# 7/27/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Race Relations

**BRCC Course Rubric:** SOCL 2413

**Previous Course Rubric**: SOCL 203

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CSOC 2413

**CIP Code:** 45.1101

**Course Description:** Provides students with an understanding of race relations and social life. Introduces students to issues on immigration policy; desegregation of public schools; affirmative action-public policy; religious practice of racial segregation; institutional racism; educational opportunity and inequality; discrimination by race, gender, and age; racial economics and racial politics; imperialism or exploitation of labor; and class versus race in determining life chances and social upward mobility.

**Prerequisites:**  None

**Co-requisites:** None

**Suggested Enrollment Cap:** 40

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Explain the social evolution of race and ethnicity.

2. Apply basic sociological concepts to real life situations.

3. Identify the social dimensions of race relations and social inequality in society.

4. Examine the social impact of racial stereotypes, prejudice, and discrimination.

5. Compare and contrast the social integration of various racial and ethnic groups into American society.

6. Demonstrate a greater awareness of cultural diversity in the United States.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Interpret historic, political, cultural, social, environmental, or economic factors that shape diverse groups and institutions. (General Education Competency: Diverse Perspectives)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Each instructor will design written exams comprised of multiple-choice and true/false questions to assess all learning outcomes.

2. An oral presentation evaluated on content, organization, and ability to apply sociological concepts graded by an instructor designed checklist

3. Multiple class exercises and quizzes generated from the textbook study guide, a common portion of which will be generated by standardized test bank questions to all students

4. An instructor designed final exam will be administered at the end of the semester.

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Exploring Race and Ethnicity

A. Racial Groups

B. Ethnic Groups

C. Religious Groups

II. Prejudice

A. Prejudice and Discrimination

B. Theories of Prejudice

C. Stereotypes

III. Discrimination

A. Understanding Discrimination

B. Institutional Discrimination

C. Hate Crimes

D. Affirmative Action

IV. Immigration

A. Immigration a global phenomenon

B. Early Immigration

C. Illegal Immigration

D. Path to Citizenship

V. Ethnicity and Religion

A. Ethnic Diversity

B. The Rediscovery of Ethnicity

C. Major Racial and Ethnic Minority Groups in the United States

VI. Patterns of Dominance

A. Women: The oppressed Majority

B. The Feminist Movement

VII. Overcoming Exclusion

A. The Aged: A social Minority

B. People with Disabilities

C. Gays and Lesbians