

COURSE OUTLINE

Ethnic Studies 121
Ethnic and Racial Minorities

I. Catalog Statement

Ethnic Studies 121 surveys the major ethnic and racial minorities in the United States to provide a basis for a better understanding of the socio-economic, cultural and political conditions among the following minorities: Afro-American, Mexican American, Chinese, Japanese and American Indian, women, and other social minority groups.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for English 120 or ESL 151

II. Course Entry Expectations

Skill Level Ranges: Reading 5, Writing 5, Listening Speaking 5, Math 1

Prior to enrolling in the course, the student should be able to:

1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
3. organize and write an essay which
 - a. addresses the topic and is directed by a thesis statement
 - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
 - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
 - d. develops ideas, moving from general to specific
 - e. is easy to read and follow

III. Course Exit Standards

Upon successful completion of this course, students will be able to:

1. assess the growth and diversity of ethnic and racial groups in the United States;
2. compare and contrast the important minority groups in the United States;
3. assess the status of important minority groups in the United States;
4. demonstrate an understanding of minority-majority group relations;
5. evaluate the problems facing important minority groups in the United States.

IV. Course Content

Total Faculty Contact Hours = 48 hours

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| A. | Theoretical Perspective on Minority-majority Relations | 5 hours |
| | <ol style="list-style-type: none"> 1. Conflict theory 2. Functionalist perspective 3. Labeling 4. Exploitation theory 5. Stereotyping | |
| B. | The Afro-American | 8 hours |
| | <ol style="list-style-type: none"> 1. The African heritage <ol style="list-style-type: none"> a. Political institutions and early states b. Economic organizations c. Social patterns; religious beliefs and practices 2. The African slave trade <ol style="list-style-type: none"> a. The economics of slavery b. The politics of slavery c. The sociology of slavery d. The psychology of slavery 3. The African in the New World <ol style="list-style-type: none"> a. The Caribbean experience b. Slavery in the southern colonies c. Slavery experiments in the middle colonies d. New England's role in the slave trade 4. Slavery in America <ol style="list-style-type: none"> a. The American Revolution: freedom for some b. The Constitution compromise on slavery c. Cotton, tobacco and their effects on slavery d. Abolitionist and insurrectionists 5. The Civil War and Reconstruction <ol style="list-style-type: none"> a. The politics of abolition b. The role of the Afro-American c. Reconstruction gains and losses 6. Three wars and one worldwide depression later <ol style="list-style-type: none"> a. Educational philosophy and progress b. Economic opportunities and obstacles c. Political organization and participation d. Equal rights vs. Jim Crow 7. Post World War II problems and progress <ol style="list-style-type: none"> a. The special problems of the black family | |

- b. Educational and economic advances
 - c. Social status: A variety of opinion
 - d. Black Power: militants and moderates
 - e. Civil Rights movement - ideological patterns
 - 8. The future of the Afro-American
 - a. Evaluating the civil rights movement
 - b. Are there solutions potentially acceptable to blacks and whites?
 - c. Do the traditional, idealized patterns of assimilation apply to blacks?
 - d. Will black militants determine the future course?
 - e. Will events and influence outside of the United States society determine the solution?

- C. The Mexican American 8 hours
 - 1. Mexican American heritage
 - a. Geographic background
 - b. Historical background
 - 2. Mexican American studies
 - a. Self identity: Chicano
 - b. Group identity: La Raza and La Causa
 - c. Biculturalism: Anglo and Mexican
 - 3. The Barrios
 - a. Socio-economic: problems and progress
 - b. Educational dilemmas: language and leadership
 - c. Catholicism: nominal and actual
 - d. Political awakening
 - e. Equal rights: challenges and choices
 - 4. Rural Mexican American
 - a. Agricultural conditions
 - b. Union movement

- D. Latin Americans (mostly Cubans) 2 hours
 - 1. Pattern of immigration
 - 2. Hopes of assimilation
 - 3. Successes and failures

- E. Puerto Rican Americans 2 hours
 - 1. Pattern of immigration
 - 2. Commonwealth situation, statehood?
 - 3. New York to California dispersement

- F. Asian Americans 9 hours
 - 1. The philosophical heritage
 - a. The Confucian system of values
 - b. Taoism, its philosophical and religious levels
 - c. Buddhism

