

FEATHER RIVER COLLEGE
POL/SOC 140: Introduction to Race and Ethnicity

Course Description

This class is the study of how race and ethnicity are shaped by society, and how they inform the experiences of individuals in society. There is a lot to talk about when it comes to race today, especially in terms of discrimination, racism, and inequality. This class will look at topics in race and ethnicity and attempt to analyze them using sociological and political concepts and theories. You will explore the social and historical experiences of different groups, the intersection of race, ethnicity, class and gender, and current structures of power relations in the U.S.

This course:

- ✓ Satisfies the FRC graduation requirement in Area D.
- ✓ Partially satisfies Sociology AA-T degree requirements.
- ✓ Partially satisfies Political Science AA-T degree requirements.
- ✓ Fulfills IGETC (UC system transfer) Area 4H.
- ✓ CSU general education transfer, D3
- ✓ Is transferable to private colleges (consult your education plan and transfer college catalog). **Includes course content equivalent to the rigor demanded of students at transfer institutions. That's because a community college is cheaper, not easier.**

Course Goals and Student Learning Outcomes

In addition to promoting the mission of Feather River College, the goals of this class are to build your written communication and critical thinking skills. In order to reach these goals, upon the completion of the course, students should be able to:

1. Identify concepts such as race, ethnicity, "intersectionality," gender, class, discrimination, segregation, assimilation, and pluralism;
2. Compare the historical experiences of racial and ethnic groups and implications for freedom and equality;
3. Identify and analyze racial and ethnic interaction;
4. Analyze the intersections of race and ethnicity with gender, class relationships and implications for power;
5. Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level;
6. 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.

Course Textbook

You are required to purchase the text book for this course, available at the [Feather River College Bookstore](#).

Healy, Joseph F. 2014. *Diversity and Society: Race, Ethnicity, and Gender*. 4th edition. Thousand Oaks, CA: SAGE Publications, Inc.
ISBN: 978-1-4129-9245-9

Technological Requirements

Enrolling and succeeding in a college class requires you to have access to the following technology:

1. Daily computer and internet access;
2. MS Word or the equivalent for word processing;
3. **An email account that you use for your academic correspondences.** This will be the email you'll use to receive important FRC and course correspondences. If you did not indicate a preferred email account with the Admissions and Records Office, then the default account is your frc.edu address;
4. Software to view videos, stream audio, and open files.

Course Policies

The following policies apply to all my courses (also see the [FRC Student Rights and Responsibilities Handbook](#)). Your enrollment means you agree to abide by these policies. Violation of these policies may result in your dismissal from the class and an administrative drop.

1. **Read the course material and instructor emails.**
2. **Come to class on time and prepared:** If you will be late or need to leave early let me know ahead of time. Habitually lateness is considered in your final grade. Being prepared means reading the assigned material before class.
3. **Drop policy:** You may be dropped from the class if you stop attending (*missing more than two consecutive weeks of class without notifying me with a documented explanation*). Be aware of enrollment and withdrawal deadlines indicated on the FRC academic calendar.
4. **Grades:** An "A" indicates *exceptional work*. An "A" is not for effort. If you don't have the appropriate college level skills, or if you do not achieve the student learning outcomes, do not expect a satisfactory grade in this class. Missing assignments will significantly affect your grade also. Incompletes are **only** considered if you have **completed 70%** of the class assignments and have documented a medical or personal emergency with FRC's Office of Student Services. Incompletes are subject to my discretion. If you are unable to complete the class for any other reason you will need to re-enroll in the class another semester.
5. **Late work:** Late work is NOT accepted unless clear arrangements have been made with me **prior** to the due date. This should not be a week after an illness, etc. If you know you will be out of town for an institutionally approved event (e.g., athletics, student government, etc.), you must complete any work that is due before you leave. **No exceptions.**
6. **Writing expectations:** I use college-level writing standards to assess your work. Grammar matters in all your writing **including in emails**. Proof read your work and use "spell-check." If you lack college level reading and writing skills please access the many student learning resources available on this campus.

