RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

ENGL – 207 GLOBAL PATTERNS OF RACISM

I. Basic Course Information

A. Course Number and Title: ENGL 207-Global Patterns of Racism

B. Date of Proposal or Revision: Fall 2006

C. Sponsoring Department: ENGL- 111 English I

D. Semester Credit Hours: 3 credits

E. Weekly Contact Hours: 3 Lecture: 3
                                      Laboratory: 0

F. Prerequisites: English 1

G. Laboratory Fees: N/A

II. Catalog Description

Prerequisite: ENGL-111 English I
This team-taught course draws on texts in the social sciences, in history, and literature to survey the causes and manifestations of racism in diverse cultures, as well as proactive responses to it. The course will focus on racism in western and nonwestern cultures. Case studies will include— but not be limited to – European colonialism, slavery, social Darwinism and eugenics, apartheid and segregation, anti-Semitism, and contemporary conflicts like Rwanda and the former Yugoslavia. This course satisfies general education requirements in humanities, literature, or social sciences. It cannot be used as the sole social science course in a degree program that has only one social science course requirement.

III. Statement of Course Need

The need is societal as well as academic, and the problem global as well as local. At a 1995 lecture by Elie Weisel, sponsored by the RVCC Institute for Holocaust and Genocide studies, local community members picketed in protest with swastikas and anti-Semitic signs. The spectacle of genocides in Rwanda and Darfur and the resurgence of denials of the Holocaust compel attention and response. The State of New Jersey is in the forefront of states requiring that teachers take courses and participate in workshops to improve understanding of the causes of racism and ways to combat it.

IV. Place of Course in College Curriculum
a. Satisfies general education requirements in humanities, literature, or social science;
b. Serves as a general education requirement in any associate of arts degree program as well as in
an international studies program;
c. Serves as an elective in any degree program;
d. Transfers as a general education elective;
e. Satisfies the diversity requirement in general education.

V. Outline of Course Content

The outline of the course combines a thematic and chronological progression and includes culturally unique and globally pervasive manifestations of racism.

I. The Near Universality of We/They
   a) Ideas of race in western and nonwestern societies
   b) Perceptions of the Other in first encounters
   c) Language, race and racism.

II. Expansionism and Race
   a) Expansion of Islam: 8th – 15th centuries
   b) European colonialism in the Americas
   c) Chinese expansion

III. 19th Century Theories of race: Science and Ideology
   a) Western Imperialism
   b) Social Darwinism
   c) Biological Theories of Race

IV. Anti-Semitism
   a) Historical roots
   b) The Holocaust

V. Some Contemporary Cases and Their Historical Roots
   a) Rwanda
   b) Former Yugoslavia
   c) Darfur
   d) Armenians

VI. Towards Building A Non-Racist Society
   a) United States
   b) Israel
   c) South Africa

VI. Educational Goals and Learning Outcomes

**Educational Goals**
Students will:
1. use the information and methods provided by different disciplines to understand better causes of racism (GE 4),
2. recognize the ethical issues involved in human classification and prejudice (GE 5),
3. be able to provide social explanations for the presence of specific patterns of racism in different societies (GE 1),
4. determine what evidence may be needed to evaluate different theories (GE 1),
5. gain a perspective on the differing responses of societies and individuals when confronted with racism (GE4, GE5).

**Learning Outcomes**

Students will be able to:
1. Cite the historical conditions under which racism occurs,
2. Contrast the different ways in which the different disciplines (Anthropology, English and History) approach the problem of racism,
3. Contrast the ways in which at least three historical cases developed racism,
4. Contrast the different ways in which three societies confronted racism,
5. Demonstrate how language is used to reinforce racism,
6. Demonstrate how language is used to overcome racism,
7. Demonstrate how both equality and racism are mediated throughout culture.

**VII. Modes of Teaching and Learning**

The primary formats, modes, and methods for teaching and learning may include:
- lecture/discussion
- individual or small-group exercises
- independent study
- film
- web-based research

**VIII. Papers, Examinations, and other Assessment Instruments**

Assessment methods used may be:
- class participation
- written examinations
- journals

**IX. Grade Determinants**

In order to evaluate achievement of the goals and outcomes listed above, possible grade determinants may include:
- participation in class discussions
- examinations
- journals
- papers
- map quiz

**X. Texts and Materials**

Samples of specific texts that may be used:


XI. Resources

- Library for reserve materials
- Computer access for visiting web sites
- Field visits to zoo and/or museum
- Guest speakers from various disciplines and community services

Revised 12/20/06