



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Sociology 107  
**Descriptive Title:** Issues of Race and Ethnicity in the United States  
**Course Disciplines:** Sociology  
**Division:** Behavioral and Social Sciences  
**Catalog Description:** In this course students examine issues of race and ethnicity in the United States from a sociological perspective. Sociological concepts and theories are used to analyze the current and historical experiences of groups which are defined in racial and ethnic terms, and to assess how these definitions and experiences influence the current status and attainments of these groups in American society.

**Conditions of Enrollment:** Recommended Preparation

Sociology 101  
AND  
Eligibility for English 1A

**Course Length:** ☒ Full Term ☐ Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week ☐ TBA  
**Hours Laboratory:** 0 hours per week ☐ TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status** Associate Degree Credit

**Transfer CSU:** ☒ Effective Date: 12/19/2005  
**Transfer UC:** ☒ Effective Date: Fall 2006

**General Education:**  
**El Camino College:** 2C – Social and Behavioral Sciences – General  
Term: Other: Approved

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**CSU GE:** D3 - Ethnic Studies  
Term: Spring 2007 Other:  
D10 - Sociology and Criminology  
Term: Spring 2007 Other:

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## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES** (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

**SLO #1 Sociological Theoretical Perspectives**

Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race relations cycle theory, the Blauner hypothesis, and the racial formation theory to issues of race and ethnicity in American society.

1. **Assessment Method**

Essay: The Blauner hypothesis states that how a group entered American society, either as a voluntary immigrant group, or as a "conquered" group or "forced" immigrant group will effect that group's experiences and future status in the society. In an essay, explain this hypothesis in more detail, using an example of each type of group and their experiences and current status in American society to support or dispute this hypothesis.

**SLO #2 Sociological Concepts**

Students will define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, stereotype threat/promise, and minority/dominant groups by applying them to issues of race and ethnic relations in American society.

2. **Assessment Method**

Short answer: Distinguish between prejudice and discrimination, giving an example of each from the experiences of a specific ethnic group in the last 30 years of American society.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives** (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define and explain the key sociological theories used in the study of race and ethnicity in American society.

Essay exams

2. Identify and assess basic concepts and terminology utilized in the analysis of race and ethnic relations in the United States.

Term or other papers

3. Explain how historical patterns of ethnic and social stratification create barriers to socioeconomic mobility among minorities.

Essay exams

4. Evaluate the impact of minority group status on the process of assimilation and acculturation of the major American ethnic and racial groups.

Essay exams

5. Analyze the social indicators of unequal status among major racial minorities in contemporary United States society.

Multiple Choice

6. Compare and contrast the degrees of assimilation and acculturation of immigrant groups.

Essay exams

7. Identify and examine social factors that contribute to processes of de jure and de facto segregation or integration of racial minorities in American society.

Multiple Choice

8. Assess how legal rulings and court cases have either created, maintained, or abated the status of racial minorities in United States history.

Essay exams

9. Compare and contrast assimilation and pluralism as ideal social models for American society.

Presentation

10. Evaluate and explain differences in educational attainment of racial and ethnic minorities.

Essay exams

11. Discuss the basis for economic disparity typically found in the workplace between the dominant group and minorities in the United States.

Multiple Choice

12. Identify and describe major historical patterns of immigration to the United States including the role of push/pull factors.

Term or other papers

13. Analyze the current political debate over immigration.

Essay exams

14. Compare and contrast recent and earlier immigration patterns to the United States in socioeconomic and political terms.

Multiple Choice

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	9	I	Introduction to the Study of Race and Ethnic Relationships in American Society A. The Sociological Perspectives B. Theoretical Perspectives 1. Structural Functionalism 2. Social Conflict 3. Symbolic Interaction C. Definitions, Concepts, and Specific Theories 1. Social Construction of Race 2. Ethnicity 3. Minority Group 4. Patterns of Intergroup Relations 5. Economic and Social Stratification 6. Stereotypes 7. Prejudice and Theories of Prejudice 8. Discrimination: Individual and Institutional
Lecture	12	II	

