

Request of General Education Overlay
Writing Emphasis (WE)

Course # <u>SOCI205</u>	Section(s) <u>02</u>	Title <u>Race and Ethnic Relations</u>	<u>3</u> sh
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Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> • Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	<p>The course will be limited to 22 students.</p>
<ul style="list-style-type: none"> • Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	<p>Objective:</p> <p>To give students an opportunity to develop some conceptual skills useful in understanding sociological inquiry into racial and ethnic relations.</p> <p>Students complete three essay exams and a formal research paper -- one composed of three stages: a proposal, a rough draft, and a final version. Extensive feedback is provided by instructor.</p>
<ul style="list-style-type: none"> • Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized. 	<p>Objective:</p> <p>To familiarize students with the concepts, methods, and theories of research into the sociology of racial and ethnic relations.</p> <p>Students are instructed through review sessions on how to write essay exams and how to write research papers. Part of this process involves a training session run by the Clearfield Campus librarian and her counterpart at the main campus. Students are taught the APA style of citation and instructed in the step-by-step process of writing a research paper in</p>

	sociology.
<ul style="list-style-type: none"> Revise a portion of his/her writing by applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors. 	<p>Objective:</p> <p>Through writing approved research papers, to develop an increased awareness of the similarities and differences in the experiences of racial and ethnic groups.</p> <p>All students receive extensive feedback from instructor. One draft is required, but students are encouraged to submit multiple drafts. Students are also encouraged to seek assistance from the writing center and review each other's papers.</p>
<ul style="list-style-type: none"> Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade. 	<p>Objective:</p> <p>Through writing approved research papers, to develop an increased awareness of the similarities and differences in the experiences of racial and ethnic groups.</p> <p>The formal research paper is forty percent of the grade and the essay exams count for sixty percent. Students are held to high standards in content, clarity, documentation of sources, and library research skills.</p>

COURSE SYLLABUS
Racial and Ethnic Relations

JUL 31 1989

I. INTRODUCTORY INFORMATION

- A. Catalog number: SC 205
- B. Course Title: Racial and Ethnic Relations
- C. Clock Hours per week: 3
- D. Credit Hours per Sem.: 3
- E. Pre-requisite: SC 101 Introduction to Sociology

II. COURSE DESCRIPTION

An analysis is made of the processes involved when people of different racial, ethnic, and/or socio-cultural origins meet and co-exist. While primary emphasis is given to racial and ethnic relations in the United States, the world-wide phenomena of prejudice and discrimination are also considered.

III. EXPOSITION

A. Major Objectives:

1. To develop in students an increased awareness of the similarities and differences in the experiences of racial and ethnic groups, especially in the United States.
2. To familiarize students with concepts, generalizations, theories and research methods in the Sociology of Racial and Ethnic Relations.
3. To give students an opportunity to further develop some of the conceptual and social skills useful in understanding, evaluating, and benefiting from the sociological inquiry into racial and ethnic relations.
4. To assist students in identifying and relating historical, demographic, and ecological considerations of racial and ethnic relations.
5. To assist students in gaining an awareness of institutional contexts and responses in the dimensions of gender relations.

5. To develop in students an understanding of the dimensions of national and international racial, ethnic and gender relations.

B. ACTIVITIES AND REQUIREMENTS

1. lectures
2. discussion
3. films
4. guest lectures
5. read all assignments
6. active participation in class activities and exercises
7. mid-term and final examinations
8. regular class attendance; poor class attendance will affect grade
9. brief position paper with a minimum of five pages

C. DATES, TOPICS AND READING ASSIGNMENTS

UNIT 1

- 4 weeks: Definitions and Perspectives, The Individual in Modern Society: Alienation and Anomie, Alcohol and Drug Abuse, Sexual Expression, Deviance and Crime, Violence, Terrorism and War.

UNIT 2

- 8 weeks : Aging in a Youth Oriented Society, Race and Ethnic Relations, Poverty, Sexism, Problems in Education, The Concentration of Economic and Political Power, Health Care.

UNIT 3

- 4 weeks: Urban Decline and Growth, Population and Ecology, Other