- d. Philosophical values in relation to socio-economic classes
 - e. Other forms of "invisible baggage"
 - 2. The Chinese: push/pull factors
 - a. Rise of Anti-Chinese sentiments
 - b. Adaptation of sub-cultures in United States
 - c. Assimilation/acculturation in United States
 - 3. The Japanese: arrival
 - a. Push/pull factors
 - b. Rise of Anti-Japanese sentiments
 - c. Assimilation/acculturation in United States
 - 4. The Korean: push/pull factors
 - a. Patterns of settlement
 - b. Inter-Asian American relations
 - c. Impact of recent immigration
 - 5. The Filipino: push/pull factors
 - a. East-West influences
 - b. Special problems of assimilation/acculturation
 - c. Distinctive characteristics of Filipino culture
 - d. Impact of recent immigration
 - 6. Asian American sub-cultures, sub-nations
 - a. Social deviance
 - b. Marginality
 - c. Are they a successful minority group?
- G. The American Indian 6 hours
 - 1. Diversity and distribution in the United States
 - 2. Overview of U.S. policy for American Indians
 - 3. Impact of U.S. policy on American Indians
 - 4. The American Indian today
 - a. Definition-classification
 - b. Diversity and distribution
 - c. Economic, political, social status
 - d. Civil rights and American Indian movement
 - 5. American Indian contributions
 - 6. The future of American Indians
 - 7. Who speaks for the Native American?
- H. Other Minority Groups 8 hours
 - 1. Women
 - 2. Jews
 - 3. White ethnics
 - 4. Non-traditional minority groups

V. Methods of Instruction

The following methods of instruction may be used in this course:

1. classroom lecture and discussion;
2. audio-visual presentation;
3. student presentations and discussions;
4. on-line communications as a supplement to in-class activity;
5. outside reading of reserve books and articles from scholarly journals.

VI. Out of Class Assignments

The following out of class assignments may be used in this course:

1. reading responses on primary source readings;
2. essay writing (e.g. Write a four-page paper that explains how the contributions of ordinary men and women advanced the social movement for two different civil right movements. Make sure to identify their contributions and actions. Select two groups/movements such as African American, Asian American, Chicano / Mexican American, and/or Native American).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to five examinations and a final examination will be required to evaluate the student's ability to think critically and apply concepts in a collegiate manner;
2. three to five essay questions demonstrating mastery of the course exit standards;
3. class participation.

VIII. Textbook(s)

Parrillo, Vincent N. *Strangers to These Shores: Race and Ethnic Relations in the U.S.*, 10th Ed. New York: MacMillan Publishing Co., 2010. Print.
13th Grade Textbook Reading Level. ISBN: 978-0205790746

Aguirre, *American Ethnicity* 7th ed. New York: McGraw Hill, 2010. Print.
13th Grade Textbook Reading Level. ISBN: 978-0078111587

Feagin, J.R. and Feagin, C.B., *Racial and Ethnic Relations*, 9th ed. New York: Pearson, 2011. Print.
13th Grade Textbook Reading Level. ISBN: 0-13-674722-1

Takaki, Ronald. *From Different Shores: Perspectives on Race & Ethnicity in America*, 2nd ed. Oxford: Oxford University Press, 1994. Print.
13th Grade Textbook Reading Level. ISBN: 0-195083687

Steinberg, Stephen. *The Ethnic Myth*, 3rd ed. Boston: Beacon Press, 2001. Print.
12th Grade Textbook Reading Level. ISBN: 0-8070-4151-3

Schaefer, Richard. *Race & Ethnicity in the United States*, 6th ed. Upper Saddle River: Prentice Hall, 2010. Print.

13th Grade Textbook Reading Level. ISBN: 0-13-028315-0

Torres, F. ed. *Inequalities: Readings in Diversity and Social Life*. New York: Pearson Custom Publishing, 2005. Print.

13th Grade Textbook Reading Level. ISBN: 0-536925488

IX. Student Learning Outcomes

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

1. construct an argument using supportive and appropriate sources;
2. formulate reflective responses to social dynamic theories and the process of marginalization of Ethnic Minorities through journals, blogs, and/or post-reading discussion questions;
3. articulate social stratification formations of racial/ethnic/gender/class groups by applying theoretical concepts through unit essay exams.