Course Description: This course will consist of a consideration of Racial and Ethnic Groups as well as Minority Groups in America. This course will consider the Sociological Aspects as well as the Cultural Aspects of Racial, Ethnic and Minority Groups. This course will be an overview of Discrimination, Prejudice and Racism as it relates to these Racial, Ethnic and Minority Groups. This course is relevant because Racial and Ethnic Relations are factors that must be considered or dealt with in all aspects of socialization. However, due to the time limitation, this course will be primarily a descriptive overview rather than a detailed treatment of the elements of Racial, Ethnic as well as a Minority Group relations.

Prerequisites: None

Course Format: Lecture/Discussion

Audio Recording Policy: Students may record lectures if they desire.

Course Requirements: (Four) Exams and a Course Journal (CJ) (38205) and a Theoretical Paper (H – 38206)

Course Objectives:
1. Learn the terminology and concepts in the field of Race, Ethnic and Minority Relations.
2. Expand your knowledge of Historical, Economic, Political and Social Facts about Race, Ethnic and Minority Relations in America.
3. Apply your knowledge an analyzing current circumstances for Racial/Ethnic Groups and individuals as members of Minority Groups. This application includes the understanding of personality identification from the point of view of Majority and Minority members.

4. You are expected to reach conclusions about Racial/Ethnic relations and Minority status from the measurements, observations and factual information. Expressions of opinions are encouraged as long as the student maintain a critical attitude and ask the question, “What is the evidence,” when ordering generalizations about Racial/Ethnic and Minority Relations of Human Behavior in general.

Course Evaluations:
Exams:
4 exams will be given. The composition of the exams will be matching, complications, true or false, essay questions and short answer essay questions.

Course Journal and Theoretical Paper:
A CJ/TP will be required, a handout is attached to explain the details.

Extra – Credit Points:
Things that make you go hummmmmmmmmmmmmmmmm...........
During class, newspaper articles will be discussed that relate to the content of the lecture or assigned readings. Students will be allowed to write a reaction paper to newspaper articles discussions and content. The reaction paper will be awarded points based on the length of the papers. A page with less than one – half will be given .5, a page with one –half will be given 1 point; a page with more than half of a page but not a complete page will be given 1.5 points; and a full page will be given 2 points. The points earned will be added to student’s unit averages and final class averages. These papers cannot be turned in late, they are due by the end of the class period on the due date.

Extra – Credit Activities:
Students will be allowed to earn extra – credit points by attending programs and events at GCC and at other places, away from GCC. These events may feature speakers, seminars, and workshops. Points to be earned will vary according to the event or activity. Points earned will be added to exam scores. The number of opportunities will not be known at the beginning of the semester. It is not known that if you
should miss one of these opportunities, that other opportunities will be available.

**Grade Determination:**

4 Exams
CJ/TP.................................................................1 Grade
Grade determined: 5 grads and TTMYGH/Reaction Paper Points averaged and divided.

**Attendance, Make – Up and Late Policy:**

Perfect attendance (31 days) will be rewarded by having 10 points added to your final class average (no absences, even official or excused). 95 percent attendance (30 – 29) days present will earn students five points added to their final class average. Students are also expected to attend all classes. Students are also expected to take exams when scheduled and turn in the CJ’s/TP/s when due. Anyone missing over 4 unexcused or official days will have (10) points deducted from their highest grade earned. An absence will be excused only if advanced notification is given to the instructor prior to the absence. **Any student who misses 4 consecutive days without contacting the instructor will be withdrawn from the class and will not be reinstated.** (10) points will be deducted from any make – up exam and any CJ’s/TP’s turned in late (unless the student has a college business/activity excused absence). CJ’s/TP’s are considered late if they are not turned in by the end of the class period on the due date. In this syllabus, you will find the scheduled dates and late deadlines for reaction papers, course diaries and exams. All make – up exams must be taken in the Testing Disabilities Service Building (TDS Bldg. – Glendale Community College). The hours of operation are M – TR. from 8 A.M. – 7:00 P.M. and Friday 8:00 A.M. to 4:30 P.M. You will need a picture I.D. card (preferably your college student ID) in order to complete make – up exams. All and any make – up exams must be taken by the end of the class period on the last possible date. An excused absence does not give students permission to miss the last possible due date for make – ups and turning in assignments late. You are expected to attend class regularly. If a medical, professional, occupational, or personal emergency cause you to miss a class, or if you have an unexcused, excused or official absence get the notes of the class from a classmate,
and consult your syllabus for past, present and future assignments. You may also in advance make arrangements for the lectures to be recorded when you are going to be absent. In this class, students are expected to complete all assigned work. Failure to complete work will result in a grade of F for each incomplete task. Incompletes for the course will generally not be given unless extenuating circumstances exist.

