructor may post pre-recorded lecture material on topics such as social construction of race, biological determinism, institutional vs. individual racism, and racial disparities in politics, economics, housing, and education.

Video Conferencing

Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

SOCIOLOGY

Review and Approval Dates**Department Chair**

09/15/2020

Dean

09/15/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

12/18/2020

Control Number

CCC000179636

DOE/accreditation approval date

MM/DD/YYYY