



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

<b>Subject:</b>	POLI
<b>Course Number:</b>	5
<b>Descriptive Title:</b>	Ethnicity in the American Political Process
<b>Course Disciplines:</b>	Political Science
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Political Science
<b>Catalog Description:</b>	In this course students will analyze racial and ethnic group relations in the context of the American political system and process. The relationship of racial and ethnic groups in American society to local, state, and national governments will be examined. Emphasis is placed on problems of assimilation and integration into the American political system.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Course Length:</b>	Full Term
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>General Education ECC:</b>	Area 2B - Social and Behavioral Science
<b>Term:</b>	
<b>Other:</b>	Approved
<b>CSU GE:</b>	Area D - Social Sciences
<b>Term:</b>	
<b>Other:</b>	Approved
<b>IGETC:</b>	Area 4 - Social and Behavioral Sciences
<b>Term:</b>	Fall 1991
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Inclusion Strategies</b> In a written essay students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.</p> <p><b>SLO #2 Race within Policymaking</b> In a series of multiple choice questions students will critically analyze the major theories regarding race within the policymaking process.</p> <p><b>SLO #3 Public Policy</b> In a written assignment students will demonstrate knowledge of and compare and contrast the different government public policies that have influenced race and ethnic relations in America.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. Assess the role of cultural identity in shaping norms and values related to the political process in the United States with emphasis on the role of racial and ethnic identities.</li></ol>

	<ol style="list-style-type: none"> <li>2. Describe and evaluate formal government actions, legislation, court decisions, and executive orders as they relate to race and ethnicity in the political process.</li> <li>3. Critically examine theories of Assimilation, Pluralism, and Pluralist Nationalism within the policy making process.</li> <li>4. Assess the impact of media portrayal of various racial/ethnic groups on political policies and processes in American society.</li> <li>5. Describe and analyze the impact of current and past immigration policies on different ethnic groups in the United States.</li> <li>6. Assess the impact of different forms of discrimination experienced by various ethnic groups in the political process.</li> <li>7. Compare and contrast public policies that influence race and ethnic relations in America.</li> <li>8. Evaluate the struggle for inclusion by minority groups in the United States democracy within the dynamics of urban politics.</li> </ol>
<b>Major Topics:</b>	<p><b>I. The Racial and Ethnic Mosaic of United States Society (6 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Cultural Identity</li> <li>B. Minority Mobilization</li> <li>C. United States Ethno-Racial History Resulting in a Multiracial Nation</li> </ol> <p><b>II. The Social Construction of Race, Ethnicity, and Gender as Factors in Politics (4 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Human race</li> <li>B. Ethnic Group</li> <li>C. Gender Relations</li> </ol> <p><b>III. Basic Political Concepts in the Study of Racial and Ethnic Relations (7 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Ideology</li> <li>B. Discrimination</li> <li>C. Prejudice</li> <li>D. Reverse Discrimination</li> </ol> <p><b>IV. Racial and Ethnic Relations in Theoretical Perspectives (8 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Assimilation</li> <li>B. Pluralism</li> <li>C. Pluralist Nationalism</li> <li>D. Power Conflict Theories</li> </ol> <p><b>V. Nation of Immigrants (7 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Economic Conditions</li> <li>B. Political Conditions</li> <li>C. Citizenship</li> <li>D. Societal Status</li> <li>E. Legislation - History of Immigration Policy</li> </ol> <p><b>VI. Racial Groups in American Political Life (8 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Native Americans/American Indians</li> <li>B. African Americans</li> <li>C. Latinos</li> <li>D. Asian Americans</li> <li>E. Arab Americans</li> <li>F. European Americans</li> </ol> <p><b>VII. Public Policy in America (8 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Executive Order</li> <li>B. Legislation</li> <li>C. Court Decisions</li> <li>D. Affirmative Action</li> </ol>

	<p>E. Language Policy</p> <p><b>VIII. The Politics of the Cities (6 hours, lecture)</b></p> <p>A. Making a Difference B. Biracial Coalition C. Responsibilities of Citizenship D. Political Incorporation</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Read the chapter in your textbook on racism theories. In a four-page essay explain the concept of structural-functional theories of race relations. Select examples of structural functionalist theories and discuss the similarities and differences between them.
<b>Critical Thinking Assignment 1:</b>	In a three- to five-page essay, analyze the pros and cons of the United States' affirmative action policy. Detail how it could affect your life as a college student and why. Provide specific examples to support your argument.
<b>Critical Thinking Assignment 2:</b>	In a two- to three-page essay, contrast two different ethnic groups in the United States. Include the political, social and economic differences between the two and the challenges they have faced in the United States' political system due to their ethnic origin.
<b>Other Evaluation Methods:</b>	Completion, Essay Exams, Multiple Choice, Reading Reports, Term or Other Papers, Written Homework
<b>If Other:</b>	
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	<p>Paula D. McClain, Joseph Stewart Jr.. <u>"Can We All Get Along?": Racial and Ethnic Minorities in American Politics (Dilemmas in American Politics)</u>. Westview Press, 2013.</p> <p>CQ Researcher (Creator). <u>Race and Ethnicity: Selections from CQ Researcher</u>. CQ Press, 2014.</p>
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite</b>	
<b>Category</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Requisite:</b>	Eligibility for English 1A
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s), if applicable</b>	<p><b>Students need to have effective reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay exams.</b></p> <p>ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ENGL 84 -Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.</p> <p>ENGL 84 -Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p>
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	H. Bader/E. Love
<b>Date:</b>	12/01/1968
<b>Board Approval Date:</b>	
<b>Last Board Approval Date:</b>	05/22/2017
<b>Last Reviewed and/or Revised by:</b>	Eduardo Munoz
<b>Date:</b>	10/19/2016