

Basic Course Information

Semester:	Fall 2021	Instructor Name:	Barbara Reyes
Course Title & #:	Sociology of Minority Groups SOC 150	Email:	Barbara.reyes@imperial.edu
CRN #:	10256	Office Hours:	M/W 10 a.m. to 11a.m. and on T/TH 12 p.m. to 1 p.m. Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/7274434764
Class Dates:	August 16 – December 11	Class Format:	Asynchronous -Online
Units:	3		

Course Description

This course examines the social construction of race including the social, political and historical factors that shape race. Discussion topics include how race is interpreted across large aggregate categories such as ethnicity, gender, class, immigration status and sexuality. Additionally, this course will provide how the concept of race is affected by the colonial experience and the forming of contemporary society. (C-ID SOCI 150) (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

1. Compare and contrast the sociological, political and historical differences between the different minority groups in the United States (ILO 2, ILO4, ILO5).
2. Compare and contrast the different theories of prejudice and discrimination (ILO1, ILO2, ILO3, ILO4, ILO5).
3. Analyze how the life experiences and outcomes of a minority group (or an American who is a member of a minority group) have been impacted by their minority status (ILO1, ILO2, ILO3, ILO4, ILO5).

Student Learning Outcomes

1. *Identify the theories of prejudice and discrimination.*
2. *Summarize racism, sexism, ageism, ethnic and religious persecution.*
3. *Recognize prejudice and discrimination based upon physical and/or mental handicaps.*
4. *Describe the process of scapegoating.*
5. *Explain the historical overview of specific minority groups.*
6. *Describe the relationship between minority groups and social movements.*
7. *Identify the social policy implications surrounding prejudice and discrimination.*
8. *Describe the trend toward providing manpower training, affirmative action and head start programs.*
9. *Assess the immigration policies, criminal justice policies, and the future of race and ethnic relations.*

Textbooks & Other Resources or Links

Racial and Ethnic Groups 15th Edition
 Richard T. Schaefer, DePaul University 2018
 ISBN-13: 9780134732855



In addition, you will also need a reliable computer with internet access. For some assignments, you will be required to record videos, so get familiar with video recording tools in Canvas. Other students have used YouTube and [Screenomatic](#) in that past to record videos. Please start practicing!

Course Requirements and Instructional Methods

This course is asynchronous, or traditional online course. All course activity occurs online; there are no required real-time or on campus meetings. All content will be delivered in Canvas. I use different teaching methods, such as pre-recorded lectures, plenty of discussions boards, videos, and many participation activities that can be completed at any time before the due date. My lectures will be available for you to review at your own pace; however, you are responsible to submit assignments and follow the due dates.

Introduction Discussion-First Day Attendance Assignment. Getting to know you is the best part of my job. I would like to learn a little bit about you. Therefore, your first “assignment” of the semester is to introduce yourself to the class. Students will have until the end of Wednesday August **18, 2021, to submit their introduction discussion in order to stay in class**, please plan accordingly. It should take anywhere from 5 to 10 minutes. **No late submissions will be accepted.**

Chapter Participation Activities/Discussions: Research shows that people learn better when they are actively involved in the learning process. Participation is not just “showing up” to class. I will have weekly chapter reflection activities and discussions. It is important for you to complete these activities as I will not accept late participations activities (NO Excuses). These weekly reflections will need to be elaborated and in your own words. Answering the thought reflection questions with a “yes” or “no” will not be enough. More information will be provided.

Quizzes: Canvas Quizzes will ensure that you are on top of your readings and lectures. Quizzes are multiple choices, True/False, and short responses. All quizzes will open on Thursdays in the afternoon and will close on Sundays at midnight. Quizzes will be timed so you need to study. Make sure that you know how to access Canvas prior to the first quiz. Ask for help! **It is your responsibility to have Canvas set up by the first week of the semester and to follow the due dates. No make-up quizzes!**

Movie Reflections: You will have to choose four films from a list that will be provided to you and accessible via CANVAS. The responses will require you write and analyze the sociological content that is central to the study of racial/ ethnic stratification, majority-minority relations, minority groups, and/or diversity. You will receive an assignment guide during the course.

Final Group Presentation: Your final project will consist in completing research and preparing a presentation on a minority group (ethnic, religious, disability, etc..) that is ignore, overlooked and/or misrepresented in the United States. You will be able to pick a group from a list I will provide. Do not stress! You will receive a guide and support throughout the semester.

