

FEATHER RIVER COLLEGE
POL/SOC 140: INTRODUCTION TO RACE AND ETHNICITY

COURSE SYLLABUS

Course Description

This class is the study of how race and ethnicity are shaped by society, and how they inform the experiences of individuals in society. There is a lot to talk about when it comes to race today, especially in terms of racial divides in the country, racism, inequality, and how policies and institutions address race and ethnicity. This class will look at topics in race and ethnicity and attempt to analyze them using sociological and political concepts and theories. You will explore the social and historical experiences of different groups, the intersection of race, ethnicity, class and gender, and current structures of power relations in the U.S.

This course:

- ✓ Satisfies the FRC graduation requirement in Area D.
- ✓ Partially satisfies Sociology AA-T degree requirements.
- ✓ Partially satisfies Political Science AA-T degree requirements.
- ✓ Fulfills IGETC (UC system transfer) Area 4H.
- ✓ CSU general education transfer, D3
- ✓ Is transferable to private colleges (consult your education plan and transfer college catalog).
- ✓ **Includes course content equivalent to the rigor demanded of students at transfer institutions. That's because a community college is cheaper, not easier.**

Course Goals and Student Learning Outcomes

In addition to promoting the mission of Feather River College, the goals of this class are to build your written communication and critical thinking skills. In order to reach these goals, upon the completion of the course, students should be able to:

1. Identify concepts such as race, ethnicity, "intersectionality," gender, class, discrimination, segregation, assimilation, and pluralism;
2. Compare the historical experiences of racial and ethnic groups and implications for freedom and equality;
3. Identify and analyze racial and ethnic interaction;
4. Analyze the intersections of race and ethnicity with gender, class relationships and implications for power;
5. Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level;
6. Evaluate debates on current socio-political racial and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations.

Course Textbook

You are required to purchase the text book for this course, available at the [Feather River College Bookstore](#).

Healey, Joseph F. 2016. *Diversity and Society: Race, Ethnicity, and Gender*. 5th edition. Thousand Oaks, CA: SAGE Publications, Inc.
ISBN-13: 978-1452275741

Urrea, Luis Alberto. 2006. *The Devils Highway: A True Story*. New York: Back Bay Books.

This is the 2017-2018 FRC Book in Common. The 2014 edition has an updated afterward by the author.

Course Requirements

1. **Analysis Papers (3 X 200 points):** These papers will allow you to reflect on the course material, show your understanding of this material, and formulate analysis of issues using this material. Instructions are attached to this syllabus. (SLOs #1 and #4)

#1: September 11

#2: October 27

#3: November 22

2. **Final Exam (200 points):** This will be an in-class essay exam where you will write about connections between the course concepts and the book *The Devil's Highway*. (SLOs #5 and #6)
3. **Group activity/leading class discussion (200 points):** Students will be divided into five groups (no more than four students per group). Each student in the group will research and assign an additional reading, podcast, film clip, story, etc. to the class, at least a week prior to the chapter assigned to them. The class will read this assigned material and be prepared to discuss it on the group's day. I would like the group to lead the class discussion and be able to direct the class in how to relate the material to the course textbook. In assessing your work, I will also consider how each individual participates in other class sessions. (SLOs #2, #3, and #5)

- **Group #1:** Prepare material for the class pertaining to the White-ethnic American experience. In other words, the stories of immigrants. As you read chapters 1-4, you will see MANY topics in this area. Email me the titles, links or files by September 22nd, and I will make copies and/or post them on the Canvas site. The class will read this material prior to the discussion on October 2nd (approximately).
- **Group #2:** Prepare material for the class pertaining to the African American experience. As you read the chapter, you will see MANY subjects in this area. Email me the titles, links or files by October 6th, and I will make copies and/or post them on the Canvas site. The class will read this material prior to the discussion on October 16th (approximately).

- Group #3: Prepare material for the class pertaining to the American Indian experience. As you read the chapter, you will see MANY subjects in this area. Email me the titles, links or files by October 16th, and I will make copies and/or post them on the Canvas site. The class will read this material prior to the discussion on October 25th (approximately).
- Group #4: Prepare material for the class pertaining to the Hispanic/Latino American experience. As you read the chapter, you will see MANY subjects in this area. Email me the titles, links or files by October 27th, and I will make copies and/or post them on the Canvas site. The class will read this material prior to the discussion on November 3rd (approximately).
- Group #5: Prepare material for the class pertaining to the Asian American experience. As you read the chapter, you will see MANY subjects in this area. Email me the titles, links or files by November 1st, and I will make copies and/or post them on the Canvas site. The class will read this material prior to the discussion on November 8th (approximately).

Rubric used to assess your written work.

Criteria	Excellent	Good	Average	Unacceptable
Addresses (answers) the question(s) and/or relevant topics	The paper clearly and thoroughly address the assignment prompts. The work effectively relates to the assigned material demonstrating comprehension and thoughtfulness of the assigned material.	The paper is understandable and adequately assignment instructions. The paper relates to the assigned course material.	The writing is somewhat on-track, but not very clear or complete. It doesn't adequately use ideas and concepts from the readings, or show an understanding of the topics; there are missing components.	The writing is off-topic, fails to demonstrate an understanding of the material.
Shows an understanding of concepts and ideas in the readings	The paper demonstrates an outstanding grasp of the concepts and ideas from the material and integrates these accurately and effectively (such as identifying the relationship between concepts, how they interact, etc.) into the work.	The paper shows a good grasp of the course concepts, in general, and uses the concepts and terms appropriate to the assignment.	The paper shows some relation to the course concepts relevant to the assignment.	The work shows little or no grasp of the course concepts.
Demonstrates an analysis of issues/events	The concepts and theories are used to insight into an issue or problem. In other words, a theory or idea is used to bring greater understanding to or critique of an issue. Ideas and debates are evaluated for currency (their value for furthering a point or argument). There is discussion as to why the material is important to society and to the study of race and ethnicity.	Concepts or theories from the class are used to examine an issue and topic raised in the assignment. In using these concepts, the significance of the issues are also addressed.	There is some reference to concepts from the material but not in a way that offers insight into the issue.	The writing is descriptive but does not move into accurate analysis. The points raised are not relevant.
Organization & Writing	The writing is well-developed, appropriate in length, and clearly organized. This included a clear introduction, thesis, body/argument, supporting examples, and a conclusion. The writing is original (writer uses their own words) with few significant grammatical or spelling errors. <i>Citations are used when necessary or when outside research/sources are consulted and are stylistically accurate.</i>	The writing is organized and an acceptable length. There is an introduction, examples, and conclusion. It is original, and writing errors do not detract significantly from the answer. When required or necessary, citations/ references are evident but not consistent or accurate.	There are organizational and grammatical problems that detract from the clarity of the writing. <i>When necessary or required, references are missing or incorrect.</i>	The writing has significant grammatical errors making it incomprehensible.