

Administrative Master Syllabus

Course Information

Course Title	Minority Studies
Course Prefix, Num. and Title	SOCI 2319 Minority Studies
Division	Social and Behavioral Science
Department	Psychology, Sociology and Anthropology
Course Type	Academic WCJC Core Course
Course Catalog Description	This course studies 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.
Pre-Requisites	TSI Reading requirements met or current enrollment in INRW 0307
Co-Requisites	Enter Co-Requisites Here.

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		



Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and 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

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

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.
2. 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.
3. 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.
4. Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.

Methods of Assessment:

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.

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.
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.
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.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Schaefer, Richard. *Race and Ethnic Groups in the United States*, Pearson, most recent edition.

Suggested Course Maximum:

35

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

None.

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:

- I. 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, abbreviated 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
- II. 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.
- III. 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.

IV. 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.

V. 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.

The general grading rubric for tests, papers, and projects will approximate as follows: 90% - 100%=A 80% - 89% =B 70% - 79% =C 60% - 69% =D Below 60%= F

Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course. Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

WECM Course -If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 080: 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
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
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
State Mandated	Analyze minority group interactions in the United States focusing on immigration and migration patterns,	-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



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SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
	assimilation processes, and adjustments to American life.		

Core Curriculum Review Form

Foundational Component Area: Core 080: 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
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 -section/comprehensive final exam
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 -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: 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
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 -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: 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
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 -section/comprehensive final exam
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 -section/comprehensive final exam