



**COURSE OUTLINE: ETH S 121**  
**D Credit – Degree Applicable**  
**COURSE ID 004065**  
**JUNE 2019**

**COURSE DISCIPLINE:** ETH S  
**COURSE NUMBER:** 121  
**COURSE TITLE (FULL):** Ethnic and Racial Minorities  
**COURSE TITLE (SHORT):** Ethnic and Racial Minorities

**CATALOG DESCRIPTION**

ETH S 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 practices and institutions that support or challenge racism, racial and ethnic inequalities, as well as historical and contemporary patterns of interaction between various racial and ethnic groups.

Total Lecture Units: 3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours: 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Prerequisite: ENGL 191 or ESL 141 or the equivalent.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	191	* Writing Workshop II	Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	Yes
2	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	Yes
3	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes
4	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
5	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
6	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
7	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types.	Yes
9	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
10	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
11	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
12	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
13	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
14	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes



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15	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
16	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes

**EXIT STANDARDS**

- 1 Assess the growth and diversity of ethnic and racial groups in the United States;
- 2 compare and contrast important minority groups in the United States;
- 3 assess the status of important minority groups in the United States;
- 4 evaluate the problems facing important minority groups in the United States.

**STUDENT LEARNING OUTCOMES**

- 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.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Definition of and Theories on Race, Racism, and Ethnicity	3	0	3
2	Theoretical Perspective on Minority-majority Relations <ul style="list-style-type: none"> <li>• Conflict theory</li> <li>• Functionalist perspective</li> <li>• Labeling</li> <li>• Exploitation theory</li> <li>• Stereotyping</li> </ul>	5	0	5



3	<p>The Afro-American</p> <ul style="list-style-type: none"> <li>• The African heritage           <ul style="list-style-type: none"> <li>◦ Political institutions and early states</li> <li>◦ Economic organizations</li> <li>◦ Social patterns; religious beliefs and practices</li> </ul> </li> <li>• The African slave trade           <ul style="list-style-type: none"> <li>◦ The economics of slavery</li> <li>◦ The politics of slavery</li> <li>◦ The sociology of slavery</li> <li>◦ The psychology of slavery</li> </ul> </li> <li>• The African in the New World           <ul style="list-style-type: none"> <li>◦ The Caribbean experience</li> <li>◦ Slavery in the southern colonies</li> <li>◦ Slavery experiments in the middle colonies</li> <li>◦ New England's role in the slave trade</li> </ul> </li> <li>• Slavery in America           <ul style="list-style-type: none"> <li>◦ The American Revolution: freedom for some</li> <li>◦ The Constitution compromise on slavery</li> <li>◦ Cotton, tobacco and their effects on slavery</li> <li>◦ Abolitionist and insurrectionists</li> </ul> </li> <li>• The Civil War and Reconstruction           <ul style="list-style-type: none"> <li>◦ The politics of abolition</li> <li>◦ The role of the Afro-American</li> <li>◦ Reconstruction gains and losses</li> </ul> </li> <li>• Three wars and one worldwide depression later           <ul style="list-style-type: none"> <li>◦ Educational philosophy and progress</li> <li>◦ Economic opportunities and obstacles</li> <li>◦ Political organization and participation</li> <li>◦ Equal rights vs. Jim Crow</li> </ul> </li> <li>• Post World War II problems and progress           <ul style="list-style-type: none"> <li>◦ The special problems of the black family</li> <li>◦ Educational and economic advances</li> <li>◦ Social status: A variety of opinion</li> <li>◦ Black Power: militants and moderates</li> <li>◦ Civil Rights movement - ideological patterns</li> </ul> </li> <li>• The future of the Afro-American           <ul style="list-style-type: none"> <li>◦ Evaluating the civil rights movement</li> <li>◦ Search for solutions and ideas acceptable to blacks and whites</li> <li>◦ The relationship of assimilation and African American identity</li> <li>◦ The role of black militants</li> <li>◦ The influence of events and influence outside of the United States</li> </ul> </li> </ul>	7	0	7
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4	<p>The Mexican American</p> <ul style="list-style-type: none"> <li>• Mexican American heritage             <ul style="list-style-type: none"> <li>◦ Geographic background</li> <li>◦ Historical background</li> </ul> </li> <li>• Mexican American studies             <ul style="list-style-type: none"> <li>◦ Self identity: Chicano</li> <li>◦ Group identity: La Raza and La Causa</li> <li>◦ Biculturalism: Anglo and Mexican</li> </ul> </li> <li>• The Barrios             <ul style="list-style-type: none"> <li>◦ Socio-economic: problems and progress</li> <li>◦ Educational dilemmas: language and leadership</li> <li>◦ Catholicism: nominal and actual</li> <li>◦ Political awakening</li> <li>◦ Equal rights: challenges and choices</li> </ul> </li> <li>• Rural Mexican American             <ul style="list-style-type: none"> <li>◦ Agricultural conditions</li> <li>◦ Union movement</li> </ul> </li> </ul>	7	0	7
5	<p>Latin Americans</p> <ul style="list-style-type: none"> <li>• Pattern of immigration</li> <li>• Hopes of assimilation</li> <li>• Successes and failures</li> </ul>	4	0	4
6	<p>Puerto Rican Americans</p> <ul style="list-style-type: none"> <li>• Pattern of immigration</li> <li>• Commonwealth situation and potential statehood</li> <li>• New York to California dispersement</li> </ul>	2	0	2



