OVERVIEW:

The principal idea of this course is to examine various racial and ethnic groups in the United States, with an emphasis on intergroup relationships and the experiences of various racial and ethnic groups from different sociological perspectives. This course will also examine the major patterns of conflict and accommodation with the dominant culture in the United States and will explore the dynamics of institutionalized racism, focusing specifically on race relations within our social institutions. In addition to focusing on the topic of race and ethnicity, we will also work on developing critical thinking, reading and writing skills.

PREREQUISITE:

Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading and Writing.

CATALOG DESCRIPTION:

This course focuses on cultural, social and institutional factors affecting relationships within and among ethnic, cultural, and racial groups. Emphasis is on current problems of the intergroup relations, social movements, and related social changes, as well as community building and conflict resolution. The historical contributions may be presented. (3 lecture) - Coordinating Board Academic Approval Number 4511015325

COMPETENCIES AND OBJECTIVES FOR SOCIOLOGY 2319

Consistent with T.E.A. core curriculum guidelines this course requires demonstration of intellectual competencies as well as successful completion of specific educational objectives.
Intellectual Competencies:

A. Reading: the ability to analyze and interpret a variety of printed materials - books, documents and articles - at college level.
B. Writing: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - at college level.
C. Critical Thinking: The ability to analyze information, identifying key components, examining each and synthesizing one's thoughts in written or spoken language.

Exemplary Educational Objectives:

A. To use and critique alternative explanatory systems or theories.
B. To Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
C. To recognize & assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and obtaining information through the news media and other appropriate sources about public policy.
D. To identify and understand differences and commonalities within diverse cultures.

Student Learning Outcomes

- Explore the myths, legends and truths about cultural diversity within the United States.
- Explore the political, historical, sociological, and economic aspects of dominant / minority cultures in the United States. Examine the visual impact of the media, particularly the film industry, on the current views and attitudes about minority cultures. Apply findings of sociological and historical research to understanding the diverse social world we live in today.
- Explore social, structural, and institutional issues that affect all minority groups, e.g. economics, education, discrimination, family problems, gender and power issues.
- Develop a deeper understanding of ourselves and our own culture - i.e., how we have been influenced by the culture in which we were raised. Explore how our own culture and values influence our perceptions of ourselves and others who are different from us. In addition, explore how our values influence our behavior that, in turn, influences others' perceptions of ourselves.
- Facilitate and provide practice in developing and/or sharpening your scholarly abilities of critical thinking, writing, and analysis.

TEXT:

American Ethnicity: The Dynamics and Consequences of Discrimination (7th Edition)

REQUIREMENTS & GRADING:

<table>
<thead>
<tr>
<th>Final Grading Scale</th>
<th>Final Grading Range</th>
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<tbody>
<tr>
<td>Cultural Experience Project = 50 pts.</td>
<td>A = 450 – 500 pts.</td>
</tr>
<tr>
<td>Exam = 100 pts.</td>
<td>C = 350 – 399 pts.</td>
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<tr>
<td>Scholarly Article Review = 50 pts.</td>
<td>D = 300 – 349 pts.</td>
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<tr>
<td>Weekly Discussion Board = 75 pts.</td>
<td>F = 299 or less pts.</td>
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<td>(13 @ 5 pts. each)</td>
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<tr>
<td>Journal Entries = 50 pts.</td>
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<td>(5 @10 pts. each)</td>
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<tr>
<td>News Article Summaries = 25 pts.</td>
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<td>(5 @ 5 pts. each)</td>
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<tr>
<td>Participation = 50 pts.</td>
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<tr>
<td>Final Paper = 50 pts.</td>
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<td>Total Points = 500 pts.</td>
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ASSIGNMENT DESCRIPTIONS:

Cultural Experience Project: Part of becoming more comfortable with members of a group different than your own is to spend time in settings where members of this group are the majority and are engaged in activities that reflect their cultural practices. This assignment requires that you spend one hour (not including commuting time to and from the event) doing fieldwork by attending a cultural event, meeting, or gathering that is based in a culture different than your own and in which setting you have a non-dominant cultural status. You can choose the setting and the event, however, it should be an event where members of the group you have chosen are the majority, where members are engaged in activities that reflect their cultural values and practices, and that take place during the semester in which you are enrolled in Sociology 2319.
In order for you to receive credit for the assignment, the event you select must be cleared with the instructor via e-mail before you attend the event.

Prior to attending the event, write a two to three page (double spaced) preparation paper including the following information:

1) Introduction of your project and why you chose this particular cultural group
2) Feelings, questions, concerns, beliefs, perceptions, stereotypes about the group you will be observing
3) A brief historical overview of the group

After attending the event, write a two to three page (double spaced) reaction paper including the following information:

1) A physical description of the place you visited (when, where, what, the length of your fieldwork)
2) Reactions on your personal experience (emotions, feelings, thoughts, insights, etc.)
3) Connections to sociology coursework, including: 1) examples that occurred during the cultural experience that reinforced or challenged the content in the text or class discussion, 2) reference to both the specific culture represented at the cultural event and/or to cultural concepts (i.e., privilege, oppression, acculturation etc.), and 3) changes that occurred in your own understanding of the culture (either positive or negative shifts in your perceptions of the culture that was facilitated by your attendance).

In addition to the reaction paper, put together a visual presentation/scrapbook including pictures, flyers, audio/video files, or anything relative that helps bring understanding and verifies your experience of the cultural event project.

Papers that solely describe the event are not acceptable and will not be given any points. Grading will be based on complete, thorough, and thoughtful inclusion of all components.

Movie Review:

View an assigned movie/DVD outside of class and write a paper regarding your personal reactions to and thoughts about the movie. Individually complete a reaction paper (maximum of 5 pages). This paper should be written in MLA format and should include the following elements:

- In the title section of your paper include the name of the movie
- Brief (1 page max) description of the movie including relevant cultural context and factors
- Your personal reactions to the movie related to yourself as a cultural being as this connects to the cultural factors in the movie
- Clear and explicit examples of connections between the movie and course content (readings and discussions)
Your personal insights and explanation of how viewing the movie facilitated a change in or reinforced your understanding of the culture depicted in the movie.

Exam:
50 question online exam covering material in the textbook, articles, and classroom discussions.

Scholarly Article:

You will be given an opportunity to select an article from a list. Once you have read the article, you will produce a reflective essay (max of 4 pages). There are three parts to the article review:

- Summarize the article
- Apply a concept or theory discussed in this course (assimilation, discrimination, immigration, racial and ethnic relations between groups, etc.)
- Critically evaluate the article by conveying your reactions and opinions

Upon completion of the article review, you will present your review in class to your classmates.

Weekly Discussion Board:

You will design a discussion question (a question about one of that week’s required readings which you would like to discuss with your classmates) and post it on the discussion board by Saturdays at 11:00 PM. Your discussion questions will significantly guide our conversations and will 1) offer opportunities for students to reflect more deeply on the course readings, 2) enhance student accountability and opportunity to control our topics of conversation as it relates to the assigned readings, and 3) allow us to assess student interest, learning, and concerns. DO NOT ask yes/no questions. You are required to respond to two of your classmates’ discussion questions by 11:00 PM on Sundays. All responses must be 250 words minimum.

Journal Entries:

You will be assigned guided journal topics to write about periodically throughout the semester. These journal entries must be a minimum of 250 words.

News Article Summaries:

You will be assigned special topics to research in the news throughout the semester. You are responsible for selecting an article relating to the assigned topic and summarizing it in 2-3 paragraphs.

Final Paper:

Consider the following assertion: “The United States of America is not, has never been, and will probably never be a ‘colorblind’ society.”
Do you agree or disagree? Why? You must respond to this assertion in a 4-5 page final paper. Support your paper with three sources (our textbook or articles you find that are relative). As further evidence, you should select a television show that you feel supports your assertion to discuss in your paper. Frame your argument using the sociological concepts we discuss in class and compelling evidence rather than simply your opinion.

**Participation:**

“Showing up” is extremely important in this class and in life. Opportunities are often missed when you do not make “showing up” a priority. The more you participate in classroom discussions and activities, the more interesting and useful the class will be. As I learn each of your personalities, I will take into account the individual differences in temperament, comfort level with speaking in groups, etc., but also expect you to push yourself to positively contribute to the class. For some this may mean listening and reflecting on the material more, for others, speaking up and asking questions more often.