CITING SOURCES – TIPS

All outside sources need to be properly cited (MLA, APA, or other citation style). **Three or more words taken from a source, including the textbook, should be cited.** If you use a direct quotation, refer to the author, date, and page number in the text of your writing as well as in a works cited list at the end. This is the best style-guide site:

<https://owl.english.purdue.edu/owl/>

7. **Plagiarism and submitting your own work:** Cheating is unethical, disrespectful, and a waste of my time. Presenting the work of others (students, published authors, websites, etc.) as your own is plagiarism and is unacceptable. If I discover that you have used the work of another student, author, website, or text and turned this in as an assignment without proper documentation, you will receive zero (0) points for the assignment. The College's policy regarding this and other forms of cheating will be followed.

8. **Classroom behavior/decorum:** Membership in the academic community includes the obligation to preserve a safe and positive learning environment. This means that is our responsibility, students and instructors, to ensure every individual's right to learn. FRC is committed to creating a safe campus environment free of discrimination for all individuals (regardless of sex, race, ethnicity, age, national origin, religion, sexual orientation, gender expression, appearance, (dis)ability, or veteran status). A safe learning environment also means that a student should not fear retaliation if they express concerns of, or report a violation of this policy to a campus employee. This is the kind of decorum expected in class:
 - a. Respect others when they are talking and refrain from interrupting.
 - b. Stay awake in class!
 - c. Don't use a cell phone in class unless directed.
 - d. Eat meals before, not during class.
 - e. Use tobacco (e.g., chew) only in designated campus locations.
 - f. Avoid coming to class sick.

If disruptive behavior occurs, the student will receive a warning. Continuing or substantial disruptions may result in immediate removal from the class (decided by me) and will be reported to the Chief Student Services Officer. Significant and/or continued violations may result in an administrative withdrawal from the class (see the Standards of Student Conduct, AP 5500).

9. **Use of electronic devices:** As adults in a professional and in-person environment, you will not be using your cell phone in class. In order to prepare yourself for the professional world of work and career, you will refrain from texting or playing with your phone in class. If I see you texting or constantly checking your phone during class you will be marked absent or asked to leave. Step out of the classroom if you must answer a call, text, etc.

10. **Save Copies of Your Work:** : If you are turning something in online and experience technical difficulties with your work call me immediately, (530)283-0202 ext. 202. **Saving your work on your computer or a disk makes things a whole lot easier.**

11. **Students with Disabilities:** Please provide official documentation from the in the first two weeks of class for to ensure the appropriate accommodations. FRC Disabled Student Programs and Services Office: (530) 283-0202, ext.318, <http://www.frc.edu/dsps/>.

12. **Fairness:** These policies and practices apply to all students equally. Exceptions are not made for individual students.

Course Format and Assignments

The class is organized by Learning Modules and textbook chapters. I may also assign additional material throughout the semester. Class sessions will include lectures, PowerPoint projections, films, and discussions.

There are **1000 points** possible in the class. Check out the rubric/criteria at the end of this syllabus so you have an idea of what I am looking for in your written work.

1. **Class Film Festival Project. Event contribution, 200 points; Paper 200 points = 400 points.** For this project/activity, students will select a series of films dealing with race, ethnicity, or diversity in the United States and around the world. Students will organize a film festival around the topics, manage the festival event, and lead pre- and post- film discussions.
2. **Reading Questions (6 X 100 points) = 600 points**

Calculating Grades

Your points in the class will be recorded in the **Moodle grade-book**. In the grade book area you will see the points you've earned for an assignment and any comments (or click on the assignment to see my comments). I expect that you read any comments I write on your assignments in order to improve your work.

The total percentage seen in the grade book is calculated out of the class total so is not accurate until the end of the semester when all work is completed (out of 1000 points). To calculate your grade at any point during the semester, manually divide your total points by the points that have been available thus far: **$POINTS\ ACCUMULATED \div POINTS\ AVAILABLE\ TO\ THAT\ POINT$** . Please don't ask me "what is my grade in the class?" If you see an error in your points please let me know immediately!

