ETHN 101  American Racial Minorities

Course Outcome Summary

Course Information

Description
This course will introduce students to the importance and the understanding of the nature of race relations in the United States of America. Students will use the various sociological perspectives as a lens to examine the social construction of race, ethnicity and the evolving nature of race and ethnic relations in the US. Reading 0900; or a score of 77.5 or higher in Reading Comprehension portion of the Accuplacer Test (MNTC Goals 5 and 9)

Total Credits 3
Total Hours 48

Types of Instruction

Instruction Type Credits/Hours
Classroom Presentation

Pre/Corequisites

Reading 0900; or a score of 77.5 or higher in Reading Comprehension portion of the Accuplacer Test

Institutional Core Competencies

Civic Engagement and Social Responsibility - Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Competencies

1. Demonstrate an understanding of and communicate perceptions and realities of race and ethnicity.
Learning Objectives
- Evaluate concepts like assimilation, pluralism, and accommodation.
- Explore the challenges faced by multiculturalism.
- Describe and define race, ethnicity, and culture
- Identify Zangwill’s posits, Turner’s frontier, Emerson’s vision, and the Dillingham flaw.

2. **Demonstrate an understanding of the various forms of ethnic stratification.**

Learning Objectives
- Describe and define stratification systems and ideologies
- Explain the differences between majority and minority constructs in relation to social sciences.
- Understand the origins of ethnic stratification
- Describe minority and majority responses to stratification.

3. **Demonstrate an understanding of prejudice, discrimination and stereotypes.**

Learning Objectives
- Describe and identify various sociological and psychological theories of prejudice.
- Understand the range of discrimination and prejudicial behaviors and types.
- Explore one’s ethical obligations in the face of structural and/or institutional discrimination and prejudice.

4. **Demonstrate an understanding of the creation of the other. the racialization of savagery..**

Learning Objectives
- Understand how European perspectives about Native Americans/American indigenous communities were influenced by symbols.
- Examine the impact of Shakespeare’s dream (the play Tempest) about America.
- Describe the dreams and stories of the American Indigenous communities’ reactions to “the racialization of savagery.”

5. **Demonstrate an understanding of the origins of slavery . the giddy multitude.**

Learning Objectives
- Identify the differences between indentured servants and slaves.
- Examine the legal and social construction of slaves.
- Describe the role of class differences in the making of slavery.
- Examine the ethical dimensions of slavery “the contradictions and conflicts.”

6. **Demonstrate an in-depth understanding of the Indigenous American community experience from removal to reservation.**

Learning Objectives
- Describe the era of Andrew Jackson and the legal and political motivations to create the reservations.
- Examine the land allotment strategy employed to deprive Choctaw experience.
- Explore what lead to the genocide of the Cherokees “the Trail of Tears.”

7. **Demonstrate an understanding of slavery, its discontents and black experience in the urban north.**

Learning Objectives
- Describe the institution of slavery and the many perspectives and challenges.
- Explore the rise of Black Nationalism and the heterogeneous perspectives among Black leaders.
- The trail and tribulations of the Black experience in the North post civil war.
- Examine the rise and the evolution of Black identity.

8. **Demonstrate an understanding of the Irish experience Ethnicity and Class within white America.**

Learning Objectives
- Describe the Irish Exodus and their work experience in the U.S.
- Examine the split labor theory in relation to Irish and Black workers.
- Evaluate the growing tension between the two minority communities.
- Explore the transition of Irish from “savages” to “white.”

9. **Demonstrate an understanding of the Mexican encounter with whites in the southwest and their**
transition into immigrants.

Learning Objectives
Describe the nature of the encounter between the whites and the Mexican community in the south and the southwest.
Explain the making of a Mexican proletariat
Elaborate on how the Mexican/chicanos became an important reserve army of labor
Describe how the Mexican community was able to maintain its identity and contribute to diversity.

SCC Accessibility Statement
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Additional information and forms can be found at: www.southcentral.edu/disability

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