While attending class, students are expected to exhibit courteous, college level behavior, which includes turning off mobile phones, putting away outside reading material (including assignments for other classes) and refrain from having “side conversations”. When you are in this class, I expect you to mentally be present, as well as physically. I reserve the right, as the instructor, to consider your participation in the event of an “on the line” situation at the end of the semester. If you have not missed any class meetings or deadlines, and have turned in each assignment on time, I will take this in to consideration in the event you are close to (within 2 points) the next grade letter up.

**INSTRUCTIONAL STRATEGY:**

This course is taught in a hybrid format. We will meet one time per week in a traditional classroom environment, and the remainder of the course’s weekly hours will be completed through online participation. Class sessions will typically begin with a short lecture or exercise, followed by a seminar where students will participate in a structured discussion of the ideas brought to the learning community from the students’ individual scholarship. Students will prepare for each class by reading, thinking and writing about the course assignments.

**ACADEMIC DISHONESTY:**

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog.  
https://www1.dcccd.edu/cat0506/scode.cfm

The work you turn in must be your own original composition. If you borrow from another source, CITE that source. As a general rule, it’s best not to retype your authors’ words and put them into your paper. Think about what you have read, then express your own thoughts. Absolutely do not cut-and-paste outside material into your paper. Avoid web resources.
DISABILITY ACCOMODATIONS (ADA STATEMENT):

Any student with a disability that will require accommodation under the terms of federal regulations must let the instructor know on the first day of class and present a written accommodations request to the instructor by the second week of class. Please contact Brookhaven College Disability Services Office.

WITHDRAWING FROM THIS COURSE:

If you are unable to complete this course, it is your responsibility to withdraw formally. The Withdrawal request must be received in the Advising Office by you. Failure to do so will result in your receiving a performance grade, usually an “F”. If you drop a class from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. I cannot drop this class for you.

REPEATING THIS COURSE:

Effective fall 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any Dallas County Community Colleges since the fall 2002 Semester.

RELIGIOUS HOLIDAYS:

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

NOTICE:

“If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending class without consulting the Financial Aid Office. Changes in your enrollment level and Failing Grades may require that you repay financial aid funds”
COURSE CALENDAR – SPRING 2013

JANUARY 2013
23 – First Class Meeting: Introduction & Chapter One Lecture
27 – Discussion Question and Responses due by 11:00 PM
30 – Class Meeting: Chapter Two Lecture, News Article Summary 1 Due

FEBRUARY 2013
3 - Discussion Question and Responses due by 11:00 PM
6 – Class Meeting: Chapter Three & Four Lecture
10 - Discussion Question and Responses & Journal Entry One Due at 11:00 PM
13 – Class Meeting: Chapter Five Lecture
17 - Discussion Question and Responses & Journal Entry Two Due at 11:00 PM
20 - Class Meeting: Chapter Six Lecture, News Article Summary 2 Due
24 - Discussion Question and Responses due by 11:00 PM
27 - Class Meeting: Guest Speaker, News Article Summary 3 Due

MARCH 2013
3 - Discussion Question and Responses & Journal Entry Three Due at 11:00 PM
6 - Class Meeting: Chapter Seven Lecture, News Article Summary 4 Due
10- Discussion Question and Responses due by 11:00 PM
13 - Class Meeting: Chapter Eight Lecture, News Article Summary 5 Due
17 - Discussion Question and Responses due by 11:00 PM
18-22 SPRING BREAK
27 - Class Meeting: Chapter Nine Lecture
31 - Discussion Question and Responses & Scholarly Article Review Due by 11:00 PM
APRIL 2013

3 - Class Meeting: Chapter Ten Lecture

7 - Discussion Question and Responses & Journal Entry Four Due at 11:00 PM

10 – Class Meeting: Mixed Race/Transracial Adoption Lecture

14 – Discussion Question and Responses due by 11:00 PM

17 – Class Meeting: Exam Review

21 – Exam & Journal Entry Five Due by 11:00 PM

24 – Class Meeting: Film

MAY 2013

1 - Class Meeting: Cultural Event Project Due, Presentations in class

5 - Discussion Question and Responses due by 11:00 PM

8 - Final Paper Due on Blackboard by 11:00 PM

12 - Discussion Question and Responses due by 11:00 PM

15 – Class Meeting: Reflection and Wrap Up