			Creation and Maintenance of Racial, Ethnic, and Minority Group Status A. Theories of Group Identity and Social Status B. Social Patterns in United States History <ol style="list-style-type: none"> <li>1. Colonial Era through the Mid-Nineteenth Century</li> <li>2. Mid-Nineteenth Century to 1880</li> <li>3. 1880 to 1965</li> <li>4. 1965 to Present</li> </ol>
Lecture	12	III	Factors Affecting American Immigration Patterns A. Push/Pull Factors B. Economic Factors C. Structural Factors and Social Change <ol style="list-style-type: none"> <li>1. Agriculture to Early Mechanization</li> <li>2. Impact of the Industrial Revolution</li> <li>3. Globalization</li> </ol> D. Reactions to Immigrants and Immigration <ol style="list-style-type: none"> <li>1. Reactions of Dominant Group</li> <li>2. Reactions of Immigrant Groups</li> </ol> E. Development of Legislation Regarding Immigration F. Illegal Immigration Issues G. Comparison of the <i>New</i> Immigrant Profile to the <i>Old</i> Immigrant Profile
Lecture	15	IV	Contemporary Issues Impacting Ethnic and Racial Groups in the United States A. Education: Disparity in Educational Opportunities and Success in American Society B. Economics: Job Competition and Discrimination in the United States C. Health: Effects of Race, Ethnicity, and Social Class D. Crime and Deviance: Impact of Race and Ethnicity on Criminal Behavior and the Judicial System E. Political: Changing and Competing Coalitions
Lecture	6	V	Future Trends in Race and Ethnic Relations in the United States A. Beyond Globalization B. Impact of Security Issues C. Continuing and Future Issues of Immigration
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After watching the video, *Race: The Power of an Illusion*, meet with your group in class and discuss the following: Explain how race is both a myth and a reality.

Summarize your group's response to this topic in a written paragraph to be turned in, or to be presented to the class in a 5 minute presentation.

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Using television shows and/or movies from the 1940s-1950s, the 1960s-1970s, and 1980s-present, compare and contrast images of minorities in 3 different shows/films. What major themes and stereotypes emerge in these shows/films? Describe how these images change over time, and relate these images to cultural and/or structural changes occurring in the larger society at the same time. In addition to the text and the three shows/films, use three research/historical sources. All citations and works cited should be in correct format, either MLA or APA.
2. After watching *Goin' to Chicago* (California Newsreel) about the great migration of black Americans to northern cities, meet with your group to discuss how this film illustrates the following topics and concepts from the text: the structural and cultural conditions in the South which led to this migration, segregation (de jure and de facto), the reactions of European immigrant groups in the northern cities to this migration, and the impact of this migration on the current conditions of many black Americans. Present the group's conclusions to the class in a 10-minute presentation, using references to the video as examples.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Reading reports  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
True/False  
Presentation

**V. INSTRUCTIONAL METHODS**

Discussion  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and**

effective communication for students with disabilities.

## VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Written work

**Estimated Independent Study Hours per Week: 6**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Joseph F. Healey, Eileen O'Brien. Race, Ethnicity, Gender and Class: The Sociology of Group Conflict and Change. 7th ed. Pine Forge Press, 2014.

Michael Omi, Howard Winant. Racial Formation in the United States. 3rd ed. Routledge Publishing, 2014.

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation AND Sociology-101	
Non-Course Recommended Preparation Eligibility for English 1A	Students who have college-level reading and writing skills to understand , analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings will have a greater chance of success. Also, students who demonstrate college-level research and writing skills will have better success with the written assignments in this course.

### D. Recommended Skills

Recommended Skills
Students who have successfully completed Sociology 101 prior to taking other sociology courses will have a strong foundation in sociological concepts and theoretical perspectives, ensuring a greater level of student success in other sociology courses. SOCI 101 - Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances.

<p>SOCI 101 - Demonstrate an understanding of sociological concepts relating to social stratification and inequality.</p> <p>SOCI 101 - Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.</p>
<p>A student needs college-level reading and writing skills to understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. In addition, students will need to demonstrate college-level research and writing skills in a variety of written assignments.</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 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> <p>ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>

#### **E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Elaine O. Cannon on 10/01/2005.**

**BOARD APPROVAL DATE: 12/19/2005**

**LAST BOARD APPROVAL DATE: 12/19/2016**

**Last Reviewed and/or Revised by Sue Dowden on 09/13/2016**