Exam Schedule and Make – Up/Late Deadline:

E # 1 – scheduled Sept. 24 – make – up by Oct. 1
E # 2 – scheduled Oct. 22 – make – up by Oct. 29
E # 3 – scheduled Nov. 19 – make – up by Nov. 26
E # 4 – scheduled Dec. 17 – Wednesday – 2 – 3:50

CJ/TP # 1 – due Sept. 17 – late deadline – Sept. 24
CJ/TP # 2 – due Oct. 15 – late deadline – Oct. 22
CJ/TP # 3 – due – Nov. 12 – late deadline – Nov. 19
TP # 4 – due Dec. 3 – late deadline – Dec. 10

Things that make you go hummmmmmmmmmmm……..Discussion dates and reaction paper due dates:

Unit I
  Sept. 3
  Sept. 8
  Sept. 10
  Paper (s) due Sept. 15

Unit II
  Oct. 1
  Oct. 6
  Oct. 8
  Paper (s) due Oct. 13

Unit III
  Oct. 29
  Nov. 3
  Nov. 5
  Paper (s) due Nov. 10

Unit IV
  Nov. 26
  Dec. 1
Dec. 3
Paper(s) due Dec. 8

Believe it or Not (Movie)
Sept. 22, Oct. 20, Nov. 17 and Dec. 8

Course Calendar:
Office Hours: 9 – 11 – MW
Office Bldg. 05 – 103 – GCC
Phone: 623 – 845 – 3694
E – Mail: glenn.sims@gcmail.maricopa.edu

Orientation: Aug. 25
Unit I.
Lect. I. Native Americans – Aug./Sept. – 27 – 3 – Ch. 7
Lect. II. European Americans – Sept. 8 – 10 – Ch. 5
Lect. III. African Americans – Sept. 15 – 17 – 22 – Ch. 10
   RP # 1 – Sept. 15
   CJ/TP # 1 – Sept. 17
   Believe it or Not: Sept. 22
   E # 1 – Sept. 24

Unit II.
Lect. IV. Hispanic/Latino Americans – Sept./Oct. 29 – 1 – Ch11
Lect. V. Asian Americans – Oct. 6 – 8 – Ch. 8
Lect. VI. Racial and Ethnic Categories – Oct. 13 – 15 – 20 – Ch1
   RP # 2 – Oct. 13
   CJ/TP # 2 – Oct. 15
   Believe it or Not: Oct. 20
   E # 2 – Oct. 22

Unit III.
Lect. VII. Prejudice – Oct. 27 – 29 – Ch. 2
Lect. VIII. Discrimination – Nov. 3 – 5 – Ch. 3
Lect. IX. Assimilation in America – Nov. 10 – 12 – 17 – Ch. 4
   RP # 3 – Nov. 10
   CJ/TP # 3 – Nov. 12
   Believe it or Not: Nov. 17
   E # 3 – Nov. 19

