

Cerro Coso College  
**Course Outline of Record Report**  
 07/20/2021

## ETHNC151 : Perspectives on Race and Ethnicity

### General Information

Author:	<ul style="list-style-type: none"> <li>Sarah King</li> <li>Cummings, Nakyssha</li> <li>Griffin, Alec</li> </ul>
Course Code (CB01) :	ETHNC151
Course Title (CB02) :	Perspectives on Race and Ethnicity
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2203.00) Ethnic Studies
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	10/30/2020
Board of Trustees Approval Date:	12/10/2020
External Review Approval Date:	12/10/2020
Course Description:	In this course, students apply critical reasoning skills to the analysis of race, ethnicity, and racism. The course covers the cultural, political, and economic practices and institutions that support or challenge racism, racial and ethnic inequalities, and the patterns of interaction among various racial and ethnic groups. Through multiple and varied readings and classroom discussion, students discover the interrelatedness of concepts such as race, class, and gender, and the roots and future of our "melting pot" society. This course is cross listed with SOCI C151.
Submission Type:	Mandatory Revision
	Course is being revised to submit for the new CSU GE Area F Ethnic Studies requirement. We've added content to the SLOs, topical outline, and assignments to align with the Area F content.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Anthropology</li> <li>Ethnic Studies</li> <li>Sociology</li> </ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)
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Course is not a basic skills course.

Course is not a special class.

**Grade Options**

- Letter Grade Methods
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

**Allowed Number of Retakes**

0

**Course Prior To College Level (CB21)**

Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

Allow Students To Audit Course

**Course Support Course Status (CB26)**

Course is not a support course

**Associated Programs**

Course is part of a program (CB24)

**Associated Program**

No value

**Award Type**

No value

**Active**

**Transferability & Gen. Ed. Options**

**Course General Education Status (CB25)**

Y

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**CSU General Education Certification**

Area	Categories	Status	Approval Date	Comparable Course
Area F	Ethnic Studies	Pending	No value	No Comparable Course defined.
Area D.3	Social Sciences Ethnic Studies	Approved	No value	

**Intersegmental General Education Transfer Curriculum**

Area	Categories	Status	Approval Date	Comparable Course
Area 4.C	Social and Behavioral Sciences Ethnic Studies	Approved	No value	No Comparable Course defined.

**C-ID**

C-ID	Categories	Status	Approval Date	Comparable Course
Sociology	C-ID discipline	Approved	No value	SOCI C150

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.4	Social & Behavioral Sciences Interdisciplinary Studies	Approved	No value	No Comparable Course defined.
Area 3.5	Humanities Ethnic Studies	Approved	No value	
Area 6	Diversity	Approved	No value	

### Units and Hours

#### Summary

<b>Minimum Credit Units (CB07)</b>	3	<b>Total Course In-Class (Contact) Hours</b>	54	<b>Total Student Learning Hours</b>	162
<b>Maximum Credit Units (CB06)</b>	3	<b>Total Course Out-of-Class Hours</b>	108	<b>Faculty Load</b>	-

#### Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course. <input type="checkbox"/> Variable Credit Course	Not Applicable.	<input type="checkbox"/>

#### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

#### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	-
Activity	-
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	-
Activity	-
<b>Total</b>	108

#### Time Commitment Notes for Students

No value

**Faculty Load****Extra Duties: -****Faculty Load: -****Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories****Advisory****ENGLC101 - Freshman Composition**

Students are expected to read and comprehend a college-level text book explaining complex sociological theories. In addition, they must critically analyze advanced scholarly articles for a research paper. The reading advisory level ensures students have the skills necessary for success in these assignments.

Students in this course are required to write a research paper as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The writing advisory level ensures students have the skills necessary for success in these assignments.

**AND****Advisory****LIBRC100 - Introduction to Library Research and Bibliography**

Students in this course are required to write a research paper. This requires that they have the ability to find and evaluate scholarly sources, know the difference between publication types, and cite in proper APA format.

**Entrance Skills**

Entrance Skills	Description
No value	No value

**Limitations on Enrollment**

Limitations on Enrollment	Description

No value

No value

## Specifications

### Methods of Instruction

#### Methods of Instruction

Written work

#### Rationale

Write a 1500 word essay on Indian Residential Schools in the early 20th century and explore their role in the acculturation and ethnocide of Native Peoples.

### Methods of Instruction

Presentations (by students)

#### Rationale

Group presentation - "Choose one example of an immigration act from the 19th or 20th century and explain the social-historical contexts leading up to the act."

### Methods of Instruction

Group Work

#### Rationale

Create a power point presentation 8-10 slides based on the prompt: "If you were appointed head of the U.S Civil Service Commission, what policies would you propose to reduce white privilege and racial ethnic strife . Explain the sociological principles that might give your proposals a higher chance of success."

### Methods of Instruction

Lecture

#### Rationale

45 minute lecture on white privilege, highlighting examples in media, consumer products, education, and employment.

### Methods of Instruction

Discussion

#### Rationale

In class discussion - "A hundred years ago, sociologist W.E.B Du Bois said " The problem of the twentieth century is the problem of the color line-- the relation of the darker to lighter races." Why do you think color line remains one of the most volatile topics facing the nation? Provide examples"

### Methods of Instruction

Instruction through examination or quizzing

#### Rationale

Midterm exam covering chapters 1-7 in the textbook and associated lectures.

## Assignments

Reading - Assigned readings from text book, example: "Read pgs 387-415 in your text. Pay close attention to the sections on color-blind racism and be ready to discuss it in class."

