Course code: SOC 1104
Course title: Race and Ethnic Relations
Class hours/credits: 3 class hours, 3 credits
Prerequisite: CUNY Proficiency in Reading and Writing
Pathways: US Experience in Its Diversity

Catalog Description: The impact of race and ethnicity on social relationships. Primary focus is on American society. Analysis of human relations from both social-structural and social-psychological perspectives.

COURSE DESCRIPTION
This course focuses on the impact of race and ethnicity on social life. Special emphasis is placed on American society. The relations between racial and ethnic groups in the United States will be examined using both a social-structural and a social-psychological perspective.

RECOMMENDED TEXTBOOK and MATERIALS*
Title: Race and Ethnicity in the United States
Author: Richard Schaefer
Publisher: Prentice Hall

* The textbook used in a particular section will be chosen by the instructor.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an ability to discuss social group processes as they apply to race, ethnic groups, religions, and class.</td>
<td>Short answer and essay questions in exams, relevant in-class writing assignments and discussions, small group work.</td>
</tr>
<tr>
<td>2. Show an understanding of the social construction of race and ethnicity.</td>
<td>Quizzes, exams, essays, in-class discussions, oral presentations and in-class small group work.</td>
</tr>
<tr>
<td>3. Understand and explain how racial and ethnic inequalities can give rise to social conflict and to movements struggling for equal rights and opportunities.</td>
<td>Combination of quizzes, essays, exams, in-class small group work, class discussions, and oral presentations.</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of the social issues and debates that cultural diversity gives rise to.</td>
<td>Combination of quizzes, exams, in-class small group work, essays and oral presentations focusing on cultural diversity.</td>
</tr>
<tr>
<td>5. Demonstrate an understanding of the role that race and ethnicity have historically played in the social</td>
<td>Quizzes, exams, essays, in-class discussions, oral presentations and in-class small group work.</td>
</tr>
</tbody>
</table>
stratification system of the United States.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE: Develop an introductory knowledge of the concepts and theories deployed by sociologists in their analysis of race and ethnicity as social phenomena.</td>
<td>Quizzes, exams, essays, class discussions, small group workshops, and oral presentations focusing on specific topics related to the issues of race and ethnicity.</td>
</tr>
<tr>
<td>SKILLS: Develop and use the tools needed for communication, inquiry, analysis and productive work.</td>
<td>Combination of class discussions, oral presentations, in-class small group work, essays, and exams.</td>
</tr>
<tr>
<td>INTEGRATION: Work productively within and across disciplines.</td>
<td>Quizzes, exams, essays, class discussions, and in-class small group work that draws on various resources in sociology and other disciplines.</td>
</tr>
<tr>
<td>VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains.</td>
<td>Combination of class discussions, oral presentations, in-class small group work, and essays that engage directly with the questions about values, ethics, responsibility, and diversity.</td>
</tr>
</tbody>
</table>

* may vary slightly per instructor to suit their own needs

SCOPE OF ASSIGNMENTS AND OTHER COURSE REQUIREMENTS*

Quizzes; midterm and final exams including multiple-choice and short answer questions; essay assignments; participation in-class discussions; participation and contribution to small-group projects; oral presentations

FINAL GRADE DISTRIBUTION – elements and weight of factors determining the students’ grade*

Midterm exam: 30% of the grade
Final exam: 30% of the grade
Quizzes: 20% of the grade
Essay: 10% of the grade
Attendance/Participation: 10% of the grade

* may vary slightly per instructor to suit their own needs

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>70-76.9</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9 and below</td>
</tr>
<tr>
<td>WU</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew Failing</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

COLLEGE POLICY ON ABSENCE/LATENESS
A student may be absent without penalty for 10 percent of the number of scheduled class meetings during the semester as follows:

<table>
<thead>
<tr>
<th>Class meets</th>
<th>Allowable Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 time/week</td>
<td>2 classes</td>
</tr>
<tr>
<td>2 times/week</td>
<td>3 classes</td>
</tr>
<tr>
<td>3 times/week</td>
<td>4 classes</td>
</tr>
</tbody>
</table>

It is the responsibility of the instructor to keep accurate records of every student’s attendance and to inform each class orally and in writing of the applicable attendance policy during the first two weeks of class meetings each semester.

