



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Sociology 108  
**Descriptive Title:** Global Perspectives on Race and Ethnicity  
**Course Disciplines:** Sociology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

In this course students examine ethnic groups around the world using concepts of race, ethnicity and minority status. Multiple theoretical perspectives will be used to examine the conditions under which certain ethnic groups have been designated with minority group status. Focus is given to the reactions of these groups to this designation, and the patterns of interaction between minority groups and dominant groups. Emphasis is on the historical and social forces influencing minority-dominant group relations around the world.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment AND Sociology 101 or Sociology 107 or Anthropology 2

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

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

**Transfer CSU:** X Effective Date: 12/15/2008  
**Transfer UC:** X Effective Date: Fall 2009

**General Education:**

**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
Term: Fall 2009 Other:

**CSU GE:**  
**D10 - Sociology and Criminology**  
Term: Fall 2009 Other:

**IGETC:**  
**4J - Sociology & Criminology**  
Term: Fall 2009 Other:

## 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. Sociological Theoretical Perspectives  
Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as social identity theory, social conflict theory, modernization theory, and dependency theory, to issues of race and ethnicity around the world.
2. Sociological Concepts  
Students will define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, minority/dominant groups, colonialism, and neocolonialism, by applying them to issues of race and ethnic relations in global 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. Describe and apply concepts and theoretical perspectives used to analyze the conditions of various ethnic groups of people around the world.
  - Multiple Choice
2. Distinguish between the concepts of nationality and ethnic group, indigenous peoples and ethnic groups, and ethnic groups and minority groups.
  - Objective Exams
3. Identify characteristics shared by minority groups worldwide.
  - Objective Exams
4. Distinguish between the concepts of race and ethnicity.
  - Objective Exams
5. Differentiate between prejudice and discrimination.
  - Objective Exams
6. Compare and contrast individual and institutional discrimination.
  - Objective Exams
7. Outline theoretical perspectives on prejudice and discrimination.
  - Other (specify)
  - Fill in blank questions and in class discussions
8. Assess the role of religion and religious institutions in ethnic identification.
  - Other (specify)
  - Fill in blank questions and in class discussions
9. Explain theories of subordination of racial and ethnic minorities.
  - Other (specify)
  - Fill in blank questions and in class discussions
10. Define and describe patterns of intergroup behaviors, such as genocide, assimilation, colonialism, and pluralism seen between dominant and minority groups, and analyze the consequences of these behaviors for individuals, groups, and societies.
  - Term or other papers
11. Identify and analyze attitudes and ideologies which are used to justify a particular pattern of behavior towards groups defined as minorities.
  - Term or other papers

12. Identify historical patterns leading to the status of various minority groups today.
  - Objective Exams
13. Assess the reactions of groups to treatment as minorities.
  - Objective Exams
14. Describe legal, political and educational strategies to reduce prejudice, racism and discrimination worldwide.
  - Objective Exams
15. Assess the impact of globalization on ethnic groups.
  - Term or other papers
16. Analyze trends relating to issues for ethnic groups and indigenous groups in the future.
  - Term or other papers

**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	6	I	Introduction (Using Examples of Racial and Ethnic Groups from Around the World) A. Definition of Concepts 1. Race and Ethnicity 2. Minority and Dominant Groups 3. Prejudice and Discrimination B. Theories of Minority Group Status C. Theories of Prejudice D. Religion's Role in Ethnicity E. Patterns of Intergroup Relations F. Minority Group Responses G. Dominant Group Responses H. Globalization and Modernization
Lecture	3	II	Indigenous Peoples A. Definition of Indigenous People B. Locations of Indigenous Peoples C. Attitudes and Justification for Treatment of Indigenous Peoples D. Treatment of Indigenous Peoples and Consequences of Treatment 1. Historic Examples 2. Contemporary Examples
Lecture	3	III	Other Models of Genocide and Ethnocide A. Interethnic Conflict B. Nomads and Gypsies
Lecture	6	IV	Slavery Models A. Different Models of Slavery 1. <i>As Spoils of War</i> 2. As Punishment or Repayment for Debt 3. As Economic Resource B. Slavery in the Modern World

