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Course Outline for SOC 3

CULTURAL AND RACIAL MINORITIES

Effective: Fall

I. CATALOG DESCRIPTION:

SOC 3 — CULTURAL AND RACIAL MINORITIES — 3.00 units

Racial and ethnic relations in the United States. Race, ethnicity, prejudice, discrimination and stereotyping, as well as theories and patterns of intergroup relations. Contemporary American minorities including African Americans, Chicano/Latinos, Asian Americans, and Native Americans.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

1. outline and apply basic race relations theories and models to past and contemporary U.S. intergroup relations;
2. critique current U.S. policies regarding immigration, affirmative action, education, etc;
3. identify the major political and scientific contributions to the U.S.' social and legal construction of race and ethnicity;
4. conduct a research assignment based on one of the many sociological methodologies available.

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)

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. **Lecture** -
- B. **Research** - group projects
- C. **Discussion** -

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. I also recommend use of literary pieces, especially for less diverse class populations. 1. Read Chapters 1-3 in F.J. Davis' Who is Black? C. Group work/group presentation 1. Art and Ethnicity group project - select an ethnic group in the United States and how this group contributed to/created an art form in the US.

VIII. EVALUATION:

- A. **Methods**
 1. Exams/Tests
 2. Papers
- B. **Frequency**

IX. TYPICAL TEXTS:

1. One complete sociological work – choice of instructor
2. Text should be thematically/ theoretically organized rather than "group" organized (one chapter on African-Americans, one on Hispanics, etc.) Examples:
 - a. Norman Yetman, Majority and Minority, 1999 edition, Allyn & Bacon: Boston
 - b. Joan Ferrante and Prince Brown, The Social Construction of Race and Ethnicity in the United States, 2001 edition, Jr., Prentice Hall: Upper Saddle River, NJ
 - c. Michael LeMay, The Perennial Struggle, 2000. Prentice Hall: Upper Saddle River, NJ
3. Highly recommended: use of literary texts: poems, plays and novels

X. OTHER MATERIALS REQUIRED OF STUDENTS: