

Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

SOC-222 Ethnic and Minority Group Relations

Date of Most Recent Syllabus Revision: March 5, 2009

Course Typically Offered: Fall _____ Spring _____ Summer _____ Every Semester ___x___ Other _____

Syllabus last reviewed by: BCC General Education Committee _____ Date: _____

(Most courses need review Ad Hoc Committee on Learning Assessment _____ Date: _____

by only one of the following) Curriculum Committee: _____ Date: _____

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information about Course and Instructor

Semester and Year:
Course and Section Number: [e.g., SOC-222-001]
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

SOC-222: Ethnic and Minority Group Relations is a study of the diverse ethnic and multicultural structure of the United States. Attention is given to Native American, African American, Hispanic American, Asian American, particular Euro-American and religious minority groups (i.e., Jewish, Muslim, etc.). Topics of discussion include the social, economic, and familial structures of various ethnic groups, the impact of dislocation on the new immigrant, the nature and effects of prejudice and discrimination, and the life styles of various minority groups.

3 lectures, 3 credits
Prerequisites: Soc 101
C-requisites: None
Social Science Elective
General Education Course

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	Means of Assessment: This outcome will be measured by one or more of the following:
1. describe the rich cultural fiber of the United States.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. distinguish between important concepts such as ethnic groups, racial groups, stereotypes and scapegoats.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. examine the heritage and current conditions of the major ethnic and racial groups in the United States.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. describe differences between and the causes of prejudice and discrimination.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. explore the often violent and suspicious relationships between the various ethnic and racial groups in the U.S.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. determine whether the United States even became a “melting pot” and what has either facilitated or hindered this process.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. take one or more field trips to ethnic or racial ghettos in the NY Metropolitan area to learn about one or more groups in a face-to-face, personal, non-theoretical manner.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
8. describe the difference between a pluralistic and an assimilationist society.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
9. describe the preconditions and the “natural process” of prejudice.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
10. determine the differences between discriminatory and non-discriminatory acts.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
11. recognize identifiable subgroups and the discriminatory variables that imitate social action.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

12. analyze Supreme Court decisions in terms of minority group rights.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
13. analyze differential immigration patterns in terms of future minority group treatment.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

This course is designed for the students to:

1. Define race and ethnicity, as well as the social concepts of majority and minority groups.
2. Be familiar with major sociological perspectives (functional theory, conflict theory, and interactionist theory) in order to analyze ethnic and minority group relations.
3. Understand historical evidence related to each group studied and the impact of that history on contemporary ethnic and minority group relations.
4. Be familiar with the major research strategies to study the subject matter.
5. Understand the role of institutions and systems in creating, maintaining, and/or resolving problem relations among different groups.
6. Understand the concepts of social utility, social policy and how policy issues impact on ethnic and minority group relations.
7. Be sensitive to the complexities of the society of which students are a member.
8. Create critical and plausible solutions for improving group relations.

Topic headings that are preceded by an asterisk (*) are considered essential topics in this course. The coverage of additional topics in this class are at the discretion of the individual instructor.

Chp. 1: Understanding Race and Ethnicity*

Chp. 2: Prejudice*

Chp. 3: Discrimination*

Chp. 4: Immigration and the United States*

Chp. 6: Native Americans*

Chp. 7: African Americans in a White America*

Chp. 8: African Americans Today

Chp. 9: Hispanic Americans*

Chp. 10: Mexican Americans and Puerto Ricans

Chp. 12: Asian Americans: Growth and Diversity*

Chp. 13: Chinese Americans and Japanese Americans

Chp. 11: Muslim and Arab Americans: Diverse Minorities*

Chp. 5: Ethnicity and Religion*

Chp. 14: Jewish Americans: Quest to Maintain Identity*

Chp. 17: Overcoming Exclusion*

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

Valuable Texts for Reference:

The Perennial Struggle: Race, Ethnicity and Minority Group Relations in the United States (2nd Edition),

by Michael LeMay, 2007.

Research, Thinking, Writing, and/or Examination Requirement(s)

All students in the Ethnic and Minority Group Relations course will be expected to engage in one or more written assignments. These assignments may be essay questions on one or more tests, an essay test, or a short written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological concepts in the analysis of substance abuse counseling issues. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

Grading Policy

In determining a student's semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in, true/false, and short answer questions are appropriate. Term projects and research reports may be utilized, as well as essay questions based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated on the basis of their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

Grading System:

Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two or three components:

1. A scale for determining grades A-F, such as the following:
 - a. A = an average of 90 or higher
 - b. B+ = an average between 87 and 89
 - c. B = an average between 80 and 86
 - d. C+ = an average between 77 and 79
 - e. C = an average between 70 and 76
 - f. D = an average between 65 and 60
 - g. F = an average lower than a 65

2. An explanation for the value of course components can include as per the following:
 - a. 3 tests: each test represents 25% of the final grade for a total of 75%
 - b. 1 short paper: represents 20% of final grade
 - c. attendance/participation represents 5% of final grade, or if online,
 - d. 5 online discussions: each discussion is 20% of final grade for a total of 100%

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Sociology Discipline Attendance Policy:

The discipline has agreed to leave attendance policies up to the discretion of each course instructor.

Attendance Policy in this Course:

To be determined by the instructor

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]Examples:

Code of Student Conduct.

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Example:

Student and Faculty Support Services

The distance Learning Office-for any problems you may have accessing your online courses	Room C-334	210-612-5581 psimms@bergen.edu
Smartthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss

The Sidney Silverman Library	Room L-226	201-447-7436
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Include a Course Outline and Calendar

The Course Outline and Calendar must include all of the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

UNIT #	TOPIC	ASSIGNMENT
Week 1	Understanding Race and Ethnicity	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 1</i>
Week 2	Prejudice	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 2</i>
Week 3	Discrimination	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 3</i>
Week 4	Immigration in the United States	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 4</i>
Week 5	Test 1 and Native Americans	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 6</i>
Week 6	The Making of African Americans in White America	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 7</i>
Week 7	I African Americans Today	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 8</i>
Week 8	Hispanic Americans	<i>Racial and Ethnic Groups, Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 9</i>
Week 9		<i>Racial and Ethnic Groups, Richard T.</i>

	Mexican Americans and Puerto Ricans	<i>Schaefer</i> , Pearson/Prentice Hall, Chapter. 10
Week 10	Test 2 and Asian Americans: Growth and Diversity	<i>Racial and Ethnic Groups</i> , Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 12
Week 11	Chinese Americans and Japanese Americans	<i>Racial and Ethnic Groups</i> , Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 13
Week 12	Muslim and Arab Americans: Diverse Minorities	<i>Racial and Ethnic Groups</i> , Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 11
Week 13	Ethnicity and Religion and Jewish Americans: Quest to Maintain Identity	<i>Racial and Ethnic Groups</i> , Richard T. Schaefer, Pearson/Prentice Hall, Chapters 5 and 14
Week 14	Beyond the U.S.: The Comparative Perspective	<i>Racial and Ethnic Groups</i> , Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 16
Week 15	Overcoming Exclusion	<i>Racial and Ethnic Groups</i> , Richard T. Schaefer, Pearson/Prentice Hall, Chapter. 17
Week 16	Test 3/Final Exam, Chps. 10-12 Final Essay Papers/Projects Due, If Assigned	

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.