Unit IV.
Lect. X. Segregation – Nov. 24 – 26 – Ch. 12
Lect. XI.  Feminism – Dec. 1 – 3 – Ch. 13
Lect. XII. The Future – Dec. 8 – 10 – Ch. 14
   RP # 4 – Dec. 8
   TP # 4 – Dec. 3
   Believe it or Not – Dec. 8
   E # 4 – Wed. – Dec. 17 – 2 – 3:50

Disclaimer: “Course content may vary from this outline to meet the needs of this particular group.”
Unit I. Study Guide: Soc. 140 – 38205/38206
Chapter 7
1. Dichotomy
2. Iroquois
3. Sovereign Nation
4. New Buffalo
5. The Educational Amendment Act of 1978
6. Council of Energy Resource Tribes
7. The Bureau of Indian Affairs
8. Bicultural Acculturation
9. Stereotype
10. Mulatto
11. William Lang
12. Indian Removal Act
13. Americanization
14. Cultural Marginality
15. Mortality Rate
17. Papists
18. Federalists
19. Plantation
20. French Americans
21. Anglo Conformity
22. Dublin Districts
23. Functionalists
24. Pluralistic Community
25. Lawrence H. Fuchs
26. Harriet Martineau
27. Discrimination
28. Indentured Servants
29. Germantown
30. Peter Kivisto
31. Religious Prejudice

Chapter 15
32. Papists
33. Federalists
34. Plantation
35. French Americans
36. Anglo Conformity
37. William Lang
38. Papists
39. Federalists
40. Plantation
41. French Americans
42. Anglo Conformity
43. William Lang
44. Federalists
45. Plantation
46. French Americans
47. Anglo Conformity
48. William Lang

Chapter 10
32. Cultural Drift
33. Race Riots
34. Desegregation
35. Civil Rights Movement
36. Cognitive Elite
Unit II: Study Guide: Soc. 140 – 38205/38206
Chapter 11
1. Ruben Rumbaut 37. Conflict Theory
2. Florence Kluckhohn 38. Ascribed Status
3. Trigueno 39. Immanuel Kant
4. La Migracion 40. Out Group
5. Bodega 41. American
6. Tacano 42. Values
7. Refugee 43. Social Distance
8. Marianismo 44. Abstract Typification
10. Mexican American Education Fund 46. John Salomos and
11. Compadrazo 47. Symbols
13. Cubans
14. The Nicaraguan Adjustment and Central America Relief Act
15. La Raza Cosmica
16. Chinese Exclusion Act of 1882
Chapter 8
17. Oriental Despotism
18. Albert Palmer
19. U.S. Naturalization Act of 1790
20. Nisei
21. Sansei
22. Chain Migration Pattern
23. Ethnoviolence
24. Queues
25. Triads
26. D.Y. Yuan
27. The Immigration Law of 1924
28. The Evacuation Claims Act of 1948
29. The Tyding – McDuffie Act of 1935
30. Phuc Duc
31. Miscegenation
Chapter 1
32. Lack of Historicity
33. Immigration
34. Functionalist
35. Interactionist Theory
36. Nativists
Unit III. Study Guide: Soc. 140 – 38205/38206
Chapter 2
1. Robin Williams
2. Paralinguistic Signals
3. Gregory Razran
4. Convergent Subculture
5. Prestige
6. Thomas Sowell
7. Edward Banfield
8. Hyman Rodman
9. Cultural Differentiation
10. Power Differential Theory
11. Ralf Dahrendorf
12. Milton Gordon
13. Behavioral Receptional Assimilation
14. Amalgamation (Melting Pot) Theory
15. Anglo – Conformity
16. Richard D. Alba

Chapter 3
17. Gordon Allport
18. Action – Orientation Level of Prejudice
19. George Simpson and J. Milton Yinger
20. Carl Hovland and Robert Sears
21. Herbert Blumer
22. Social Norms
23. Ethnophaulism
24. Jean Kilbourne
25. Discrimination
26. Nonprejudiced Nondiscriminator
27. Institutional Discrimination
28. William Robinson and Stephen Spitz
29. Ralph Rosnow
30. Bernard Kramer
31. Self – Justification
32. Displaced Aggression