Extra Credit. You will have opportunities to earn extra credit throughout the course. I will announce extra credit opportunities during class **only!** If you are absent you will miss the announcement. You can ask your classmates for help but do not ask me, as I will not repeat it for you.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading Based	Total
Introductions Discussion-First Assignment	25
Quizzes	150
Chapter Reflection Activities	350
Movie Reflections (2) @ 50	100
Final Project	100
Total Possible Points	645

Late Work Policy

Late work interrupts the flow of learning in this course and could cause serious problems. Discussions, in particular, are designed to be interactive--the feedback you give to and get from your peers is just as valuable as any feedback you will receive from me. For this reason, late work will not be accepted!

I do understand that life may get in the way of your academic goals, therefore, I provide one "Free Pass" that may be used to submit a discussion, paper, or exam late. However, there are some conditions that need to be considered before requesting the Free Pass. Please read below:

- Students will email me to request the Free Pass. I will let you know how to go about submitting your late work.
- The Free Pass will be used for assignments, discussion, and/or exams that are no more than two weeks old. (Follow due dates)
- Students will have up to two weeks to submit the late assignment.
- The Free Pass CAN NOT be use for the Final Project.
- The Free Pass can only be use for once in the semester, NO EXCEPTIONS!

Course Policies

Attendance Policy

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- **Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.**

Netiquette Policy

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- **"R-E-S-P-E-C-T"**, find out what it means to me." Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn't hurt to spell out that these things are out-of-bounds in the classroom.

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.



- b. You may be at home but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
- 6) Be READY TO LEARN AND PAY ATTENTION**
 - a. Catch up on other emails or other work later.
 - b. If you are Zooming, silence your phone and put it away.
 - c. If you are in a room with a TV – turn it off.
- 7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 - a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.
- 8) REMEMBER TO UNMUTE WHEN SPEAKING**
 - a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
 - b. Do not speak when someone else is speaking.
- 9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 - a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
 - b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.
- 10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
 - a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

Student-Instructor Communication

Good communication is essential to building a team and critical to learning. In this class, you will be encouraged to communicate with your peers and with me. The best ways to contact me:

Messages/Email: I try to answer all emails within 24 hours, Mon-Fri. Saturday and Sunday is family day for me. I do not reply to emails!

My email is barbara.reyes@imperial.edu, but the best way to send me a message is to use the Canvas "Inbox." The "Inbox" will send a message to my conversations within Canvas, and also sends a copy to my IVC email account.

Pronto is one of my favorite ways to communicate with the class. It is very similar to the Facebook messenger application. We can have discussions and live sessions as a class. Please try to download it to your phone during the first week of the semester. You will really enjoy it!

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 16- 20	Welcome and introduction to Class	Complete Orientation Module *Submit First Day Introduction Discussion by August 18 by 11:59 pm to stay in Class!
Week 2 August 23-27	Chapter 1-Exploring Race & Ethnicity	Complete all assignments in Module # 1
Week 3 August 30-Sept.3	Chapter 2 – Prejudice	Complete all assignments in Module # 2
Week 4 September 6 – 10	Chapter 3-Discrimination	Complete all assignments in Module # 3
Week 5 September 13-17	Chapter 4- Immigration	Complete all assignments in Module # 4
Week 6 September 20-24	Chapter 5 – Ethnicity, Whiteness, & Religion	Complete all assignments in Module # 5
Week 7 September 27- Oct. 1	Chapter 6_- Native Americans	Complete all assignments in Module # 6
Week 8 October 4- 8	Chapter 7- African Americans	Complete all assignments in Module # 7
Week 9 October 11-15	Chapter 8- African Americans Today	Complete all assignments in Module # 8
Week 10 October 18-22	Chapter 9 Latinos: Growth and Diversity	Complete all Assignments in Module # 9
Week 11 October 25- 29	Chapter 10 – Mexican Americans & Puerto Ricans	Complete all assignments in Module # 10
Week 12 November 1- 5	Chapter 11 – Muslim & Arab Americans	Complete all assignments in Module # 11
Week 13 November 8-12	Chapter 12- Asian and Pacific Americans	Complete all assignments in Module # 12
Week 14 November 15- 19	Chapter 13 Chinese & Japanese Americans	Complete all assignments in Module # 13
November 22- 26 Happy Thanksgiving Break!!!!		
Week 15 November 29- Dec. 3	Chapter 14 Jewish Americans	Complete all assignments in Module # 14
Week 16 December 6- 10	Final Project Week!	Final Project Due by June 11 11:59pm

*****Subject to change without prior notice*****