



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Ethnic Studies 1  
**Descriptive Title:** Introduction to Ethnic Studies  
**Course Disciplines:** Ethnic Studies or History  
**Division:** Behavioral and Social Sciences

**Catalog Description:**  
 This course provides a multidisciplinary introduction and analysis of ethnic groups in the United States. Various theories and perspectives will be examined to better comprehend the effects of institutional racism, marginalization, socio-economic and political discrimination, and ethnocentrism on American ethnic and racial groups.

Conditions of Enrollment:  
**Recommended Preparation** Eligibility for English 1A

**Course Length:** X Full Term Other (Specify number of weeks):  
**Hours Lecture:** 3.00 hours per week TBA  
**Hours Laboratory:** 0 hours per week TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

Transfer CSU: X Effective Date: 11/20/2006  
 Transfer UC: X Effective Date: Fall 2006

General Education:

El Camino College:  
**2C – Social and Behavioral Sciences – General**  
 Term: Fall 2007 Other:

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CSU GE:  
**D3 - Ethnic Studies**  
 Term: Spring 2007 Other:

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IGETC:  
**4C - Ethnic Studies**  
 Term: Spring 2007 Other:

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## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Developing and Arguing a Persuasive Historical Thesis  
Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define and assess the concepts of race and ethnicity in American society.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
2. Apply theoretical frameworks of race relations to past and present issues in American society  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
3. Compare and contrast the major demographic patterns of immigrant groups who entered the United States.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
4. Examine the concepts of religion and gender identity and compare and contrast the influences on various American ethnic groups.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
5. Outline and discuss the major historical and political developments that have influenced and affected specific ethnic communities within the United States.  
Other (specify) research paper
6. Assess how attitudes and behaviors of mainstream society are affected by social factors such as ethnicity, religion, and cultural differences.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
7. Evaluate factors which may influence assimilation of ethnic minorities into the mainstream culture.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
8. Examine contributions of ethnic groups to mainstream society.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams
9. Identify and evaluate how ethnic groups have coped with cultural conflict, institutional racism, marginalization, social, economic and political discrimination and ethnocentrism.  
Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams

10. Evaluate the changing role of government policies with regards to the determination of immigrant status in the United States.

Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams

11. Compare and contrast the experiences of European, Asian, African and Latin American immigrants in the United States in relation to stratification and assimilation.

Other (specify) Essay exams, research assignments/papers, and/or multiple choice exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	12	I	Introduction: The Study of Minority Groups A. The Stranger as a Social Phenomenon 1. Similarity and Attraction 2. Social Distance 3. Perceptions and Interactions B. Theoretical Perspectives C. Minority Groups 1. Development of a Definition 2. Minority Group Characteristics 3. Racial and Ethnic Groups 4. Ethnocentrism D. The Dynamics of Inter-Group Relations
Lecture	12	II	Culture and Social Structure A. The Concept of Culture B. The Reality Construct C. Cultural Change 1. Cultural Diffusion 2. Subcultures a. Convergent Subcultures b. Persistent Subcultures D. Structural Conditions 1. Stratification 2. Social Class 3. Ethnicity and Social Class E. Inter-Group Conflict F. Theories of Minority Integration 1. Assimilation (Majority-Conformity Theory) 2. Amalgamation (Melting Pot Theory) 3. Accommodation (Pluralistic Theory)
Lecture	12	III	Prejudice and Discrimination A. The Psychology of Prejudice B. The Sociology of Prejudice C. Discrimination D. Relationship Between Prejudice and Discrimination E. Social and Institutional Discrimination
Lecture	6	IV	Dominant-Minority Relations A. Minority-Group Responses

			B. Consequences of Minority-Group Status C. Dominant-Group Responses
Lecture	6	V	Socio-Historical Background of Racial and Ethnic Groups A. Northern and Western Europeans B. Southern, Central and Eastern Europeans C. The Native Americans D. East and Southeast Asian Americans E. Other Asian and Middle Eastern Americans F. Black Americans G. Latino Americans
Lecture	6	VI	Impact of Religion and Gender on Racial and Ethnic Groups
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After reading the chapter in your textbook about Northern and Western Europeans, write a two- to four-page typed essay in which you compare and contrast the major theoretical perspectives used in analyzing racial and ethnic groups.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a four- to six-page typed essay, compare and contrast the cultures of at least three racial and/or ethnic groups. Give specific examples of conflict between the three groups and analyze how differences among these cultures may cause conflict among the groups and explain why.
2. Using Merton's four-fold typology, write a four- to six-page typed essay in which you discuss and assess the interrelationships between prejudice and discrimination. Give specific examples from American history of each of the four possible typologies described by Merton.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
Matching Items

## V. INSTRUCTIONAL METHODS

Discussion  
Group Activities  
Lecture  
Multimedia presentations  
Role Play  
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

## VI. WORK OUTSIDE OF CLASS

Study  
Answer questions  
Required reading  
Written work

Estimated Independent Study Hours per Week: 6

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Richard T. Schaefer. Racial and Ethnic Groups. 14th ed. Pearson 2015.  
Matthew Desmond, Mustafa Emirbayer. Race in America. 16th ed. W. W. Norton & Company, 2016.

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

## VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills
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C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
<p>A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned.</p> <p>ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.</p> <p>ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> <p>ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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**Course created by Dr. Billie J. Moore and Dr. Sue Dowden on 09/01/2006.**

**BOARD APPROVAL DATE: 11/20/2006**

**LAST BOARD APPROVAL DATE: 10/16/2018**

**Last Reviewed and/or Revised by Xocoyotzin Herrera**

**Date: 4/16/2018**