



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Minority Studies (Formerly: Ethnicity and Identity)

**Course Prefix and Number** – SOCI 2319

**Department** – Psychology/Sociology

**Division** – Social and Behavioral Sciences

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #** 3:3:0

**Equated Pay hours for course -** 3

**Course Catalog Description** – This course offers study of the minority-majority group relations, addressing their historical, cultural, social, economic, and institutional development in the United States. Both sociological and social psychological levels of analysis will be employed to discuss issues including experiences of minority groups within the context of their cultural heritage and tradition, as well as that of the dominant culture. Core concepts to be examined include (but are not limited to) social inequality, dominance/subordination, prejudice and discrimination. Particular minority groups discussed may include those based on poverty, race/ethnicity, gender, sexual orientation, age, disability, or religion.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Co-requisites** – TSI Satisfied or concurrent enrollment in READ 0307

**Prepared by** Rebecca McElroy

**Date** 9-20-13

**Reviewed by Department Head** Rebecca McElroy

**Date** 9-20-13

**Accuracy verified by Division Chair** Amanda Shelton

**Date** 9-20-13

**Approved by Dean or Vice President of Instruction** *gg hunt*

**Date** 9-20-13



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Any course related to the study of ethnicity and identity should include minimally the following topics/material:

- the definition of minority group both in terms of numbers and power in society
- the study of the basic hierarchies of social stratification: class, race and ethnicity, gender, and age, including both the historical and current issues which emerged from these social divisions including the concepts of discrimination and prejudice
- the definitions of ethnicity, race, stereotyping, projection, ethnocentrism, and cultural relativism.
- varieties of minority group responses to discrimination and prejudice
- dominant (or majority) group responses to minority or submissive groups
- major impediments to intergroup relations
- theories of minority integration
- the sociohistorical perspective of European immigration to America in the first great wave of immigration and a survey of the relationship between different European settlers after their arrival
- the sociohistorical perspective of Native American groups and the effects of European immigration and domination on their culture and heritage
- the sociohistorical perspective of African Americans, slavery, and subsequent discrimination and prejudice
- the sociohistorical perspective of Asian American immigrant groups and responses to their presence in American culture
- the sociohistorical perspective of Hispanic/Latino groups and the debate concerning legal and illegal immigration today
- identification of non-ethnic minority groups in America such as women, religious minorities, ideological groups, the homosexual community, the disabled, and others
- discussions concerning the minority status of women and homosexuals, the issue of sexual harassment, the Americans with Disabilities Act, the countercultural movements in America (militias, anarchists, religious cults, etc.) and the current political and social movements emerging from ethnic sources such as political correctness, multiculturalism, English-only, the anti-affirmative action movement, and/or race or ethnic-based militancy
- discussions of current events concerning the study of minority groups in America
- discussions concerning the concept of human ecology and its formation and effects on ethnic and other identity groups

**II. Course Learning Outcomes**

<p style="text-align: center;"><b>Learning Outcomes</b></p> <p><b>Upon successful completion of this course, students will:</b></p>	<p style="text-align: center;"><b>Methods of Assessment</b></p>
<ol style="list-style-type: none"> <li>1. Explain how the concept of social inequality pertains to minority group status defined in terms of identities that may include: social class: race/ethnicity, gender, sexual orientation, age disability or religion.</li> <li>2. Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday life of minority group members in the context of social institutions.</li> <li>3. Analyze the experience of culture, experiences of inequality, and current life opportunities of various minority groups, in the United States with contrasting reference to other countries.</li> <li>4. Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.</li> <li>2. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.</li> <li>3. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.</li> <li>4. Lecture quiz, written term paper/project, other departmentally approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam.</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.**

Schaefer, Richard. Race and Ethnicity in the United States (6th edition). Prentice-Hall, 2011. ISBN-13 # 9780205790616

**IV. Suggested Course Maximum - 35**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

TV/VCR/DVD capability plus data/AV projector and internet connection in classroom

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

For research papers, semester projects, essay exam questions, or other written learning components required by individual instructors as part of the course requirements, the following grading rubric will apply to assess learning and for grading of the assigned project:

