

SOCIOLOGY 5: MINORITY GROUPS

(Class Code #40759)

August 23 - December 17, 2021

VIRTUAL OFFICE HOURS

Mondays 5:00 - 6:00 pm *and by appointment.*

- ****See Zoom Link on Home Page in Canvas.**
- **** All students are required to meet with me during office hours at least once before the Critical Review Essay is due on 11/24. Please see me if you have questions or need clarification about materials and/or assignments.**

I am also available via Canvas and email. Let me know if you have any questions about assignments or accessing materials. Let me know how I can support you.

IMPORTANT DATES

SEPT 6 -Last Day to Drop Regular Session Classes and Receive a Refund; Last Day to Drop Regular Session Classes Without Receiving a “W” on Your Transcript

SEPT 10 -Last Day to File for PASS/NO PASS Grading Option for Regular Session Classes

NOV 19 -Last Day to Withdraw from Regular Session Classes with a “W” on Your Transcript

DEC 12-17 -Final Exams

COURSE OVERVIEW

According to James A. Baldwin, “Color is not a human or a personal reality; it is a political reality.” Yet, American society, from its inception, has been a nation divided by race and ethnicity. It was forged socially and politically by establishing the superiority of European colonizers over Native Americans and then African slaves. It is impossible, therefore, to separate this foundation of racism and violence from American history and present day society. Indeed, some would argue that one’s *color* has always been at the forefront and continues to be a determining factor for opportunities and success or discrimination and strife. Sociologists explain these differences as a product of social stratification in which groups of people have different and unequal access to power and resources. Theories of race and ethnicity offer a lens to examine one aspect of group identity. However, these theories have differed in the way that they explain the significance of race compared to other identities such as socioeconomic status, gender, religion, immigration status, and sexual orientation, for example. This course will explore the way that race intersects with other identities (class, gender identity, sexual

orientation, for example) resulting in overlapping political realities and discrimination. Our study of race relations must also include the ways that minority groups resist systemic forces such as police brutality, housing discrimination, or immigration bans. A sociological approach recognizes that society is not stagnant and groups don't just accept their place in the social hierarchy. History teaches us that minority groups rise up and these resistance movements are more than ever a testament to their resilience.

ESSENTIAL QUESTIONS

- 1 How do sociologists view race and ethnicity?
- 2 How does race intersect with other identities resulting in multiple and overlapping oppressions?
- 3 How does the past inform the experience of racial, ethnic, and minority groups in the U.S.?
- 4 How do minority groups respond to discrimination and racism?

LEARNING OUTCOMES

1. **Recognize** theoretical concepts that differentiate between race and ethnicity
2. **Understand** the ways that race intersects with other identities, resulting in multiple and overlapping oppressions
3. **Apply** social theory to society and intergroup relations
4. **Analyze** academic journal articles that utilize social science data to support theoretical frameworks
5. **Apply** the sociological imagination to the study of social inequality (minority groups)
6. **Evaluate** how social constructs have been used to create systemic violence and inequality in American history past and present
7. **Use** evidence from readings to support your thinking and analysis during class discussions as well as in your written assignments

PARTICIPATION

Weekly discussion posts, critical reading notes, and completion of assessment tasks are all fundamental to understanding and applying sociological theory to case studies from the past and present. This course has been designed to guide you in this process and to give you an opportunity for critical thinking and writing.

*****PARTICIPATION IS ESSENTIAL IN AN ONLINE COURSE;** *therefore, if you are not completing assignments, posting comments in discussions, or communicating with me if you are experiencing difficulties, you could be dropped from the course. If you require support or need an extension, let me know via email so that we can discuss any accommodations.*

COURSE EXPECTATIONS

You are expected to read the assigned materials and complete Critical Reading Notes for each Module. These will help you prepare to contribute your understanding and reactions to the readings during class discussions and when responding to peers.

