

Course Outline for SOC 3

INTRODUCTION TO RACE AND ETHNICITY

Effective: Spring 2022

I. CATALOG DESCRIPTION:

SOC 3 — INTRODUCTION TO RACE AND ETHNICITY — 3.00 units

Racial and ethnic relations in the United States. Examines the cultural, political, and economic practices and institutions that support or challenge racism, racial and ethnic inequalities, as well as patterns of interaction between various racial and ethnic groups. Students who have completed, or are enrolled in, ETHS 6 may not receive credit.

3.00 Units Lecture

Strongly Recommended

SOC 1 - Principles of Sociology
 with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Ethnic Studies or
- Sociology

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. SOC1

1. Outline multiple social theories
2. Apply social theory to world events
3. Explain how identities such as gender and race are socially constructed.
4. Outline the impacts of modernization and globalization on social institutions
5. Develop an argumentative research-based term paper
6. Explain the workings of global economic and political systems
7. Outline the symbiotic relationship between culture and social structure

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
- B. Identify the cultural, political, historical, scientific, and institutional factors affecting the social construction of race and ethnic relations and majority-minority group relations
- C. Analyze and articulate major concepts of ethnic studies, including but not limited to race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethno-centrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
- D. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age
- E. Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues and policies on equal opportunities, immigration, and criminal justice system
- F. Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom

V. CONTENT:

- A. Identity construction - theoretical overview:
 1. A look at sociological "we and they" theories of ethnicities and race (e.g. Bellah's "community of memories", Benedict's "imagined communities").
 2. Extrinsic and intrinsic definitions of ethnic and racial identity.
 3. American racial categories and assumptions about race compared to other nations.
 4. Impact of ethnic conflict on identity construction (e.g., Kosovo, Bosnia, Rwanda, Northern Ireland, Israel).
 5. The social creation of culture (e.g. PanAfrican movement). Social structure's impact on the creation of categories (e.g., Apartheid)
 6. Analyze the intersections of gender, class, and other identities
- B. Hierarchies of identity
 1. Introduction to concepts of racism, prejudice and discrimination (e.g. Merton).
 2. Coverage of "white privilege" concept (McIntosh).
 3. Differences between institutional and individual forms of racism (e.g. WJ Wilson's work on "why work disappears in inner cities, sterilization programs in US and Puerto Rico).
- C. Intergroup conflict – Why does it occur?
 1. Introduction to terms pluralism, melting pot, and cultural hierarchy.
 2. A look of processes of conquest, colonization and labor migration.
 3. Coverage of integration continuum: segregation, accommodation, acculturation, assimilation, and amalgamation.
 4. Look at the construction of "whiteness" and "hidden ethnicity".
- D. Lasting impact of European conquest and colonization in US
 1. Impact of "Age of Exploration" in Europe.
 2. Concepts of racialism, "progress", and eventually manifest destiny.
 3. Impact of Immigration and Naturalization Act.
 4. Compare colonial experiences of Native Americans, Chicanos and Puerto Ricans.
 5. Look at 20th century political movements which solidified identity of groups.
 6. Look at current issues (e.g. PR sovereignty, Reservation self-reliance issues, English-only movement).
 7. Construction of term "Hispanic".
- E. The legal construction of race in the US - case study 'Blackness' US racial classifications based on social belief rather than on a biological or genetic formula.
 1. Look at European influences in definitions of race.
 2. Coverage of economic influences in US definitions of race.
 3. Multiple definitions of blackness in US prior to 1850, and how mixed race groups were defined.
 4. Compare US definitions with other nations.
 5. Introduce concepts of "one-drop rule", miscegenation, mulatto, etc..
 6. Look at political influences of impending civil war on definitions of blackness in South and North.
 7. Impact of reconstruction and Jim Crow.
 8. 19th and 20th century Black political movements in US. Garvey/Dubois conflict over definition of Blackness.
 9. Impact of urban development and segregation.
 10. The class divide between African-Americans in US. Current controversies: e.g. Wilson's declining significance of race, affirmative action controversies, growing multiracial population.
- F. Immigration and assimilation in the United States
 1. Social-psychological pressures of assimilation - anglo-conformity v. transmuting pot.
 2. Cover types of dominant group policies towards racial and ethnic minorities: genocide, expulsion, oppression, transmuting or melting pot, pluralism, and separatism.
 3. Compare assimilation models.
 4. Look at current impact of globalization and global economy on immigration models.
 5. Compare different group experiences (e.g. 19th century Irish to 20th century Mexican immigration).
 6. Compare same group experiences (e.g. first and third wave Cuban immigration; 19th and late 20th century Chinese immigration).
 7. Current myths, facts, and controversies over immigration policies.

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Class discussion on selected issues
- B. **Research** - Conducting library research to write a research paper
- C. **Lecture** -

VII. TYPICAL ASSIGNMENTS:

- A. Research paper – Based either on raw data (census, general social survey, etc.) or other sociological methodology (e.g., content analysis, scenario building, qualitative interviewing).
 1. 2020 Future of Ethnicity Project - using current data and scenario building methodologies, project several different futures of ethnicity in the United States.
- B. Reading assignments – Must include one full work. Recommend use of literary pieces, especially for less diverse class populations.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
 - 2-4 times per semester
- B. Quizzes
 - Weekly
- C. Research Projects
 - Once towards the end of semester
- D. Papers
 - 2-4 times per semester
- E. Class Participation
 - Every class meeting

IX. TYPICAL TEXTS:

1. Gallagher, Charles. *Rethinking The Color Line*. 6th ed., Sage, 2019.
2. Strmic-Pawl, H. *Understanding Racism*. 1st ed., Sage, 2020.
3. Golash-Boza, T. *Race & Racisms*. 2nd ed., Oxford, 2017.

X. OTHER MATERIALS REQUIRED OF STUDENTS: