Sec: 22500
56237
3 semester hours
Spring, 2009
Tuesday 7:10-9:55 P.M
Classroom: CL 14

Instructor: Mr. Michael Kepple M.Ed
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Message: Social Science Secretary: Brigida Banfelder @623-3685
Cell phone: 602-793-4520

REQUIRED TEXTS:
Parrillo, Vincent N. *Strangers to These Shores: Race and Ethnic Relations in the United States.* 9th Pearson Education, Boston, Massachusetts.

COURSE DESCRIPTION:
This class deals with contemporary and historical racial and ethnic intergroup relations emphasizing cultural origins, developments and problems of minority groups in the United States. The goal is to help students learn about sociological issues beyond the scope of popular culture and mass media reporting with the aim of achieving deeper personal understanding regarding today's world and what the future might hold. It will consider the sociological aspects as well as the cultural aspects of various racial, ethnic and minority groups. It will be an overview of discrimination, prejudice, and racism as it relates to these racial, ethnic and minority groups. This is a relevant course in today's society because racial and ethnic relations are vital factors that must be considered or dealt with in all aspects of socialization. However, because we are limited by time constraints, this class will primarily be a descriptive overview rather than a detailed treatment of racial, ethnic and minority group relations. It is my hope and expectation that you, the student, will be able to develop and utilize sound reasoning for your conclusions. For more information regarding the goals and content of this class go to [http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20036&crs=soc140&inst=99](http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20036&crs=soc140&inst=99).

PRE-REQUISITES:
None

COURSE FORMAT: The class will be a mixture of lecture material, class and group discussions regarding racial and ethnic issues. It is my hope that you will be eager to participate in class discussions. Many of the discussions will challenge common perspectives and should arouse a great deal of interest. There will also be a research project and the preparation of a Power Point presentation as well as a Summary of Learning Journal.
COURSE OBJECTIVES:

1. Learn the terminology and concept in the field of race, ethnic and minority relations and become familiar with the concepts and theories of sociology
2. Expand your knowledge of the historical, economic, political and social facts about race, ethnic, and minority relations in America
3. Apply your knowledge in analyzing current circumstances for racial, ethnic groups and individuals as members of minority groups. This application includes understanding of personality identification from the point of view of majority and minority members.
4. You will be expected to reach conclusions about racial and ethnic relations and minority status from measurements, observations and factual information. Expressions of opinions are encouraged as long as the student maintains a critical attitude and ask the critical question..."What is the evidence," when ordering generalizations about racial and ethnic minority relations of human behavior in general.

COURSE GOALS:

1. Understand sociological research and its practical applications
2. To be familiar with the sociological vocabulary and terms presented in the text
3. Understand why the study of racial and ethnic minorities is important and affects our everyday lives.

MCCCD OFFICIAL COURSE COMPETENCIES: SOC 140 19926-99999

Racial and Ethnic Minorities

1. Explain how the ideologies of assimilation, cultural pluralism and conflict theory and influenced the experiences of ethical and culturally diverse population (I)
2. Describe the development of a subordinate group status relationship and the consequences of minority group status (I)
3. Describe the structural, economic and personality effects of prejudice and discrimination and how these factors perpetuate social inequalities among racial/minority groups (II)
4. Explain the concepts of institutional discrimination and its impact on minority groups (II)
5. Identify the social issues and problems that perpetuate ethnic and religious conflict. (III)
6. Explain the concept of religious pluralism. (III)
7. Identify cultural elements that are unique to racial/ethnic minority groups (IV)
8. Trace the histories of each of the minority groups in the United States (IV)
9. Discuss common barriers faced by minority groups in accessing various social systems (IV)
10. Distinguish between sexism and racism (V)
11. Describe major ethnic/racial changes that have occurred internationally and nationally (VI)
Racial and Ethnic Minorities

I. Culture, ethnicity and class
   A. Characteristics of a minority groups
   B. Sociology and study of minority groups
   C. Subordinate group status
   D. Assimilation
   E. Pluralism

II. Prejudice and discrimination
   A. Theories
   B. Stereotypes
   C. Black self-hatred: myth or reality
   D. Institutional discrimination
   E. Affirmative action

III. Ethnic and religious source of conflict
   A. Immigration and the United States
   B. The anti-Catholic crusade
   C. Ethnic diversity
   D. Religious pluralism
   E. Social class

IV. Racial and ethnic minority groups in the United States
   A. Native Americans
   B. Black Americans
   C. Hispanic Americans
   D. Asian Americans
   E. Jewish Americans

V. Other patterns of dominance
   A. Gender roles and gender identity
   B. Women: the oppressed majority
   C. Multiple jeopardy: minority women and aging

VI. Beyond the United States
   A. Comparative cultures
   B. Contemporary cultures

AUDIO RECORDING POLICY: Students may record lectures if they so desire. If you know you are going to miss a class, you make arrangements with another student to have the lecture recorded. You will still be responsible to complete all missed work though.

ATTENDANCE: Attendance is mandatory. I do not teach or test solely from the textbook, although you will be responsible for the content. Therefore, attendance is vital to your ability to achieve success in this course. I reserve the right to withdraw a student from the course at my discretion after two absences. (Keep in mind, we only meet once a week). It is vital that your attendance remains in good standing in order to pass the course. My policy is that you may miss no more than three classes without an official excuse (school athletic event, medical excuse; see student handbook) Note that the instructor in most cases is the judge of what is a valid and legitimate excuse; personal, family, and /or work
problems are not a valid excuse. In a nutshell, if you miss four classes or more you will need to see me. You will also need to see me if you miss two consecutive weeks of class. Failure to see me regarding excessive absences will result in a grade of F for the course. It is the responsibility of the student to withdraw from the course. This class is a college level course and as such, fulfills a general university requirement in social/behavioral sciences. Therefore, it is important that you take the class seriously and show up attentive and eager to learn. I look forward to working with you and learning more about social issues. If you are having problems with the course please see me so we can determine a course of action. Perfect attendance will be rewarded 10 extra points added to the final class average, that means no absences (excused or even official) 95 percent attendance will earn an extra five points.

COURSE REQUIREMENTS: There will be three exams, three critical thinking papers and a course journal. The exams will be worth 100 points, they will include matching, multiple choice, short answer, true or false and essay questions.

The course journal is the equivalent of personal responses to the topics studied. It will consist of notes and key points that are discussed during reading, lectures and discussions. Your journal should be organized according to the four major following categories. Each weeks journal entries should be at least two full pages.

1-Summary of Learning: includes major issues of content from readings, discussion questions and class discussions

2-Personal learning: How has what you have learned impacted your thinking and practice

3-Applications to everyday life: what and how are you applying what you are learning to your everyday life.

4- In addition, each week, you will also be asked to find articles on the Internet, television, or newspapers that deal with the subject matter and react and summarize them. These summaries will be part of the course journal. The course journal will be worth 200 points.

You may summarize additional reaction papers for extra credit...points will be awarded based on length and completeness...The original article should be attached to the summary. The extra credit points will be added to the student’s unit averages and final class averages.

Students may also earn extra credit by attending programs or events at GCC or other locations away from GCC that deal with the subject matter. These events may include speeches, seminars, workshops, plays or movies. Points will be awarded according to event or activity. These points will be added to exam scores. It is important to note that the exact number of such opportunities is not known, and if you should miss any opportunity, if any other such opportunity will arise. Check with the instructor to find out exactly what is required to earn the extra points.

The critical thinking papers The first paper “Overcoming Prejudices and Biases.” This paper will include the following components: 1) identificiation of the ethnicity of
people who have helped you overcome some of your prejudices/biases. 2) Describe how these people influenced your decisions. Papers will be presented in class. This paper should be two pages in length, double-spaced, 12 point font, with one inch margins. This paper will be worth 100 points, 75 points for the paper, 25 points for the presentation.

The second critical paper will be an analysis of popular media. Students will choose one form of media (television, advertisements, film, music, video, song, commercial products, toys, etc) that represents racial or ethnic minorities. You will analyze how the minority or race is represented. This should be between 2 and five pages in length, double spaced, 12 point font and one inch margins.

Finally, there will be Power Point Presentation which will be part of your final exam. This Power Point will be research based and will be about a historical figure, event or cultural or sociological highlight pertaining to the information of the class. Be creative, add sound, motion, and any other elements that will make the presentation more enjoyable to view...You will present the Power Point to the class. This is worth 100 points.

POWER POINT BASICS:  
http://quasar.ualberta.ca/edpy202/tutorial/PowerPoint/pptBasics.htm  
Adding Sound to PowerPoint:  
http://www.presentationhelper.co.uk/powerpoint_sound.htm  
Adding Pictures to Power Point:  http://www.presentationpictures.com/  
The Power Point presentation should include at least 12 slides but no more than 20. These cannot be made up.

GRADE DETERMINATION:  
89.5-100 %  A  
79.5-89.4%  B  
69.5-79.4%  C  
59.5-69.4%  D  
59.4% OR below  F  

COURSE EXPECTATIONS: You are responsible for all course material. Anything being discussed in class can be used for testing purposes..this includes lectures, class discussions, student presentations. I do not teach just from the textbook. It is my expectation that you will attend a vast majority, if not all of the classes during this course. IT IS MANDATORY THAT YOU BE PRESENT FOR ALL TESTS. I will not give make up tests without an extremely valid explanation for not being able to take the test when scheduled. (A doctor;s written order is an example) The alternative to a missed test without a valid excuse usually involves an alternative assignment, usually a very long take home essay test or a score of “0”. If there is a time conflict with the test please let me know in advance so the matter can be dealt with.

LATE ASSIGNMENT POLICY:  
My policy is to grade late assignments down one letter grade per class period from the grade you would normally receive. Generally, I do not accept late work from one week after
it was normal due without valid circumstances. **Please note: The instructor reserves the eight to to refuse any late work.** Exceptions will require a written statement, advance notice or some valid form of explanation. **Please do not e-mail assignments, late or not. Assignments are due on paper at the beginning of class on the due date unless otherwise stated.** Students should have papers stapled or held together by a paper clip.

**CHEATING AND PLAGIARISM:** In a nutshell...**DON'T DO IT!** I will spend time defining plagiarism and how to avoid it. Regarding my policy for cheating and plagiarism; any student caught cheating or plagiarizing will automatically receive an “F: for the course, be expelled from the class, and will be referred to the Dean of Students.

**TEXT MESSAGING:** **Do not text message during class.** If you are caught texting, you will be asked to leave for the remainder of the class. Please leave you phones on vibrate during class time. Refer to the 2008-2009 Glendale Community College General Catalog and Student Handbook.

**IPODS AND MUSIC DEVICES:** Please do not listen to music, or wear headphones in class. Violators will be asked to leave the class.

**DISRUPTIVE STUDENTS:** Students who are disruptive, rude and/or display a bad attitude toward the instructor or other students will be removed from the class and may be subject to student misconduct disciplinary action. Disciplinary action would be warranted for “any conduct which is harmful, obstructive, disruptive to, or interferes with the educational process of institutional functions.”

On page 340 of the 2008-2009 GCC General Catalog and Student Handbook under “Disciplinary Standards, B. Disciplinary Removal for Class, it states that: “A faculty member may remove a student from class meetings for disciplinary reasons. If a faculty member removes a student for more than one class period, the faculty member shall notify the department/division chair and the appropriate vice president or designee in writing of the problem, action taken by the faculty member, and the

**FAILING STUDENTS:** Students who are failing the course may be withdrawn from the class at any time at the discretion of the instructor.

**FOOD AND BEVERAGES:**
In general, I do not mind people bringing in water as long as it is not disruptive and students do not make a mess. But no other food or drink is allowed.

**READINGS:** Please plan on having your readings completed before the class session in which it will be discussed.

**SPECIAL NEEDS:** It is college policy to provide reasonable accommodations to students with disabilities. If you would like to request accommodations due to physical, mental, or learning disability, please contact the college’s Disability Resources and Services Office at (623) 845-3080. If you require special learning needs because of a disability, please speak with me as soon as possible.
TENTATIVE CLASS SCHEDULE: (This schedule is subject to change. I will inform you about any changes that will be made)

WEEK I- January 20

WEEK 2 January 27

WEEK 3 February 3

COURSE SCHEDULE (CONTINUED)

Week 4 February 10, Chapter 4 (1st critical thinking paper due)

Week 5 February 17 Test 1 Chapters 1-4, chapter 5

Week 6 February 24 Chapter 6

Week 7 March 3 Chapter 7

Week 8 March 10 Chapter 8

Spring Break March 16-March 20

Week 9 March 24 Chapter 9 2nd critical thinking paper due

Week 10 March 31 Test 2 Chapters 5-9 Chapter 10

Week 11- April 7 Chapter 11

Week 12- April 14 Chapter 12

Week 13- April 21 Chapter 13

Week 14- April 28 Chapter 14,15

Week 15- May 5 Power Point Presentations- 3rd critical thinking paper due

Week 16- May 12 FINAL EXAM chapters 10-15 Course Journal due

This schedule is subject to change.
SYLLABUS ACKNOWLEDGEMENT

I have read the syllabus for Sociology 140, Course # 22500 and 56237 for Spring 2009 At Glendale Community College. I affirm that I understand and accept the conditions of the course.

Name: (Please Print)_____________________________________________

Signature: ___________________________ Date: __________________________

e-mail address: __________________________

phone number: _____________________________________________

I need this information in order to convey changes in schedule or to otherwise communicate with you on an individual basis.

Please return by Tuesday January 27, 2009