

STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA COURSE NUMBER: SOC-G117

COURSE TITLE: Minorities in the United States

CATALOG DESCRIPTION: Attention is paid to the history, social conditions, and ideology of prominent minority groups in order to better understand the dynamics of contemporary inter-group relations.

PREREQUISITE(S):

SECTION II

A. SCOPE: The course will examine economic, political, social and cultural forces operating at national and local levels, which generate and maintain oppression based on race and ethnicity in the United States. A socio-historical perspective will be utilized to explore past and current oppression related to race and color, culture and ethnicity, social class, gender, sexual/emotional orientation and religion. Intercultural, intracultural, psychological, social and political responses to oppression will be addressed throughout the course.

This course fulfills a Designated Core Competency in the area of Social Phenomena Knowledge/Understanding (SP).

This course fulfills an Embedded Core Competency in the area of Historical Knowledge/Understanding (HK).

B. REQUIRED WORK: Determined by the instructor as described in the course syllabus.

C. ATTENDANCE AND PARTICIPATION: Students are expected to attend all class, be punctual, take exams at the schedule time, and participate in the learning process. (Specific instructor policies are included on the course syllabus.)

D. METHODS OF INSTRUCTION: The methods of instruction are determined by each instructor and may include but are not limited to lecture, class or group discussion, collaborative learning, reading/interpretation of primary and secondary sources, distance learning, student presentations, and use of technologies including audio-visual materials, and computers.

E. OBJECTIVES, OUTCOMES, and ASSESSMENT: The following objectives and outcomes represent the department's core requirements for student achievement:

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of:	Students will:	As measured by:
Diversity of racial and ethnic groups living in the United States.	Explain the experience and diversity of racial and ethnic groups within and across cultures using historical research and various sources of historical information. (HK1) (SP1 and SP4)	Satisfactory completion of reading and written assignments. Satisfactory performance on exams.
Human and cultural diversity.	Describe various explanations and theories related to past and present developments in human and cultural diversity and apply them to real world situations. (HK5) (SP4,5)	Satisfactory completion of reading and written assignments. Satisfactory performance on exams.
Different subcultures living in the United States.	Explain and document the experiences of subcultures in the United States. (HK3) (SP4)	Satisfactory completion of reading and written assignments. Satisfactory performance on exams.
Ethnocentrism and other forms of racial, ethnic, and gender intolerance.	Summarize different forms of racial, ethnic and gender intolerance. Summarize and apply appropriate techniques to reduce racism and ethnocentrism. (SP5)	Satisfactory completion of reading and written assignments. Satisfactory performance on exams.
Theories of colonialism, racism, minority/majority group relations and ethnic stratification.	Describe ethical dilemmas pertaining to issues related colonialism, structured racism and social stratification and their impact on human condition. (SP3)	Satisfactory completion of reading and written assignments. Satisfactory performance on exams.
The Latino, African-American, White Ethnic, Native Americans, and Asian experience in the United	Summarize social and economic theories that explain the experience of marginalized groups in the	Satisfactory completion of reading and written assignments.

States.	United States. Explain the research methods used to investigate these experiences. (SP2)	Satisfactory performance on exams.
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Core Competency Assessment Artifact(s): Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

F. TEXT(S) AND MATERIALS: College level race and ethnicity textbook.

G. INFORMATION TECHNOLOGY: Basic knowledge of the use of computers to write papers as well as on-line search and use of internet resources. Extent of use of information technology will vary by instructor.