

APR 13 2012

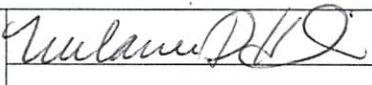
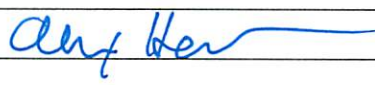
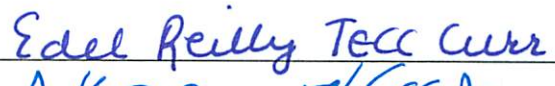
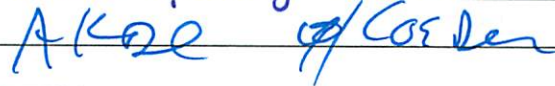
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LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-511.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Hildebrandt, Melanie	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number &/or Title Change ☐ Catalog Description Change	
SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE	
SOC 362 Racial and Ethnic Minorities	
Current Course prefix, number and full title	Proposed course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track	
Current program name	Proposed program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	 Date: 10/18/10
Department Chair(s)	 Date: 11-8-10
College Curriculum Committee Chair	 Date: 11/17/10
College Dean	 Date: 4/10/12
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	 Date: 4/10/12  Date: 4/11/12
UWUCC Co-Chairs	 Date: 4/13/12

* where applicable

Received

APR 13 2012

Liberal Studies

Received

DEC 8 2010

Liberal Studies

Syllabus of Record
SOC 362- Racial and Ethnic Minorities

I. CATALOG DESCRIPTION

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Techniques of majority group domination and the responses of minority groups are discussed. Various reasons for the different rates and patterns of assimilation are explored.

II. COURSE OUTCOMES

Students will be able to:

- Understand how the idea of race has emerged, developed, and changed in the United States and how social scientists have studied the dynamics of majority-minority relations;
- Recognize how race intersects with other systems of inequality (including class, gender, sexuality, and disability) and with social institutions;
- Compare and contrast the experiences of a variety of ethnic/racial and immigrant groups in the United States to understand how the dynamics of race and immigration have shaped the United States;
- Recognize themselves as an individual and as a member of social (racial/ethnic) groups;
- Learn more about their own and others' cultures, histories, and experiences;
- Explore commonalities and differences across and within racial/ethnic boundaries.

III. COURSE OUTLINE [Below are example topics and content for this course.]

Week One Introductions and Ground Rules

Getting to know each other

Group Guidelines for discussing race

The words we use matter

Weeks Two and Three: Definitions and Theories

Does Race Matter

Biological meaning

Social construction

Sociology and the study of Race

Functionalist

Conflict

Labeling

Creation and consequences of subordinate group status

Weeks Four and Five: Prejudice and discrimination

Theories

Stereotypes

Intergroup relations

Hostility

Media and politics

Anti Racism and Anti-racist organizations

Institutional inequality and discrimination

Wealth

Environmental

Medical/Health

Education

Weeks Six and Seven: Immigration

- Patterns of Immigration in the US
- Early Immigration
- Contemporary Concerns
 - Illegal Immigration
 - Economic impact of immigration
 - Global Economy and Immigration

Week Eight – Midterm Evaluation

- Review of material covered to date

Weeks Nine and Ten Major Racial and Ethnic groups in the US

- Native Americans
- African Americans

Week Eleven and Twelve Major Racial and Ethnic groups in the US

- Hispanic Americans
- Mexican Americans and Puerto Ricans
- Arab and Middle Eastern Americans

Week Thirteen : Major Racial and Ethnic groups in the US

- Asian Americans
 - Chinese and Japanese
- Jewish Americans

Week Fourteen: Embracing Diversity, Dismantling Racism

- Biracial and Multiracial Identity
- Recognizing Power and Privilege
- Speaking up, taking action

Week Fifteen: Final Evaluation

IV. EVALUATION METHODS

The final grade will be determined as follows:

Participation	0 to 15%
Writing Assignments	10 to 50%
Class Presentation(s)	0 to 25%
Quizzes (may be in class, on-line, or Take home, multiple choice or Essay)	0 to 40%
Exams (may be in-class, on-line, or Take home, multiple choice or Essay)	25 to 75%
Other forms of Evaluation	<u>0 to 50%</u>

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus

provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. GRADING SCALE

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. ATTENDANCE POLICY

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e. MWF classes); 2 absences for classes that meet for 75 minutes twice per week (i.e., T/Th classes); and 1 absence in classes that meet for 150 or more minutes per week.

[Note: Individual faculty members should develop an attendance policy for the course that is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Adams, Maurianne, Warren Blumenfeld, Rosie Castenada, et.al. 2000. *Readings for Diversity and Social Justice*. New York: Routledge.

Bonilla-Silva, Eduardo. 2006. *Racism without Racists: Colorblind racism and the persistence of racial inequality in the United States*. New York: Rowman-Littlefield.

Johnson, Allan G. 2006. *Privilege, Power and Difference, 2nd edition*. New York: McGraw-Hill.

Kozol, Jonathan. 2005. *The Shame of the Nation. The restoration of apartheid schooling in America*. New York: Three Rivers Press.

Schaeffer, Richard. 2005. *Racial and Ethnic Groups, 12th edition*. Upper Saddle River, NJ: Prentice Hall.

VIII. SPECIAL RESOURCE REQUIREMENTS

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the

Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX: BIBLIOGRAPHY

Crow Dog, Mary. 1990. *Lakota Woman*. New York: Harper Perennial.

Friere, Paulo. 2006. *Pedagogy of the Oppressed*. New York: Continuum.

Katznelson, Ira. 2005. *When Affirmative Action Was White*. New York: W.W. Norton.

Marger, Martin N. 2006. *Race and Ethnic Relations: American and Global Perspectives*. Belmont, CA: Thompson Wadsworth.

Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Henry Holt, Inc.

Massey, Douglas and Nancy Denton. 1993. *American Apartheid*. Cambridge, MA: Harvard University Press.

Omi, Michael and Howard Winant. 1986. *Racial Formation in the United States*. New York: Routledge.

Spickard, Paul. 2007. *Almost All Aliens*. New York: Routledge.

Takaki, Ronald. 2002. *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America. Third Edition*. New York: Oxford University Press.

Tatum, Beverly Daniel. 1997. *Why are all the black kids sitting together in the cafeteria?*. New York: Basic Books.

Waters, Mary C. 1990. *Ethnic Options*. Berkeley, CA: University of California Press.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity	To have learners explain and apply ideas and theories drawn from sociology in the examination of persistent social issues such as race, class, and gender.	
		4 Individual Development and Identity	Examine and analyze the effects of gender on society and on our social roles as individuals, family members, professionals, and citizens	
		5 Individuals, Groups and Institutions	To explore ways in which we define and enact femininity and masculinity, and how such distinctions are the basis of gender inequalities	