
**IMPERIAL VALLEY COMMUNITY COLLEGE
DEPARTMENT OF SOCIOLOGY**

**SOC 150 20156/ADS 150 20157
Sociology of Minority Groups Spring 2013**

INSTRUCTOR: Alondo C. Campbell, PhD
OFFICE HOURS: MW: 2:00-3:00 pm
CLASS LOCATION: Bldg. 400 rm. 411

CLASS SCHEDULE: MW 3:05—4:30 pm
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Course Description

SOC 150/ADS 150: This course includes the study of the theories of prejudice and discrimination of different groups within American society. It will cover an historical analysis of the problems of these groups and typical areas will include racism, sexism, ageism, and ethnic and religious discriminations. (CSU, UC) (Formerly ADS 10)

Required Texts

Feagin and Feagin (2009) Racial and Ethnic Relations. 9th Ed. Pearson/Prentice Hall

Recommended Readings: (For those who are particularly interested in race & ethnicity)

- 1.) Kozol, Jonathan. 2005. The Shame of the Nation: The Restoration of Apartheid Schooling in America. Crown Publishers.
- 2.) Pattillo-McCoy, Mary. 1999. Black Picket Fences. Privilege and Peril among the Black Middle Class. University of Chicago Press.
- 3.) Steinberg, Stephen. 2001. The Ethnic Myth: Race, Ethnicity, and Class in America. Boston: Beacon Press.
- 4.) M. Jacobson. Whiteness of a Different Color
- 5.) Omi & Winant. Racial Formation in the United States.
- 6.) J. Gonzalez. Harvest of Empire: A History of Latinos in America.
- 7.) S. Chan. Asian Americans: An Interpretive History.
- 8.) . D. Pager. Marked: Race, Crime and Finding Work in an Era of Mass Incarceration.
- 9.) Massey & Denton. American Apartheid.
- 10.)R. Takaki. A Different Mirror: A History of Multicultural America.
- 11.)N. Ignatiev. How the Irish Became White.
- 12.)M. Marable. How Capitalism Underdeveloped Black America.
- 13.)D. Royster. Race and the Invisible Hand.
- 14.)Bonilla-Silva. Racism Without Racists.
- 15.)Mendelberg. The Race Card.

Course Objectives

- Explain and analyze society in terms of social structure, social institutions, and social process

- Identify and define basic sociological concepts and theories
- Apply concepts, theories and research methods to specific issues, conditions, or behaviors in society
- Differentiate between the sociological perspective and other social scientific or behavioral perspectives
- Differentiate between different cultural perspectives
- Develop critical thinking skills by applying the basic ideas of sociology to your own personal experiences and larger social events
- Through required reading and writing exercises, online discussions, students will learn to:
 - •• Analyze the dynamics of majority, minority group status
 - •• Analyze the authors' arguments
 - •• Compare and contrast your own views to those of the authors••• Apply ideas from the readings to our own experiences and those of others
 - •• Compare and contrast real life experiences to those described by the authors

Student Learning Outcomes

- The student will apply the sociological imagination to a specific social issue
- The student will interpret how a specific social concept is understood from a sociological perspective
- The student will distinguish different major sociological theoretical perspectives which explain social behavior
- A. The student must demonstrate an understanding of the basic concepts, theoretical perspectives, and issues in race and ethnic relations;
- B. the student should demonstrate an understanding of the basic differences of the cultures and how each is related to the theoretical perspective used in the courses;
- C. the student should comprehend and be able to use the basic vocabulary of social scientists studying minority relations;
- 1) Demonstrate an understanding of such sociological concepts as assimilation, pluralism, ascribed and achieved status, prejudice and discrimination;
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- 2) Display basic knowledge of historical, socioeconomic, and political demographics of various racial/ethnic groups in the United States;
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- 3) Demonstrate critical thinking and understanding about different theories and perspectives pertaining to race, class, gender, and sexuality; and
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- 4) Apply sociological concepts for the analysis of race and ethnicity to personal and/or familial experience.

IVC's Institutional Learning Outcomes

ILO1: Communication Skills, ILO2: Critical Thinking Skills, ILO3: Personal Responsibility

ILO4: Information Literacy, ILO5: Global Awareness

Student Grade Evaluation

Participation		100
Group email	5	
Submit Presentations advance	5	
Writing Assignment on time	5	
Group Evaluation	5	
Promptness to class	25	
In class	55	
Midterm Exam		100
Written Assignment Blackboard Submission		50
In Class		150
Exercises (5 @ 10 points)	50	
Quizzes (5 @ 10 points)	50	
Presentation (1 @ 50 points)	50	
Final Exam		100
Total Points		500

The grade distribution is based on the following percentage points:

A	500 – 460	90%
B	459 – 400	80%
C	399 – 350	70%
D	349 – 300	60%
F	under 299	59% or less

Participation: Participation includes *active listening*. I take notice of how attentive the class is when somebody has the floor. It is as important to participate by respectful interaction such as volunteering your opinion. Students can earn participation points only in-class. All students should have joined in class discussion by the end of the third week of the semester. Your participation should add value to the discussion and be on topic. I will facilitate to prevent vocal students from dominating the airwaves.