A = 950-1000

A- = 900-949

B+ = 860-899

B = 830-859

B- = 800-829

C+ = 760-799

C = 700-759

D+ = 660-699

D = 600-659

F = 0-600

IF I DECIDE TO ASSIGN AN EXTRA CREDIT ASSIGNMENT, IT WILL BE AVAILABLE TO THE ENTIRE CLASS.

Once final grades are submitted, I do not make grade changes, so please don't ask.

Class Schedule *If I change anything on the schedule, I'll announce it in class and post it on Moodle.*

Module One

Introduction to the Study of Minority Groups in the U.S. (Part I)

Learning Objectives

- Explain the concepts of race, ethnicity, and gender.
- Understand the point of social construction.
- Analyze the pros and cons of diversity in society.
- Evaluate the ideas of pluralism and assimilation.
- Understand the concepts of "minority" and "dominant group."
- Understand theoretical perspectives on race and ethnicity.
- Locate and analyze prejudice, discrimination, and racism in society.

Readings

- Chapter 1: Diversity in the United States: Questions and Concepts
- Chapter 2: Assimilation and Pluralism: From Immigration to White Ethnics

Assignments

- Acquire textbook
- Login to Moodle page
- Decide on Research Presentation or Film Festival Organizing and Panels
- Create your semester calendar of assignments, and due dates for all your classes.
- Reading Questions #1, *due September 18*

Module Two

Introduction to the Study of Minority Groups in the U.S. (Part II)

Module Learning Objectives

- Identify what shapes dominant-minority relations.
- Understand the Noel hypothesis and the Blauner hypothesis
- Understand how colonialism created minority groups.
- Explain how gender should be considered when analyzing minority group experiences.

Readings

- Chapter 3: The Development of Dominant Minority Group Relations in Postindustrial America: The Origins of Slavery

Assignment

- Reading Questions #2, *due October 5*

Module Three: October 7 -16

The Evolution of Dominant Minority Relations in the U.S. (Part I)

Module Learning Objectives

- Understand how technology has changed dominant-minority group relations.
- Identify responses to segregation in the U.S.

Readings

- Chapter 4: Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society

Assignments

- Reading Questions #3, *due October 16*

Module Four

Understanding Dominant Minority Relations in the United States Today (Part I)

Module Learning Objectives

- Define de-jure and de-facto segregation in the African American experience.
- Explain levels of assimilation for African Americans and Native Americans.

- Explain the implications of gender and class in dominant-minority relations and within groups themselves.
- Compare and contrast the experiences of African Americans and Native Americans in dominant-minority group relations.

Readings

- Chapter 5: African Americans: From Segregation to Modern Institutional Discrimination and Modern Racism
- Chapter 6: American Indians: From Conquest to Tribal Survival in Postindustrial Society

Assignments

- Reading Questions #4, *due November 6*

Module Five

Understanding Dominant Minority Relations in the United States Today (Part II)

Module Learning Objectives

- Explain how culture matters when examining the relationship between Hispanic Americans the dominant society.
- Analyze the experiences of different ethnicities using Blauner’s hypothesis.
- Compare and contrast the experiences of different groups when it comes to acculturation and integration.
- Compare and contrast the protest movements of different groups.
- Explain the concept of the “model minority” and what this label means for Asian Americans.

Readings

- Chapter 7: Hispanic Americans: Colonization, Immigration, and Ethnic Enclaves
- Chapter 8: Asian Americans: “Model Minorities?”

Assignments

- Reading Questions #5, *due November 25*

Module Six

Challenges for the Present and the Future (Part I)

Module Learning Objectives

- Understand contemporary immigration patterns.
- Compare and contrast the experiences of “new Americans” with previous immigrant groups.

Readings

- Chapter 9: New Americans, Assimilation, and Old Challenges
- Chapter 10: Minority Groups and U.S. Society: Themes, Patterns, and the Future

Assignments

- Reading Questions #6, *due December 11*
- Final, Monday, December 14, 10:00-12:00 p.m.: Presentations