Chapter 4
33. Defiance
34. Cumulative Causation
35. Spatial Segregation
36. Annihilation
Unit IV. Study Guide: Soc. 140 – 38205/38206

Chapter 12
1. Ecumenical Movement
2. John P. Dean
3. Bruce Campbell and Eugene Campbell
4. Muhammad
5. Marcus Garvey
6. Margaret Lisle Shepherd
7. Ashkenazic Jews
8. Council of Jewish Federation

Chapter 13
9. Helen Hacker
10. Margaret Mead
11. Role Entrapment
12. Fast Track
13. Catherine A. Mackinnon
14. Gustar LeBon
15. Ascribed Status
16. Arapesh

Chapter 14
17. Acceptance Phase
18. Transnationalism
19. Charles Herschmann
20. Richard D. Alba
21. Jeffrey Passel
22. Rodoefo de la Garza
23. Suzanne Model and Gene Fisher
24. Reactionary Phase
Course Journal:
For this journal, you are asked to answer and discuss questions. You are to use special lecture notes, your book or other research, also you are expected to relate the question to your racial or ethnic, or minority/dominant group status (you should have a three dimension answer). You should keep the journal in a composition notebook with a spiral wire binder. If journals are turned in late, 10 points are dedicated from your grade (each time). Each question has a value of 10 points, you are expected to write between 1 and 3 pages for each of the answered questions (the question as a whole, not the subquestions).

Journal I:

Question # 1 – If he were alive today, what do you think Dubois would say about racial inequality in the twenty – first century? How much do you think African Americans today experience a “double consciousness”? In what ways can sociology help us understand and reduce racial conflict? Sept. 8

Question # 2 – Give a specific example of damage to a study that might take place if researchers are not sensitive to the culture of their subjects. What do researchers need to do to avoid the problem of insensitivity? Discuss the research process with classmates from various cultural backgrounds. How are the concerns raised by people of different cultural backgrounds similar? How do they differ? Sept. 10

Question # 3 – How does Gilligan’s research show the importance of gender in the socialization process? Do you think boys are subjected to some of the same pressures and difficulties as girls? Explain your answer. Can you think of ways in which your gender has shaped the development of your personality? Sept. 15

Journal II:

Question # 4 – Do you agree with Tannen that men and women communicate in different ways? Explain your view. In your opinion, what is the reason for any gender differences in how people use language? Do you think that an understanding of Tannen’s work can help female – male couples communicate better? Why or why not? Oct. 6

Question # 5 – Do you think crimes motivated by hate are more harmful than those motivated by greed? Why or why not? Do you think minorities such as African Americans should be subject to the same hate crime laws as white people? Why or why not? Do you favor or oppose hate crime laws? Explain your position. Oct. 8
Question # 6 – What do you think are some of the reasons for the rising number of well-off African American families? In what ways are affluent African Americans still disadvantaged by their race? Do you think affluent African Americans feel less secure about their social position than affluent whites? Why or why not? Oct. 13

Question # 7 – In what ways do you or members of your family depend on the low-paid labor of immigrants? Do you think there is anything wrong with paying someone the current minimum wage for hard work if the person hired agrees? Why or why not? Why has there always been opposition to large numbers of immigrants entering the United States? Oct. 29

Question # 8 – What underlying factors are increasing the diversity of the U.S. work-place? In what other settings (such as schools) is social diversity becoming more important? Nov. 3

Question # 9 – Are there differences between schools in your city or town? Explain. Why do you think there is little public concern about schooling inequality? What changes would our society have to make to eliminate schooling inequality? Nov. 5

Question # 10 – Why do you think white people are leaving central cities? What positive change does a minority-majority bring to a city? What are some specific challenges faced by cities with large populations of new immigrants? Nov. 10