Taking notes from films and presentations is also important since these will help you prepare for discussions and reference specific examples in your writing for the course. In addition to PowerPoint lessons, articles, films, and discussion posts, students have two essays, a final reflection, and a final discussion post to discuss overall lessons learned. Please review the syllabus carefully to stay on top of deadlines and communicate with me if you have any questions or need support.

This course is inherently political and personal since each person identifies in one form or another with one or more groups (majority and/or minority). This course discusses real lived experiences and some material is disturbing and alarming, but it is our reality. I encourage you to draw from personal experiences, but my expectation is that we listen to each other and practice mutual respect.

*Your engagement with the material and with each other is vital and your discussion posts must adhere to academic expectations of integrity and respect for others. You are encouraged to think critically and to challenge each other, but this must always be done in an appropriate and respectful manner as is customary in a university classroom. **Your responses must be your own** to demonstrate your understanding and engagement with course material. Your submissions will be verified by “turnitin” and **plagiarized work will receive zero credit** and you may be subject to further consequences based on Peralta college policies.*

COURSE MATERIALS

I make every effort to provide all course readings. You do not have to purchase a textbook for this course. Readings are included as pdf's or are available directly from the College of Alameda's library database collection. Films are posted as links to youtube or Kanopy.

** Sometimes it becomes necessary to make a change to the syllabus if materials cease to be available for free. Go to Modules each week to find the most up to date information, materials, and directions for the week.

Let me know immediately if you have difficulty accessing any of the readings or films.

SUBMIT ALL WORK VIA CANVAS. Do not email me assignments. Only work submitted on Canvas will be graded.

COMMUNICATION

Assignments will be posted on Canvas. If you have any questions about course materials or assignments, please message me through canvas or email me at aquezada@peralta.edu. **I will respond to email within 24 hours Monday – Friday.**

ASK FOR HELP SOONER THAN LATER. DO NOT WAIT UNTIL AN ASSIGNMENT IS DUE TO DO THIS. ALLOW FOR ENOUGH TIME TO GET SUPPORT IN ORDER FOR YOU TO SUBMIT YOUR BEST WORK.

LATE SUBMISSIONS

All assessment tasks are to be submitted on the due dates. Late assignments will be docked and then graded based on the quality of the work; please note that you will not receive full credit for late work but all late work will be accepted. It is imperative that you communicate with me if you need support with assignments. Come see me during office hours or make an appointment at a different time if needed. ***If you do not turn in work or communicate with me by posted deadlines, you may be dropped from the course.***

So make every effort to begin work early, ask clarifying questions, and reach out if you need help or additional time to complete work. As this is an asynchronous course, I make every effort to be clear with instructions and to provide all materials. My expectation is that you communicate with me if you are experiencing any difficulties.

Missing assignments will significantly impact your overall grade. Make every effort to begin work early in order to meet posted deadlines. Let me know if you have any questions or need support. Do not wait until the last minute to ask for help.

ACADEMIC HONESTY POLICY

As per the college's policy, students must cite any text/work that is paraphrased or quoted directly. Using someone else's words as your own is PLAGIARISM. All submissions will be checked for plagiarism. If you submit an assignment where you copy/paste text from sources or online sites without giving proper credit to those sources, your assignment will not be accepted. Please let me know if you need support with citing work correctly. I am happy to provide this type of support and can be available to help with this during scheduled office hours or by appointment.

IMPORTANT INFORMATION FOR STUDENTS WITH DISABILITIES

"If you have a disability which may require classroom or test accommodations, please contact Programs and Services for Students with Disabilities (DSPS) in Room D117 or call DSPS at 510-748-2328. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. If you already have an accommodation notification from DSPS, please submit it to the instructor privately. All information will be kept confidential."

This document is available in alternate format upon request. Please contact DSPS at 510-748-2328."

****SUBMIT ALL WORK VIA CANVAS (email submissions will not be accepted)**

It is the responsibility of students to keep an electronic or hard copy of all submitted assessment tasks.

