

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

 x Transfer course x A.A. degree applicable course

(check all that apply)

COURSE NUMBER AND TITLE:

AMS/SOC/MCS 200 Race, Class, and Ethnic Groups in America

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS:

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

This course is designed to introduce the topics of intergroup relations in general to superordinate-subordinate relations in particular, as exemplified in various racial, ethnic, social class, and cultural groups. Emphasis is primarily on contemporary relations in the United States, although a comparative perspective is also offered.

SPECIFIC COURSE OBJECTIVES:

Successful students will

1. Identify the diversity in American society.
2. Compare and contrast the social histories, contributions, and multicultural issues of the major racial, ethnic, social class, gender, and cultural groups in American society.
3. Analyze the historical roots of discrimination and prejudice.

4. Examine possible alternatives to existing patterns of race, gender, and ethnic relations.
5. Analyze relations between majority and minority groups, in addition to underlying theoretical and methodological concepts in race and other group relations.
6. Evaluate, apply principles learned in class, and deduce valid conclusions in specific assignments that require familiarization with periodicals in the library from various academic disciplines and skills levels.
7. Analyze the constraints and motivations of people from backgrounds different from their own.
8. Evaluate public policy issues such as affirmative action.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Race, Class, and Ethnic Groups
 - A. Definitions and Concepts
 - B. Social Interaction
 - C. Cross-cultural Communication
 - D. Global and National Demographic Trends
 - E. Immigration Policy in the United States
- II. Theories of Prejudice
 - A. Discrimination and Stereotyping
 - B. Racism and Public Policy
 - C. Class, Competition, and Conflict
 - D. Ethnic Conflict and Social Structure
- III. Social Class and Gender Issues
 - A. Prejudice and Discrimination
 - B. Public Policy
 - C. Sexual Orientation Issues
 - D. Age and Ability Issues
- IV. Ethnicity and Cultural Groups Issues
 - A. Native American
 - B. Hispanic American
 - C. African American
 - D. Asian American and Pacific Rim
 - E. European American
- V. The Future
 - A. "Melting Pot or Salad Bowl"
 - B. Immigration
 - C. Conclusion

REQUIRED READING:

One of the following texts:

Schaefer, Richard T. Racial and Ethnic Groups. Glenview: Scott, Foreman, Little, Brown Higher Education, 1995.

Anderson, Margaret L., and Patricia Hill Collins, eds. Race, Class, and Gender, An Anthology. Belmont: Wadsworth Publishing Company, 1996.

- Rothenberg, Paula S. Race, Class and Gender in the United States, an Integrated Study. Third Edition. New York: St. Martin's Press, 1995.
- Kilbride, Philip L., James C. Goodale, and Elizabeth Ameisen, eds. Encounters with American Ethnic Cultures. Tuscaloosa: University of Alabama Press, 1995.
- Cyrus, Virginia. Experiencing Race, Class, and Gender in the United States. Second Edition. Mountain View: Mayfield Publishing Company, 1997.
- Kitano, Harry H.L. Race Relations. Fifth Edition. Upper Saddle River: Prentice Hall, 1997.
- Marger, Martin N. Race and Ethnic Relations: American and Global Perspectives. Fourth Edition. Belmont: Wadsworth Publishing Company, 1997.

SUGGESTED READING:

- Race and Ethnic Relations 96/97, Annual Edition. Guilford: Dushkin Publishing Group, 1995.
- Monk, Richard C. Taking Sides, Clashing Views on Controversial Issues in Race and Ethnicity. Guilford: The Dushkin Publishing Group, 1994.
- Maybury-Lewis, David. Indigenous Peoples, Ethnic Groups, and the State. Boston: Allyn and Bacon, 1997.
- Moscovici, Serge, Angelica Mucchi-Fainia, and Anne Maass, eds. Minority Influence. Chicago: Nelson-Hall, 1994.
- Unger, Rhoda, and Mary Crawford. Women and Gender, a Feminist Psychology. New York: McGraw-Hill, 1992.

REQUIRED WRITING:

Four article reviews, 2-3 pages each, typed or word processed, double-spaced.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

Students are required to read and study the text. In addition, the student must read four approved articles. Film and lectures are required for outside augmentation of class material.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
 laboratory
 lecture-laboratory combination
 directed study

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
 mediated instruction
 computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Examinations are designed to use matching, multiple choice, and short essay. Additional written material is generated from outside reviews.

Suggested percentages:

5 Exams (Lowest grade dropped)	50%
4 Article Reviews	40%
Outside Assignments, movies, lectures	10%
Total:	100%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit:

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

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