Excessive Absence
If a student’s class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of “WU” may be assigned. If a student remains officially registered for a course and never attends that course, a final grade of “*WN” will be assigned. If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

Appeals
A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision. A student wishing to appeal a “WU” grade may do so through the Committee on Course and Standards.

Lateness
It is the responsibility of the instructor to keep a record of lateness and to inform each class orally and in writing of the lateness policy during the first two weeks of class meetings of each semester.

SAMPLE SEQUENCE OF TOPICS AND TIME ALLOCATIONS*

**Week 1**

1. **Introduction**

Persistence of Social Myths and Group Solidarity with Respect to:
Race
Ethnic
Religion
Sex
Class

Social Myths and the Difference between Biological Facts and Cultural Realities and Meanings
Controversies Surrounding the Relations between Ethnic and Racial Groups
   - Affirmative Action
   - Racial Profiling
   - The Immigration Debate

**Week 2**

**II. Majority and Minority**

The Majority-Minority Group Distinction as a Question of Social Power
In-Group and Out-Of-Group Attitudes, Status, and Relationships
Forms of Anti-Minority Feeling
   - Ethnocentrism
   - Chauvinism
   - Anti-Semitism
   - Anti-Catholic Sentiment
   - Racism
   - Sinophobia

**Week 3**

**III. Discrimination and Prejudice**

The Difference between Prejudice and Discrimination
Theories of Prejudice
   - Scapegoating Theory
   - Cultural/Normative Theory
   - Exploitation Theory
   - Authoritarian Personality Theory
Complexities
   - Discrimination without Prejudice
   - Prejudice without Discrimination
Law and Custom in Inter-Group Relations

**Week 4**

**IV. Response and Counter-Response**

Oppression
Resistance
Ideological Justifications of Oppression
Group Solidarity and/or Feelings of Superiority/Inferiority among Oppressed Minorities
Week 4  
V. Societal Patterns

Assimilation  
Amalgamation  
Accommodation--Cultural Pluralism, Integration  
Egalitarianism  
Segregation--Apartheid, Ghetto, Caste  
Genocide

Week 5, 6, 7, 8  
VI. Race

Current Theories of Race  
‘Scientific’ Racism  
Institutional Racism  
Racism as an Ideology  
Historical Implications:  
Slavery and Its institutions  
Imperialism  
Civil Rights Revolution  
Black Power  
Coalition Politics  
The Economics of Race Relations  
‘The Declining Significance of Race’ Thesis  
Race and Policing

Week 9-10  
VII. Ethnic Groups in America

Nature of Nationhood in Tribalism  
Hispanic Americans  
Asian Americans  
The Irish Immigration  
The East Europeans  
The South Europeans

Week 11-12  
VIII. Religion

Religion and Political Power  
Judaism and Christianity  
Rise and Spread of Islam  
Hinduism and Buddhism Related to Imperialism  
The Case of the Jews  
People or Religion?
Discrimination, Prejudice and Persecution
The Romans
Christian Crusades and Inquisition – Jews in Medieval Europe
Pogroms
Holocaust-Nazis
Jews as Targets in the U.S.
The Case of the Catholics
Reformation and Counter-Reformation
America and Christianity
The Protestant Majority
Class Aspects of Discrimination vs. Catholics
Irish, Italian, and Polish Catholics - Religion and Ethnicity
Muslim Americans
The Diversity of Muslim Americans
Muslim Americans and the Aftermath of 9/11

Week 13-14
IX. Gender and Social History

Gender and Race/Ethnicity in America
The Women’s Rights Movement
Second Wave Feminism
Women and the Economy
The Body Politics
Stereotypes
Racial/ethnic Passing
Body modifications

Week 14-15
X. Class and Social History

Distinguish between Class and Caste
Compare the Intersection between Class and Race/Ethnicity in Europe and the United States
Ethnic Enclaves in Europe
Explain the Lack of Class Consciousness in America

* may vary slightly per instructor to suit their own needs

Reviewed/revised by Diana Mincyte, Ph.D. Date: December, 2015