Midterm Exam: There is one in-class midterm exam. The exam must be taken on the scheduled day it is administered in class. There are NO make-up exams without a compelling medical reason verified by a medical provider. Any make up exam is at the discretion of the instructor.

In-class Exercises: Includes video reaction papers and projects on current events. Penmanship is essential and must be legible. A project may be a reaction to an assigned reading, video clip, or group activity and often includes low-stakes writing. Projects may include team assignments.

Quizzes: There are five quizzes; each from the last two weeks unless otherwise announced.

Presentations: Students will form groups, complete an outside of class project and present findings in class.

Final Exam: regularly assigned classroom. The format is to be announced. There are no makeup exams without a documented verification of a compelling reason.

Incomplete Grade: Students seeking an “Incomplete” grade must consult with me no later than the week prior to finals. Incompletes will only be considered for unforeseeable, emergency and justifiable reasons at the end of the term, and only upon agreement of conditions for completing coursework.

Classroom Expectations and Behavior: Students are responsible for knowing the material and announcements presented during lectures *and* recitations whether or not you attend class. Please arrange with another student for missed notes and announcements. Please do not disrupt other students’ ability to hear lectures. Prepare to take notes before lectures begin, do not talk during lecture, sit in a seat, do not begin packing your belongings before class ends).

Late arrival/early departure: Students are subjected to loss of participation points for arriving late or leaving early

Cell Phones and Pagers: Out of consideration for others, please turn your cell phones and pagers to the silent mode. If they do not have a silent or vibratory mode, please turn them off. No texting is allowed while class is in session. These items tend to distract the other students during class discussions and activities.

Use of laptop computers in-class: This class seldom requires students to use their laptop computers in class. Laptop computers should only be used in the classroom with the permission of the instructor.

Attendance: You are required to attend class. Remember the student is responsible for obtaining all information and material when absent. The student is responsible for dropping the class. It is the instructor’s prerogative to drop students in the first two weeks for lack of attendance but the student is responsible for dropping. Notify me in advance via email for consideration for credit. All email must have the class and CRN number on the subject bar.

Students with Disabilities: Any student with a registered need for special educational accommodation should notify Disabled Student Programs and Services (DSP&S) or contact me as soon as possible. Visit or call DSP&S, Mel Wendrick Access Center, Rm 2117, (760)355-6312.

Academic Dishonesty:

Academic honesty is highly valued at Imperial Valley College. You must always submit work that represents your original words or ideas. If any words or ideas used in a class postings or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

APA Format: American Psychological Association (APA) format is required for written assignments. This website is helpful <http://owl.english.purdue.edu/>. All items submitted must have name, class, and date unless instructed differently.

Course Outline

	Date	Topic	Reading	Due	
Monday	01/14	Course Overview	Syllabus		5
Wednesday	01/16	Basic Concepts	Chp 1	Syllabus Quiz 1	10
Monday	01/21	Martin Luther King Day			
Wednesday	01/23	Adaptation and Conflict	Chp 2	In-class ex 1	10
Monday	01/28	English Americans	Chp 3		5
Wednesday	01/30			Quiz 2	10
Monday	02/04	Irish and Italian Americans	Chp 4		5
Wednesday	02/06			In-class ex 2	10
Monday	02/11	Jewish Americans	Chp 5		5
Wednesday	02/13			Quiz 3	10
Monday	02/18	President's Day Campus Closed			
Wednesday	02/20	Native Americans Chp 6 and Writing assignment Due 3:05			55
Monday	02/25	African Americans	Chp 7		5
Wednesday	02/27	MIDTERM EXAM	Chps 1-7	Midterm	100
Monday	03/04	Mexican Americans	Chp 8		5
Wednesday	03/06			In-class ex 3	10
Monday	03/11	Puerto Rican & Cuban Americans	Chp 9		5
Wednesday	03/13			Quiz 4	10
Monday	03/18	Japanese Americans	Chp 10		5
Wednesday	03/20			In-class ex 4	10
Monday	03/25	Chinese, Filipino, Korean	Chp 11		5
Wednesday	03/27	Vietnamese, Asian-Indian		Quiz 5	10
Monday	04/01				
Wednesday	04/03				
Monday	04/08	Arab & Other Middle Eastern	Chp 12	Presentation	5
Wednesday	04/10			In-class ex 5	10
Monday	04/15	Ongoing Racial Ethnic Issues	Chp 13	Presentation	5
Wednesday	04/17			Presentation	5
Monday	04/22	Colonialism & Post colonialism	Chp 14	Presentation	5
Wednesday	04/24			Presentation	5
Monday	04/29	Presentations		Presentation	5
Wednesday	05/01	Review			5
Monday	05/06	FINAL EXAM			100
		Group Presentation Score			50

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class. If a date or assignment needs to be changed, I will announce it in class before the date it is listed in the syllabus.