

# SOC M150: INTRODUCTION TO RACE AND ETHNICITY

**Originator**

dvieira

**Co-Contributor(s)**
**Name(s)**

Barnett-Shelby, Cynthia (cbarnett)

Gresh, Rebecca (rgresh)

**College**

Moorpark College

**Discipline (CB01A)**

SOC - Sociology

**Course Number (CB01B)**

M150

**Course Title (CB02)**

Introduction to Race and Ethnicity

**Banner/Short Title**

Introduction-Race & Ethnicity

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Examines the cultural, political, and economic practices and institutions that support or challenge racism, and racial and ethnic inequalities. Studies patterns of interactions between various racial and ethnic groups, as well as the experiences within each group and reviews how racial and ethnic experiences vary.

OTHER: Provider approved by the California Board of Registered Nursing, provider number CEP2811 for 45 contact hours.

**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**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**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 explain race and ethnicity as a social construction.
- 2 distinguish between race and ethnicity in contemporary society.
- 3 analyze the consequences of racism in contemporary society.
- 4 interpret ways that race intersects with ethnicity, class, gender, and sexuality in social relationships and power dynamics.

**Course Objectives**

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

- 1 differentiate among the basic sociological concepts such as prejudice, discrimination, segregation, assimilation and pluralism.
- 2 compare and contrast the various sociological theories which analyze the nature of racial and ethnic inter-group relations.
- 3 analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level.
- 4 differentiate patterns of immigration and their influence on current minority-majority relations.
- 5 analyze intersections of race and ethnicity with gender, class, and other locations of identity.
- 6 identify, compare and contrast the experiences of major racial and ethnic groups in the United States including, but not limited to, Native Americans, African Americans, U.S. Latinos, Arab Americans, Euro-Americans and Multiracial Americans.
- 7 identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations.
- 8 evaluate debates on current socio-political racial and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations.

9	compare and contrast within-group differences and patterns of interaction to between-group differences and patterns of interaction.
10	examine majority-minority group relations including issues such as power and privilege.

## Course Content

### Lecture/Course Content

- 15% --Definition of and theories on race, racism, and ethnicity including biological and socio-cultural construction of race and ethnicity
- 10% -- Historical and contemporary landscape of minority-majority relations
- 10% -- Prejudice, discrimination, and institutional racism
- 10% -- Patterns of racial and ethnic interaction including scapegoating, immigration, colonialism, assimilation, integration, pluralism
- 15% -- U.S. racial and ethnic identity and politics of groups such as Native Americans, African Americans, U.S. Latinos, Arab Americans, Asian Americans, Euro-Americans, and Multiracial Americans
- 10% -- Interplay of race, ethnicity, class, gender, and sexuality
- 5% -- Economic and political conditions of racial and ethnic groups
- 5% -- The Future of racial and ethnic relations
- 5% -- Color-blind racism
- 5% -- Racial and ethnic profiling
- 5% -- Immigration and racial politics
- 5% -- Radicalized and ethnic violence and genocide

### Laboratory or Activity Content

N/A

## 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  
Individual projects  
Journals  
Objective exams  
Quizzes  
Reports/papers  
Research papers  
Classroom Discussion  
Projects  
Reports/Papers/Journals

## Instructional Methodology

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

Audio-visual presentations  
Class activities  
Class discussions  
Collaborative group work  
Computer-aided presentations  
Distance Education  
Group discussions  
Guest speakers  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

**Describe specific examples of the methods the instructor will use:**

- class lectures with possible PowerPoint presentations and/or audio-video presentations
- group work
- group presentation with feed-back from the professor
- socratic discussions
- group quizzes
- student-led presentations with feed-back from the professor

**Representative Course Assignments**

**Writing Assignments**

write responses to essay examinations.

write short papers discussing the applicability of assimilation theories to modern day immigrants or pros and cons of affirmative action.

write a research paper using a standard format, such as American Psychological Association (APA), American Sociological Association (ASA), or Modern Language Association (MLA) style.

**Critical Thinking Assignments**

write a take-home essay comparing and contrasting movement and counter-movement tactics and mobilization of resources, and be able to present to class.

view video on Gautreaux and Moving to Opportunity voucher programs. They are then given FHA “redlining” maps of the 1930-1950s Los Angeles, and a current “dot map” of the same area to compare residential patterns based on race/ethnicity. They are asked to see how the two are correlated, and, in groups, utilize information from the text and other course materials to offer solutions.

create a list of what they think are the categories of race and then assign classmates to each category.

**Reading Assignments**

Textbook chapter assignments

News articles from valid sources (print and online) which address race and ethnicity

Journals of Sociology and related disciplines (Psychology, Criminology, Cultural Anthropology, Communications, among others)

Primary texts from Sociology authors and theorists, newsletters and websites of Sociological and related fields (American Sociological Association for example)

**Outside Assignments**

**Representative Outside Assignments**

read assigned text(s), articles from the Internet, and articles from scholarly journals and newspapers.

complete a research paper.

complete short papers that examine the interplay of race, ethnicity, class, gender, and sexuality.

**Articulation**

**C-ID Descriptor Number**

SOCI 150

**Status**

Approved

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
UC Davis	SOCIOL 4	Immigration and Opportunity	4
UC Irvine	SOCIOL 63	Race and Ethnicity	4
UC Riverside	ETST 1	Intro to the Study of Race and Ethnicity	4
UC Merced	SOC 30	Social Inequality	4

**Comparable Courses within the VCCCD**

SOC R103 - Race and Ethnic Relations

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**

#### **F. Ethnic Studies/Gender Studies**

Approved

#### **Course is CSU transferable**

Yes

#### **CSU Baccalaureate List effective term:**

F1995

## **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:**

## **UC TCA**

### **UC TCA**

Approved

**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

**Description**

Rothenberg, Paula and Christina Hsu Accomando. *Race, Class, and Gender in the United States: An Integrated Study*. 11th ed., Worth Publishers, 2020.

**Resource Type**

Textbook

**Description**

Healey, Joseph, and Andi Stepnick. *Race, Ethnicity, Gender and Class: The Sociology of Group Conflict and Change*. 9th ed., Sage Publications, 2022.

**Resource Type**

Textbook

**Description**

Gallagher, Charles A. *Rethinking the Color Line: Readings in Race and Ethnicity*. 7th ed., SAGE, 2022.

**Resource Type**

Textbook

**Description**

Korgen, Kathleen and Maxine Atkinson. *Race and Ethnicity: Sociology in Action*. SAGE, 2021.

**Library Resources****Assignments requiring library resources**

Research using the library's print and online resources.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research paper, student presentations, and short position papers where information is gathered using the Library's print and online resources on such topics as compare and contrast the experience of selected major racial and ethnic groups in the United States.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

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)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as social class, race and ethnicity, sex and gender, and other sociological topics.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress reports
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports
Video Conferencing	One-on-one meetings with students by request, online office hours

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as social class, race and ethnicity, sex and gender, and other sociological topics.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress reports
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions



Telephone

One-on-one meetings with students by request for clarification, questions, and student progress reports

Video Conferencing

One-on-one meetings with students by request, online office hours

## Examinations

### Hybrid (1%–50% online) Modality

On campus

Online

### Primary Minimum Qualification

SOCIOLOGY

### Additional Minimum Qualifications

#### Minimum Qualifications

ETHNIC STUDIES

## Review and Approval Dates

### Department Chair

01/31/2022

### Dean

01/31/2022

### Technical Review

02/03/2022

### Curriculum Committee

02/15/2022

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000427655

### DOE/accreditation approval date

MM/DD/YYYY