			<ol style="list-style-type: none"> <li>1. Locations of Slavery</li> <li>2. Examples of Enslaved Groups</li> <li>3. Justifications for Slavery and Resulting Consequences: Examples</li> <li>4. Reactions to Slavery</li> </ol>
Lecture	6	V	<p>Assimilation Models</p> <p>A. Types of Assimilation</p> <ol style="list-style-type: none"> <li>1. Forced Versus Voluntary</li> <li>2. Primary-Secondary</li> <li>3. Amalgamation</li> </ol> <p>B. Attitudes and Justifications for Assimilation</p> <ol style="list-style-type: none"> <li>1. Ethnocentrism</li> <li>2. Nationalism</li> <li>3. Religious Beliefs</li> <li>4. Economic Development</li> </ol> <p>C. Examples of Consequences of this Treatment</p>
Lecture	9	VI	<p>Segregation (Separation) Models</p> <p>A. Types of Segregation</p> <ol style="list-style-type: none"> <li>1. Social</li> <li>2. Physical</li> <li>3. Forced Versus Voluntary</li> </ol> <p>B. Attitudes and Justification for Segregation</p> <ol style="list-style-type: none"> <li>1. Religious</li> <li>2. Imperialism</li> <li>3. Examples of Treatment and Consequences</li> </ol>
Lecture	9	VII	<p>Colonialism Models</p> <p>A. Examples of Colonialism and Consequences</p> <p>B. Attitudes and Justification for Colonialism</p> <ol style="list-style-type: none"> <li>1. Rise of Nation-State and Nationalism</li> <li>2. Imperialism</li> </ol>
Lecture	6	VIII	<p>Multiculturalism-Pluralism</p> <p>A. Definitions of Multiculturalism</p> <p>B. Justification for Multiculturalism and Consequences: Examples of Multiculturalism</p>
Lecture	3	IX	<p>Discrimination Worldwide</p> <p>A. Strategies to Reduce Prejudice and Racism</p> <ol style="list-style-type: none"> <li>1. Legal</li> <li>2. Political</li> <li>3. Educational</li> </ol>
Lecture	3	X	<p>Conclusions and Future Issues</p> <p>A. Continuing Impact of Globalization on Ethnic Groups</p> <p>B. Theories of Cultural Change and Cultural Lag</p> <p>C. Increasing Migration and Other Population Issues</p> <p>D. Transnationalism and Ethnic Dispersion</p> <p>E. Resistance to Cultural Change</p> <ol style="list-style-type: none"> <li>1. Retribalization</li> <li>2. Isolationism</li> <li>3. Terrorism and Other Forms of Conflict</li> </ol>

<b>Total Lecture Hours</b>	54
<b>Total Laboratory Hours</b>	0
<b>Total Hours</b>	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 selecting an ethnic group, write a four- to five-page essay in which you describe this ethnic group. Include in your description the characteristics which make this a distinctive ethnic group and explain the group's current location, demographics, and any issues confronting the group today. Consider whether the members of this group are also considered a *minority group*. Support your answer by referencing the definition of minority group discussed in lecture. Be sure to include citations and a works cited page for three research sources used in the paper, in addition to the textbook.

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

1. After watching the movie, *God Grew Tired of Us*, write a four- to five-page essay in which you explain the historical pattern(s) of dominant-minority group relations in Sudan which led to the journeys of these young boys. Use one of the theoretical perspectives discussed in class and/or the textbook to analyze the cause of this situation. Be sure to identify the theoretical perspective and explain it in your own words. Also, using examples from the movie, describe examples of culture shock experienced by these boys-young men as they came to America. Be sure to include citations and a works cited page for two research sources used in the paper, in addition to the textbook and video.
2. After reading chapters 1 and 2 of the textbook, write a two-to three-page essay in which you compare and contrast the terms *indigenous peoples* and *ethnic groups* as used by the authors. Using examples of specific groups of people, explain what you see as similarities and differences between the two concepts. Be sure to include citations and a works cited page for two research sources used in the paper, in addition to the textbook.

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

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

**V. INSTRUCTIONAL METHODS**

- Discussion
- Group Activities
- Guest Speakers
- Lecture
- Multimedia presentations

**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**

Martin Marger. Race and Ethnic Relations: American and Global Perspectives. 10<sup>th</sup> ed. Cengage, 2015.

**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
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks and developing written term or other papers. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category:</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks and developing written term or other papers. A student's success in this class will be enhanced if they have these skills.

Course Recommended Preparation or Sociology-101	
Course Recommended Preparation or Sociology-107	
Course Recommended Preparation Anthropology-2	

**D. Recommended Skills**

<b>Recommended Skills</b>
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and term papers.  ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.  ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
<p>Student success is enhanced by having familiarity with the sociological perspective and analysis, as well as sociological theoretical perspectives when analyzing social patterns in essays and class discussion.  SOVI 101 - Demonstrate an understanding of sociological concepts relating to social stratification and inequality.</p>
<p>Student success is enhanced by having familiarity with the sociological perspective and analysis, as well as sociological theoretical perspectives as applied to issues of race and ethnicity when analyzing social patterns in essay and class discussion. SOVI 107 - Explain how historical patterns of ethnic and social stratification create barriers to socioeconomic mobility among minorities.  SOVI 107 - Explain how historical patterns of ethnic and social stratification create barriers to socioeconomic mobility among minorities.</p>
<p>Student success is enhanced by having familiarity with the social science approach used in cultural studies; this approach is helpful in essays and class discussions.  ANTH 2 - Assess the criteria for social stratification and the potential for social mobility.</p>

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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**Course created by Sue Dowden on 10/01/2008.**

**BOARD APPROVAL DATE: 12/15/2008**

**LAST BOARD APPROVAL DATE: 11/18/2019**

**Last Reviewed and/or Revised by: Melissa Fujiwara  
18070**

**Date: 9/4/2019**