7	<p>Asian Americans</p> <ul style="list-style-type: none"> <li>• The philosophical heritage             <ul style="list-style-type: none"> <li>◦ The Confucian system of values</li> <li>◦ Taoism, its philosophical and religious levels</li> <li>◦ Buddhism</li> <li>◦ Philosophical values in relation to socio-economic classes</li> <li>◦ Other forms of "invisible baggage"</li> </ul> </li> <li>• The Chinese: push/pull factors             <ul style="list-style-type: none"> <li>◦ Rise of Anti-Chinese sentiments</li> <li>◦ Adaptation of sub-cultures in United States</li> <li>◦ Assimilation/acclturation in United States</li> </ul> </li> <li>• The Japanese: Push/pull factors             <ul style="list-style-type: none"> <li>◦ Arrival</li> <li>◦ Rise of Anti-Japanese sentiments</li> <li>◦ Assimilation/acclturation in United States</li> </ul> </li> <li>• The Korean: push/pull factors             <ul style="list-style-type: none"> <li>◦ Patterns of settlement</li> <li>◦ Inter-Asian American relations</li> <li>◦ Impact of recent immigration</li> </ul> </li> <li>• The Filipino: push/pull factors             <ul style="list-style-type: none"> <li>◦ East-West influences</li> <li>◦ Special problems of assimilation/acclturation</li> <li>◦ Distinctive characteristics of Filipino culture</li> <li>◦ Impact of recent immigration</li> </ul> </li> <li>• Asian American sub-cultures, sub-nations             <ul style="list-style-type: none"> <li>◦ Social deviance</li> <li>◦ Marginality</li> <li>◦ The question of "model minority"</li> </ul> </li> </ul>	7	0	7
8	<p>The American Indian</p> <ul style="list-style-type: none"> <li>• Diversity and distribution in the United States</li> <li>• Overview of U.S. policy for American Indians</li> <li>• Impact of U.S. policy on American Indians</li> <li>• The American Indian today             <ul style="list-style-type: none"> <li>◦ Definition-classification</li> <li>◦ Diversity and distribution</li> <li>◦ Economic, political, social status</li> <li>◦ Civil rights and American Indian movement</li> </ul> </li> <li>• American Indian contributions</li> <li>• The future of American Indians</li> <li>• The issue of voice</li> </ul>	6	0	6



9	Other Minority Groups  • Arab Americans • Women • Jewish Americans • White ethnics • Non-traditional minority groups	7	0	7
10	Intersectionality of Race, Ethnicity, Class, Gender, and Sexuality	3	0	3
11	Struggles for Social Justice and the Future of Racial and Ethnic Relations	3	0	3
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 reading responses on primary source readings;
- 2 essay writing (e.g., a four-page paper that explains how the contributions of ordinary men and women advanced the social movement for two different civil right movements).

**METHODS OF EVALUATION**

- 1 weekly discussion questions demonstrating a recognition of the weekly themes (e.g., discussion board on campus-approved LMS);
- 2 three to five in-class essay questions demonstrating mastery of the course exit standards;
- 3 three to five examinations;
- 4 final examination evaluating the student's ability to think critically.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers



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Presentations

**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
From Different Shores: Perspectives on Race & Ethnicity in America	Required	Oxford: Oxford University Press	2		Takaki, Ronald	0- 195083687	1994
The Matrix of Race: Social Construction, Intersectionality, and Inequality	Required	Sage	1	Print	Coates, Rodney D.	978- 145220269 3	2017
Why It's So Hard for White People to Talk About Racism	Required	Beacon Press	1	Print	DiAngelo, Robin	978- 080704741 5	2018