

III. Statement of Course Need

- A. This course provides students with an introduction to the study of minority groups in American society. The need for this course is both societal and academic. At the same time that American society is becoming more diverse, we are increasingly witnessing the consequences of a racial, Nativism and anti-immigration ideologies, lack of tolerance, and a growing gap between the majority group and some minority groups. This course helps students develop an understanding for cultures that differ vastly from their own. This course is an elective in the RVCC Social Sciences A.A. degree. It is a preferred elective in the RVCC Criminal Justice A.S. degree and Human Services/Pre-Social Work A.S. degree. This course transfers to the vast majority of NJ colleges.
- B. No lab component
- C. This course generally transfers as an elective in Sociology programs.
- D. This course generally transfers as an elective in Social Science programs.
- E. This course generally transfers as a free elective.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course is an elective in the RVCC Social Sciences A.A. degree. It is a preferred elective in the RVCC Criminal Justice A.S. degree and Human Services/Pre-Social Work A.S. degree.
- C. To see course transferability for New Jersey colleges and universities, go to the NJ Transfer website, www.njtransfer.org; for other colleges and universities, go to the individual college website.

V. Outline of Course Content

- A. Overview
 - 1. Defining what is a minority
 - 2. Listing different types of minorities in the U.S.
 - 3. Sociological theories used to explain prejudice
- B. Race and Origin
 - 1. Historical experiences of racial groups, such as - but not limited to – Native Americans, African Americans, Asian Americans, Latinx communities, and how these historical experiences had long-term impacts (e.g., slave trade, mass incarceration)
 - 2. Current experiences of racial groups
- C. Religion
 - 1. Historical experiences of difference religious groups, and how these historical experiences had long-term impacts
 - 2. Current experiences of religious groups
- D. LGBTQ+
 - 1. Historical experiences of LGBTQ+ people, and how these historical experiences had long-term impacts
 - 2. Current experiences of the LGBTQ+ community
- E. Women

1. Historical experiences of women, and how these historical experiences had long-term impacts
 2. Current experiences of women
- F. Ability Groups and Individuals with Disabilities
- G. Media and Race Relations
- H. Race Relations in Social Institutions
- I. Race Relations in the Criminal Justice System
- J. Racial Perceptions and Stereotypes

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Develop a basic knowledge of historical, socioeconomic, and political demographics of various minority groups that make up the mosaic of the United States using research (GE – 1, 5, 6, 7, 8, IL)
2. Articulate the history of immigration policy in the United States (GE – 1, 5, 6, 7, 8)
3. Understand, compare, and contrast the experiences of different groups in the United States (GE – 1, 5, 6, 7, 8)
4. Discuss contemporary social issues as they pertain to minority groups in the United States (GE – 1, 5, 6, 8)
5. Address ethical implications of minority relations in current society (GE – 1, 5, 8, GE - Ethical Reasoning and Action)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Compare, contrast, and apply the basic theoretical paradigms explaining minority group status in American society.
2. Define, identify, and explain prejudice, discrimination, ethnocentrism, race, ethnicity, and racism as basic building blocks to understand minority-dominant group relations.
3. Explain social stratification using various theoretical perspectives to analyze economic, age, racial/ethnic, religious, sexual orientation, gender expression, disability, and gender inequality in a societal context
4. Demonstrate basic knowledge of historical, socioeconomic, and political demographics of various groups in the United States
5. Discuss how law and public policy have advanced and hindered the economic progress of groups
6. Evaluate public policies as they apply to minorities
7. Analyze the influence of gender, race and ethnicity on personal and/or familiar experiences and in the discussion of contemporary controversial issues

8. Weigh arguments from experts in the field (including guest speakers)

C. Assessment Instruments

1. Exams (LO – 1, 2, 3, 4, 5, 6, 7, 8)
2. Research papers (LO – 1, 2, 3, 4, 5, 6, 7, 8)
3. Essays (LO – 1, 2, 3, 4, 5, 6, 7, 8)
4. Journals (LO – 1, 2, 3, 4, 5, 6, 7, 8)
5. Portfolios (LO – 1, 2, 3, 4, 5, 6, 7, 8)
6. Oral Presentations (LO – 1, 2, 3, 4, 5, 6, 7, 8)
7. Projects (LO – 1, 2, 3, 4, 5, 6, 7, 8)

VII. Grade Determinants

1. Exams
2. Research papers
3. Essays
4. Journals
5. Portfolios
6. Oral Presentations
7. Projects

Given the goals and outcomes described above, the primary modes of teaching and learning may be used in the course:

- A. Lecture/discussion
- B. Small-group work
- C. Guest speakers
- D. Student oral presentations
- E. Simulation/role playing
- F. Student collaboration
- G. Instructional media platforms

VIII. Texts and Materials

John E. Farley. (2012). Majority-Minority Relations Census Update (6th Edition). Pearson. ISBN-13: 978-0-205-00657-1

OER (Open Educational Resources)

IX. Resources

- A. Library with research tools
- B. Photocopy machine
- C. Wi-Fi
- D. Computer lab

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)