ASSESSMENTS AND GRADING

ASSIGNMENT	WEIGHT	DUE DATE
Discussion Posts/Participation	20%	Due by Saturday 11:59 pm (see specific dates in Modules)

Critical Reading Notes/ Film Notes/Quizzes	20%	Due by Saturday 11:59 pm (see specific dates in Modules)
Personal Narrative	15%	SEPT 18 TH BY 11:59 pm
Critical Review Essay ** All students are <i>required</i> to meet with me at least once during office hours (or an alternate time) before the essay is due. Your essay grade will be docked if you do not meet this requirement.	20%	NOV 20 TH BY 11:59 pm
Final Reflection	15%	DEC 15 TH BY 11:59 pm
Final Discussion Posts (**You will share your Final Reflection with your peers as your initial post)	10%	DEC 15 TH (Initial Post) and DEC 18 TH (Peer Reply) BY 11:59 pm
TOTAL	100%	

MODULES, ASSIGNMENTS, DEADLINES

DATES	TOPICS	REQUIRED READING/ FILM	DUE DATE
ORIENTATION MODULE 8/23 - 8/28	Welcome Letter & How to Complete each Module Orientation Quiz		Quiz due Aug 25 by 11:59 pm Discussion Post due Aug 28 by 11:59 pm

	<p>Introduce yourself to your classmates and your professor (Discussion post)</p>		
<p>MODULE 1 8/30 - 9/11</p>	<p>Introduction to Social Constructs: Race</p> <p>Race vs. ethnicity, racialization, systems of oppression, race relations, systemic racism</p> <p>U.S. Race relations</p> <p>Intergroup relations</p> <p>Connections between past and present racial violence and inequality</p>	<p>“Race and Ethnicity,” by S. Romero (2014) Excerpt pp. 235 -241</p> <p>Soc 5 Key Terms/Theories</p> <p>Film: CNN Documentary, “Rodney King Beating and L.A. Uprising” see link in Module</p>	<ul style="list-style-type: none"> ● Critical Reading Notes Romero due 9/4 ● Module 1 Quiz due 9/6 ● Discussion Post <p>Initial post due 9/8</p> <p>Peer reply due 9/11</p>

<p>MODULE 2</p> <p>9/13 - 9/18</p>	<p>Personal Experience with Race</p> <p>Personal Narrative Essay</p>	<p>No additional readings or films in this module.</p> <p>Complete your essay and submit your discussion posts.</p>	<p>Personal Narrative Essay</p> <p>Discussion Posts: Initial Post and 2 peer replies</p> <p>Initial post due 9/15</p> <p>Peer reply due 9/18</p>
<p>MODULE 3</p> <p>9/20 - 10/2</p>	<p>Construction of Gender and Intersectionality</p> <p>Gender, sexuality, queer theory, non-binary, gender non-conforming, intersectionality</p>	<p>“Thinking Outside the Rainbow: Women of Color Redefining Queer Politics,” by Sabrina Alimahomed</p> <p>Ted Talk: Kimberlee Crenshaw on Intersectionality</p> <p>Film: “Paris is Burning” (1990)</p>	<ul style="list-style-type: none"> ● Critical Reading Notes Alimahomed ● Discussion Post (initial post and one peer reply) <p>Initial post due 9/29</p> <p>Peer reply due 10/2</p>