Research paper - Research paper - 1500 word research paper on an assigned topic that requires a literature search, selection of research relevant to the topic assigned, critical analysis of the research based on scientific method and sociological theory, and sound reasoning in supporting or refuting a particular sociological stance on the topic assigned. For example, "Read the book [Autobiography of a Recovering Skin Head](#). Use the sociological theory discussed in class to analyze Frank Meeink's experience with the skin head movement."

Study Quizzes - weekly 20 - 30 question multiple choice study quizzes that cover each chapter of the assigned text book. The study quizzes are hosted on a class learning management system (LMS) and student have 45 minutes to complete them.

Group project - students are expected to work in a group outside of class to prepare a presentation. For example "Meet with your group and prepare a 10 min presentation on racial bias in the media. Choose one TV show or film and analyze the way race and ethnicity are portrayed."

### Methods of Evaluation

### Rationale

Research Paper

Research papers - 1500 word paper on a topic that requires the use of scholarly sources. For example, "In what ways did the conflict between early American values of freedom and the economic need for slavery lead to modern conceptions of race?"

Tests

Examinations - Midterm and Final exams that include multiple choice, true/false, and short essays that measure student's ability to describe and analyze specific issues. Multiple choice and true/false questions will cover key terms, concepts, and individuals. Short essays will require students to synthesize ideas from the book or critically analyze real world situations. For example, "Compare the treatment of Spanish-speaking immigrants today with that of another immigrant group from the late 19th to early 20th century."

Distance Education Description: how outcomes are evaluated

Quizzes - weekly study quizzes that include multiple choice questions covering key terms and concepts from each chapter.

Outcomes for the various methods of evaluations above are assessed in the following ways:

1. Hands on projects are assessed using a rubric .
2. Quizzes are assessed using tabulated scores.
3. Written assignments are assessed using a rubric.

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
Tanya Maria Goulash-Boza	Race and Racism A Critical Approach 2nd Ed.	Oxford University Press	2018	

### Other Instructional Materials

No Value

### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations.

Differentiate concepts such as prejudice, discrimination, segregation, assimilation, and pluralism.

Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level.

Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.

Analyze intersections of race and ethnicity with gender, class and other locations of identity.

Identify and analyze patterns of racial and ethnic interaction.

Identify, compare and contrast the experiences of major racial and ethnic groups.

Examine majority-minority group relations including issues such as power and privilege.

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.

Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethnocentrism, Eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.

Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.

## CSLOs

**Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations.**

Expected SLO Performance: 70.0

*English*

PLOs for Spanish Degree

Express intercultural awareness, appreciation and understanding of the diverse Latin cultures.

**Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.**

Expected SLO Performance: 70.0

*Social Science*

Liberal Arts: Social & Behavioral Sciences AA  
Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

**Apply theory to current socio-political, racial, and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations.**

Expected SLO Performance: 70.0

**Analyze intersections of race and ethnicity with gender, social class, and other locations of identity.**

Expected SLO Performance: 70.0

**Identify anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.** Expected SLO Performance: 70.0

## Outline

### Course Outline

1. Definition of and theories
  - a. Modern and historical comparisons of race and ethnicity.
  - b. Race theories:
    - i. Anthropological
    - ii. Philosophical
    - iii. Cultural
    - iv. Biological
  - c. Social construction of race
2. The nature of minority-majority relations
  - a. In-group out-group behavior
  - b. Ethnocentrism
  - c. Power
  - d. Privilege
  - e. Creation of minority groups
    - i. Migration
    - ii. Annexation
    - iii. Colonialism
  - f. Racial and ethnic profiling
3. Immigration and racial politics
  - a. Patterns of immigration to the US
  - b. Early immigration
  - c. Contemporary immigration
  - d. Economic and political impact
  - e. Affirmative action
4. Prejudice
  - a. Theories of prejudice
    - i. Scapegoating theory
    - ii. Authoritarian Personality Theory
    - iii. Exploitation Theory
    - iv. Normative Approach
  - b. Stereotypes
    - i. Labeling
    - ii. Model Minority
5. Discrimination
  - a. Relative vs Absolute Deprivation
  - b. Individual discrimination
  - c. Institutional discrimination
    - i. Media
    - ii. Health care
    - iii. Economic systems
    - iv. Judicial systems
    - v. Political systems
  - d. Color-blind racism
6. Patterns of racial and ethnic interaction
  - a. Immigration
  - b. Colonialism
  - c. Assimilation
  - d. Integration
  - e. Pluralism
  - f. Racialized and ethnic violence and genocide
7. U.S. racial and ethnic identity and politics
  - a. Native Americans
  - b. African Americans
  - c. U.S. Latinos
  - d. Arab Americans
  - e. Asian Americans
  - f. Euro-Americans
  - g. Multiracial Americans
8. Intersectionality
  - a. Class
    - i. Avenues and barriers to social mobility
    - ii. Intersections of race and class in societal hierarchies

- iii. Social class in the United States
    - iv. Wealth vs. income
  - b. Gender
    - i. Definitions of gender
    - ii. Feminism and women of color.
  - c. Sexuality
- 9. The Future of racial and ethnic relations
  - a. Global racism
  - b. Communication
  - c. Persistence of inequality
- 10. Anti-racist issues beyond the classroom
  - a. College
  - b. Local community
  - c. State
  - d. Federal

## Delivery Methods

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of SOCI C151 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course.** -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 students in onsite classes

45 students in online classes

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities