

SOC 150/ADS150: Sociology of Minority Groups - Fall 2018
 CRN: 10536/35 Tuesdays & Thursdays 1:00pm – 2:25pm Rm. 810

Welcome to the study of minority groups! One of my favorite classes to teach. I look forward to a great semester full of learning, questioning, and most importantly of self-awareness. We will be discussing and analyzing many issues about race and ethnic relations from the past, the present and the future.

Many of your questions regarding my class are here. Please take a look at it!

PROFESSOR

Barbara Reyes, M.A.

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Office Hours: M/W 9:30am to 11:00am,

Online Office Hours: T/TH 3:00pm to 4:00pm

Also available by appointment

COURSE DESCRIPTION

This course examines the social construction of race including the social, political and historical factors that shape race. Discussion topics include how race is interpreted across large aggregate categories such as ethnicity, gender, class, immigration status and sexuality. Additionally, this course will provide how the concept of race is affected by the colonial experience and the forming of contemporary society. (Same as ADS 150)(CSU,UC)

STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1 Assess both macro social influences and micro social influences in understanding a particular social issue. (ILO1, ILO2, ILO4, ILO5)
- 2 Communicate the background, findings and implications of published work using APA format. (ILO1, ILO2, ILO3, ILO4)
- 3 Demonstrate the ability to make oral presentations that are organized, rely on evidence and engage the audience. (ILO1, ILO2, ILO3, ILO4)
4. Evaluate how different sociological theories apply to particular social issues and problems. (ILO1, ILO2, ILO4, ILO5)

Course Objectives:

Upon satisfactory completion of the course, students will be able to:

1. Identify the theories of prejudice and discrimination.
2. Summarize racism, sexism, ageism, ethnic and religious persecution.
3. Recognize prejudice and discrimination based upon physical and/or mental handicaps.
4. Describe the process of scapegoating.
5. Explain the historical overview of specific minority groups.
6. Describe the relationship between minority groups and social movements.
7. Identify the social policy implications surrounding prejudice and discrimination.
8. Describe the trend toward providing manpower training, affirmative action and head start programs.
9. Assess the immigration policies, criminal justice policies, and the future of race and ethnic relations.

COURSE TEXTS/MATERIALS

Racial and Ethnic Groups (14th Edition) 14th Edition

by [Richard T. Schaefer](#) (Author)

ISBN-13: 9780133770995

Other reading materials will be posted on Canvas and/or distributed during class.

Stapler: Yes, you read correctly! Invest in a small stapler. Your work **won't** be accepted unless the pages are stapled together.

ESSENTIAL REQUIREMENTS FOR THIS COURSE

- Curiosity about social life and an open mind.
- Participate to your fullest ability and in diverse ways.
- Work hard and strive to improve.
- Be respectful of others, yourself, and the professor.

WHAT YOU SHOULD EXPECT FROM ME

- Understand your needs as students.
- Be available, on time, and motivated to help you learn.
- Create clear and engaging class sessions.
- Grade your work with respect and with the highest academic standards.

HOW THIS COURSE IS ORGANIZED

I believe that students learn best when presented with a variety of teaching strategies. The class will consist of lectures and plenty of in-class activities like discussions, exercises, small group work, paired work, in-class writing assignments, among other fun activities.

So, if you are looking for a class where you just want to show up, sit, and “listen” to the professor; this is not the class you are looking for. Expect to feel out of your comfort zone and to feel an array of emotions. The issues that we will be discussing may feel personal and may hit home. I will expect you to be engage, respectful, and to participate to your fullest at all times.

COURSE REQUIREMENTS

Grading Based	Total Points	Grading Scale
Contact the Professor!	20	A 500-450 points
Participation	100	B 449-400 points
Quizzes (5) @ 20	100	C 399-350 points
Written Assignments (2) @ 50	100	D 349-300 points
Movie Reflections (4) @ 25	100	F 299 and below
Final Presentation	80	
Total Points	500	

Contact the Professor (20 points). Getting to know you is the best part of my job. I would like to learn a little bit about you. Therefore, your first “assignment” of the semester is to contact me via Canvas. You will have until the end of the third week of the semester to complete this. It is worth 20 points! So, plan accordingly. It should take anywhere from 5 to 10 minutes. You will be provided with some questions in the beginning of the semester.

PARTICIPATION. Research shows that people learn better when they are actively involved in the learning process. Participation is not just showing up to class. So, **what counts towards participation?**

Engaging in in-class activities and lectures. For example, asking questions, answering questions, providing feedback, sharing experiences, and of course paying attention in class. While introductory courses often utilize a textbook to guide students through the course, for this course the lectures, in-class activities, and short in-class assignments will provide the framework for the course. You should plan to attend all classes in order to receive participation points. There are no make up for in-class activities.

You are expected to read before coming to class. In order to be an active participant in the classroom, you must come to lecture and section prepared--even if being prepared means simply having questions about what was utterly confusing to you in the readings! I understand that outside responsibilities and the need to "have a life" often get in the way of finishing your reading.

I am here to help you. If you have outside responsibilities or other potential barriers to completing the work for this course, please come talk to me as soon as possible. **Do not wait until it is too late to get help.**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

QUIZZES 5 @ 20 Points Each: Short scheduled quizzes will ensure that you are on top of your readings and pay attention to class discussion. They will be short and will reward those students who have read and attend class for that day. **There are no make-ups**, if you are late you **will not** be allowed to take the quiz. If you have a valid excuse, I *may* consider scheduling a make up. Scantron and pencil will be required.

Written Assignments 2 @ 50: You will write two written assignments throughout the course. You will receive an assignment guide and plenty of help so that you write an excellent paper.

Movie Responses 4 @ 25: You will have to choose four films from a list that will be provided to you and accessible via CANVAS. The responses will require you write and analyze the sociological content that is central to the study of racial/ ethnic stratification, majority-minority relations, minority groups, and/or diversity. You will receive an assignment guide during the course.

Note: Each student’s capacity to read, write, and take notes at a college level is assumed. In addition your written work will be graded not only for mastery of course materials, but for clarity, structure, and presentation (e.g., syntax, style and precision of expression, spelling, punctuation, etc.). The Writing Center has been established especially to assist students with writing projects. Contact them early for help with your assignment.

Final Group Presentation (80 Points): Your final project will consist of working in a small group (4-5 students) in completing research and preparing a presentation on a minority group (ethnic, religious, disability, etc.,) that is ignored, overlooked and/or misrepresented in the United States. You will receive a guide and support throughout the semester.

Extra Credit. You will have opportunities to earn extra credit throughout the course. I will announce extra credit opportunities during class and if you are absent on the day I make the extra credit announcement do not ask me, as I will not repeat it for you.

Classroom Etiquette and Student's Responsibilities

Attendance. I will drop a student who fails to attend the first meeting of a class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Late work will not be accepted. Exceptions will be made only in cases of severe and documented hardship. You must contact me *as soon as* you realize you will not be able to get an assignment in on time. I will review the legitimacy of your petition and decide whether to accept the late work.

Late arrivals to class are strongly discouraged. If a late arrival is unavoidable, please enter as quietly and as unobtrusively as you can so that you do not disturb your fellow classmates. If it starts to become a habit (e.g., more than 3 late arrivals), you will lose points off your participation grade. If you are late on an exam/quizz day, you will not be allowed or be given extra time to finish or take the exam.

"R-E-S-P-E-C-T, find out what it means to me." Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn't hurt to spell out that these things are out-of-bounds in the classroom.

Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. You will lose participation points if I need to ask you to put away your phone more than twice.

Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.

Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service

Additional Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **[Learning Services](#).** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

[Disabled Student Programs and Services \(DSP&S\)](#)

If you have any disability, either temporary or permanent, which might affect your ability to participate fully in the course, please let me know right away. We can figure out what accommodations will be necessary to provide for equitable participation. Any student with a documented disability who may need educational

accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355-6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student

success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Fall 2018 Sociology of Minority Groups
Class Calendar**

Date or Week	Topic	Readings and Due Dates
Week 1 August 14 & 16	Introduction to class Exploring Race & Ethnicity	Read syllabus Reading Chapter 1
Week 2 August 21 & 23	Exploring Race & Ethnicity Cont..	Read Chapter 1
Week 3 August 28 & 30	Prejudice	Read Chapter 2 QUIZ # 1
Week 4 September 4 & 6	Discrimination	Read Chapter 3 Movie Reflection # 1
Week 5 September 11 & 13	Immigration Ethnicity and Religion	Read Chapter 4 & 5
Week 6 September 18 & 20	Native Americans: The First Americans	Read Chapter 6 QUIZ # 2
Week 7 September 25 & 27	African Americans African Americans Today	Read Chapter 7 & 8 Movie Reflection # 2
Week 8 October 2 & 4	Latinos: The Largest Minority	Read Chapter 9 Paper # 1 Due
Week 9 October 9 & 11	Mexican Americans and Puerto Ricans	Read Chapter 10 QUIZ # 3
Week 10 October 16 & 18	Muslim and Arab Americans: Diverse Minorities	Read Chapter 11 Movie Reflection # 3
Week 11 October 23 & 25	Asian Americans: Growth & Diversity	Read Chapter 12
Week 12 October 30 & Nov. 1	Chinese Americans & Japanese Americans	Read Chapter 13 Quiz # 4
Week 13 November 6 & 8	Jewish Americans: Quest to Maintain Identity	Read Chapter 14
Week 14 November 13 & 15 November 20 & 22	Women: The Oppressed Majority <i>Happy Thanksgiving Break!</i>	Read Chapter 15 Movie Reflection # 4
Week 15 November 27 & 29	Beyond the United States/Overcoming Exclusion In class-presentation workshops	Read Ch. 16 & 17 Quiz # 5
Week 16 December 4 & 6	Final Project Presentations	Paper # 2 Due

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class, changes will be announced during class.