<p>MODULE 4</p> <p>10/4 - 10/16</p>	<p>Control and Exploitation: Tools of White Supremacy</p> <p>Dehumanization, commodification, From Slavery to Jim Crow to Terror to Mass Incarceration, Prison Industrial Complex, Eugenics, historical trauma</p>	<p>“The Color of Justice,” Ch. 3 The New Jim Crow by Michelle Alexander</p> <p>“Conviction, Imprisonment, and Lost Earnings: How Involvement with the Criminal Justice System Deepens Unemployment,” by Terry-Anne Craigie et. Al. (2020)</p> <p>Film: “Eugenicist Movement in America: Victims Coming Forward” (2012)</p> <p>Additional films that are helpful for further exploration of topics: “I am Not Your Negro”(available on Kanopy through COA library database) or “13th” (available on youtube)</p>	<ul style="list-style-type: none"> ● Critical Reading Notes Alexander ● Discussion Post (initial post and one peer reply) <p>Initial post due 10/13</p> <p>Peer reply due 10/16</p>
<p>MODULE 5</p> <p>10/18 - 10/30</p>	<p>Physical, Mental, and Spiritual Trauma of Race</p> <p>Historical Trauma Colonization at the root, xenophobia, racism, generational trauma, erasure, patriarchy, legacy of slavery and Jim Crow, boarding school trauma</p>	<p>“Our Culture is Medicine: Perspectives of Native Healers on Post Trauma Recovery Among American Indian and Alaska Native...” (20120 by Bassett et. Al.</p> <p>Film: “Unseen Tears: The Native American Boarding School Experience” (2013)</p>	<ul style="list-style-type: none"> ● Critical Reading Notes Bassett et. Al. ● Discussion Post (initial post and one peer reply) <p>Initial post due 10/27</p> <p>Peer reply due 10/30</p>

<p>MODULE 6</p> <p>11/1 - 11/13</p>	<p>U.S. Imperialism and the Creation of Borders</p> <p>Overlapping Identities: Refugee Status</p> <p>Refugee Case studies: Cambodians Central Americans Syrians Afghans</p> <p>Global Crisis</p> <p>The Politics of the Immigration and Refugee debate</p>	<p>“Criminalizing Immigration: The Social Construction of Borders and National Security,” by David E. Spiro</p> <p>Films: “How U.S. Involvement in Central America Led to a Border Crisis” (2018)</p> <p>“Pass or Fail in Cambodia Town” (2016)</p>	<ul style="list-style-type: none"> ● Critical Reading Notes Spiro ● Discussion Post (initial post and one peer reply) <p>Initial post due 11/10</p> <p>Peer reply due 11/13</p>
<p>MODULE 7</p> <p>11/15 - 11/24</p>	<p>CRITICAL REVIEW ESSAY</p> <p>**All students are required to meet with me at least once during office hours (or at an alternate time) before the essay is due.</p>	<p>No additional readings or films in this module.</p> <p>Complete your Critical Review Essay</p>	<p>Critical Review Essay</p> <p>Due 11/24 11:59 pm</p>
<p>11/25 - 11/28</p>	<p>THANKSGIVING BREAK Enjoy!</p>	<p>NO ADDITIONAL READINGS</p>	<p>NO ASSIGNMENTS DUE</p>

<p>MODULE 8</p> <p>11/29 - 12/11</p>	<p>Xenophobia, Religious Discrimination, and Marginalization of Immigrants</p> <p>Nativism, xenophobia, model minority myth, White Christian Supremacy, Islamophobia Latinos, Asian Americans, Arab Americans</p>	<p>“Profiting from Enforcement: The Role of Private Prisons & Immigration Detention,” by Livia Luan</p> <p>Discussion: Racism, Capitalism & Exploitation **This assignment will include a short film to respond to</p>	<ul style="list-style-type: none"> ● Critical Reading Notes Luan ● Discussion Post (initial post and one peer reply) <p>Initial post due 12/8</p> <p>Peer reply due 12/11</p>
<p>MODULE 9</p> <p>12/13 - 12/18</p>	<p>Final Reflection & Discussion Post</p> <p>**Your Final Reflection must be <u>submitted to me via Canvas AND then posted</u> as your Initial post to share with your peers</p>	<p>No additional readings or films in this module.</p> <p>Complete your reflection and share it as your final discussion post.</p>	<p>Final Reflection due 12/15</p> <p>Final Discussion Posts</p> <ul style="list-style-type: none"> ● Initial post due 12/15 ● Peer reply due 12/18 <p>All late work, extra credit projects Due 12/18 11:59 pm</p>