The assignment will have been based on a relevant topic or exercise related to the course goals included in this syllabus and in general (to incorporate the use of critical thinking/reasoning), to the subject matter of the course and such assignment will have been of sufficient length (and research/writing effort) to merit the status of a major graded assignment and thereby, students will be expected to fulfill the spirit of the

assignment in a professional and conscientious manner, and will be scored by the instructor taking the following grading criteria into account in determining the final grade of the assignment:

- a. fulfillment of the goals, requirements, and or other criteria required by the assignment
- b. correctness in following all instructions established by the assignment, including the format, documentation form, required length, numbers of sources, and so forth previously established by the instructor in making the assignment
- c. correctness in spelling, grammar, paragraph structures, abbreviative forms, etc. with thesis statement and supporting paragraphs/sections appropriate to the assignment.
- d. writing style commensurate to first or second year college students
- e. adherence to other assignment particulars and details as stated at the time of the assignment

Any deadlines, due dates, or late work policies established for the assignment by the instructor will be used without exception in the final grading of the assignment.

Some form of the written component examples included in this section (Section I above) are required by each instructor to fulfill the learning goals and objectives of this course and the grade from the written exercise(s) will be included as a major grade for each student enrolled without exception. The grade on the written component described herein may not be excluded in the calculation of the student's final grade for the course. Written components of this course should normally account for at least 20% of the student's final grade.

Reading assignments, both of the required textbook and/or outside readings are required of students and information from such readings will be included to a significant degree on the learning assessment methods used in the course.

Class attendance, papers/projects, exams, discussions, presentations, and other learning assessments may all be used in determining the final grade for the course in proportions determined by the individual instructor with suggestions/requirements in mind from previous subsections of this section.

A typical grading composition for this course might look like this:

3-5 exams—50% of final grade

1 term paper or another substantial critical written assignment – 25%

1 comprehensive end-of-course exam 25%

Grading system for individual instructors may vary slightly, but all instructors will meet established general reading and writing requirements (and related learning assessments thereof) during the course.

\*Overall minimum percentages for all assessments are as follows: 20% Final exam; 20% Written assignment; 40% other assessments, i.e., projects, quizzes, and tests.

## VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.



## Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences**      Course Prefix & Suffix: **SOCI 2319**

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday lives of minority group members in the context of social institutions.	-lecture/class discussion on competing theories of prejudice and discrimination --paper/project exploring prejudice, discrimination, and institutions	-section quiz/unit exams -written paper/project -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Analyze the history of culture, experiences of inequality, and current life opportunities of various minority groups in the United States with contrasting reference to other countries.	-lecture/class discussion on competing theories of inequality using historical and global examples --paper/project exploring prejudice, discrimination, and institutions	-section quiz/unit exams -written paper/project -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.	-lecture/class discussion on competing theories and statistics of immigration and assimilation --paper/project exploring immigration and assimilation	-section quiz/unit exams -written paper/project -section/comprehensive final exam



## Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences**      Course Prefix & Suffix: **SOCI 2319**

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Explain how the concept of social inequality pertains to minority group status defined in terms of identities that may include: social class, race/ethnicity, gender, sexual orientation, age, disability, or religion.	-lecture/class discussion on minority group status --paper/project/presentation exploring minority group status	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday lives of minority group members in the context of social institutions.	-lecture/class discussion on prejudice and discrimination --paper/project/presentation exploring prejudice and discrimination	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			



## Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences**      Course Prefix & Suffix: **SOCI 2319**

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Analyze the developmental history, culture, experiences of inequality, and current life chances of minority groups in the United States.	-lecture/class discussion on current research and findings regarding American minority groups --paper/project/presentation including research findings on U.S. minorities	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.	-lecture/class discussion on current research and findings regarding demographics, immigration, and assimilation --paper/project/presentation including evidence regarding demographics, immigration, and assimilation	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			



## Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences**      Course Prefix & Suffix: **SOCI 2319**

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Analyze the developmental history, culture, experiences of inequality, and current life chances of minority groups in the United States.	-lecture/class discussion on minority group status in America --paper/project/presentation exploring minority group status in America	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.	-lecture/class discussion on immigration and assimilation --paper/project/presentation exploring immigration and assimilation	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday lives of minority group members in the context of social institutions.	-lecture/class discussion on prejudice and discrimination in the U.S. --paper/project/presentation exploring prejudice and discrimination	-section quiz/unit exams -written paper/project/presentation -section/comprehensive final exam