



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

<b>Course Number</b> SOC 209	<b>Course Title</b> Racial, Ethnic, and Minority Groups	<b>Credits</b> 3.0
<b>Lecture/Lab/Other:</b> 3/0/0	<b>Co- or Pre-requisite</b> Pre-Requisite: SOC 101 or SOC 107	<b>Implementation</b> Fall 2022

### **Catalog description:**

This course explores the social construction of race, the meaning of racism, dynamics of racial and ethnic conflict, oppression, and social change. Topics may include the reasons for and conflicts over immigration; patterns of group conflict; struggles with assimilation, acculturation, and other models of dominant/minority group conflict.

### **General Education Category:**

Goal 8: Diversity and Global Perspective

### **Course coordinator:**

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### **Required texts & Other materials:**

Golash-Boza, Tanya Marie. *Race and Racisms: A Critical Approach*. Oxford University Press.

This text may be replaced with entirely OER materials with the course coordinator's approval.

### **Course Student Learning Outcomes (SLO):**

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

1. Understand the sociological approach to the study of racial, ethnic, and minority groups. (Supports ILG #1, 5, 8)
2. Explain and critically analyze the sociological distinctions between and the historical creation of racial, ethnic, and minority groups. (Supports ILG #1, 5, 7, 8, 11)
3. Demonstrate knowledge of the sociological approach to and criticisms of the historical, scientific, and cultural dynamics of the social construction of race. (Supports ILG #1, 5, 7, 8, 11)
4. Understand and explain different types of racism and racial/ethnic bias including bigotry, discrimination, individual racism, structural racism, institutional racism, and systemic racism. (Supports ILG #1,5, 7, 8, 9, 11)
5. Understand and demonstrate knowledge of the historical causes and present realities of various types of inequities between racial and ethnic groups in U.S. society as well as the efforts to bring forth positive change. (Supports ILG #1, 5, 7, 8, 9, 11)

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit I – Concepts and Definitions of Race (Supports Course SLO #1, 2, 3, 5)**

The student will be able to:

- Explain what it means to say that race is a social construction.
- Describe the history and development of the concept of race and of different racial groups.
- Explain the difference between race and ethnicity.
- Understand why it is important to discuss and understand race and racism.

### **Unit II – Racism (Supports Course SLO #1, 2, 3, 4, 5)**

The student will be able to:

- Differentiate between, define, and apply the concepts of prejudice, discrimination, institutional racism, structural racism, and systemic racism.
- Explain what colorblind racism is and identify its usage and major features.
- Define and apply the concept of intersectionality.
- Understand and explain the role of government, social groups, and organizations in changing, creating, abolishing, and reinforcing racial discourses and inequalities.

### **Unit III – Application of Concepts to Contemporary Issues (Supports Course SLO #1, 4, 5)**

The student will be able to:

- Evaluate contemporary racial inequalities for various racial groups in at least the following areas: housing; education; wealth distribution/socioeconomic status; prison, policing, and the criminal justice system; health; the environment.
- Apply the concept of intersectionality to the aforementioned inequities by showing an understanding of the relationship between race and gender, class, sexuality, and other relevant identifications.
- Apply the different types of racism mentioned in Unit II to contemporary issues.
- Understand and explain current immigration, racial, and ethnic conflicts and issues as well as their historical antecedents.

### **Unit IV – Progress and Change (Supports SLO #1, 3, 5)**

The student will be able to:

- Critically engage with and evaluate stereotypes, biases, and media representations of race(s).
- Define and understand racial justice.
- Articulate the roles of individuals and social groups in movements for change.

- Understand and explain the role of social movements in producing changes in US American racial inequity, discourse, and policy.

**Evaluation of student learning:** No single assignment should be worth more than 20% of a student's final grade.

**Reading Assignments:** Textbooks and/or other provided materials should be assigned to students on a regular basis.

**Engagement:** Students engagement should be evaluated based on a combination of attendance, participation, and other forms of communication as the professor sees fit.

**Quizzes and/or Exams:** Students should show proficiency in the above SLOs using written/essay exams and/or quizzes to be designed by the professor. Multiple choice assignments may be implemented at the professor's discretion but should not make up a majority of the assignments or a majority of the points possible in the class.

**Writing Assignments:** All students should be required to complete a research or term paper that makes use of appropriate peer-reviewed/academic sources. At least some of the students' quizzes or exams should also be in an essay format. Length and details of writing assignments will be determined by individual professors.