



Internationalizing the Curriculum Project

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SOC 140 Racial and Ethnic Minorities—3 Credits

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- Course Description: Contemporary racial and ethnic inter-group relations emphasizing cultural origins, developments, and problems of minority groups in the United States.
- Required Text: Majority/Minority Relations, John Farley. Prentice Hall.

International Component Summary

In addition to regular course assignments, students participate in simulation exercises and group exercises on the Internet. A module on South East Asian immigration has been added.

The simulation, called *Cultural Contact*, was developed and piloted by the instructor so that students can experience what they have read about the basic elements of culture, the dynamics of in-group/out-group behavior, the nature of competition and conflict, and the stresses and strains of building consensus and cooperation.

The internet project requires that students use the internet to research the issues raised by the South East Asian module and the simulation and to correspond with class members via the internet. They are also required to correspond with students or faculty from the international cyberspace community on these issues.

Content Areas Which Include International Material/Components

In addition to a primary focus on the United States, the course also provides a global race relations perspective, including material on India, Britain, China, South East Asia and South Africa. Although some of this material is in the text, it is supplemented with lecture material, videotapes, and a commercial simulation entitled *Collision Course II: A Cultural Diversity Game* by Educorp of San Diego. The instructor has designed and piloted a simulation exercise, *Cultural Contact*. The simulation supplements text material on the elements of culture, the dynamics of in-group/out-group behavior, the nature of competition and conflict and building consensus and cooperation. A team research project addresses international aspects of majority/minority relations.

Description of Material and How Integrated In Course

The module (*Cultural Contact*) is introduced in weeks 9-12 of the semester and the team research project on majority/minority relations is introduced in weeks 12-16 of the semester. These modules are done as additional modules requiring a "working knowledge" of the course content by student participants before being assigned.

Instructional/Supplemental Materials Required

Copies of simulation, *Collision Course II: A Cultural Diversity Game*, available from Educorp, San Diego, or *Cultural Contact* (contact Mr. Sharif, Paradise Valley Community College, 18401 N 32nd St, Phoenix AZ 85024 or email to address listed above).

Special Assignments and Activities

Each semester, students must participate in a group research project focused on majority/minority relations in the U.S. The purpose of this module is to move the project into the global environment of cyberspace. Students are to research current international scenarios, which exemplify the issues raised by the simulation. They must also correspond with students or faculty from the international cyberspace community on these issues. The South East Asian immigration unit explores the conditions that trigger migration and immigration of Southeast Asians and their adaptation to the changes.

Tips/Suggestions to Instructor

The instructor must have internet skills and develop an appropriate internet based research project. Students must have internet access from home or school and coaching on "surfing skills."

Syllabus and Course Overview

Attached

SYLLABUS: SOC140—RACIAL & ETHNIC MINORITIES

Understanding the Cultural Diversification Process

This course deals with one of the most significant changes taking place in the world today, *the cultural diversification process*. It also deals with one of the most volatile, challenging, and demanding issues in the last 6,000 years of history and the last 500 years of modern history. Human relations will be one of the central, and determining factors for the 21st Century. Either we will learn to live together in peace, with mutual tolerance acceptance and appreciation as our social protocols, or we will be faced with increasing conflict in a futile effort at resisting irreversible global environmental, demographic, and economic forces that are changing the reality of life on planet earth. The challenge today is for each tribe to find its place in the global/super-tribal society.

Your text is divided into 15 chapters. Chapters 1-9 14 & 15 are required readings which will make up your three exams. Several other chapters will be assigned readings, which will help you with in-class discussions and in approaching your team projects. This course will **challenge** you to **assess** your own racial attitudes and prejudices, make you more **aware** of the racial attitudes and prejudices of others, and hopefully further the **process of preparing** you to live in *the global village of the 21st century*. This course will also provide you with new **insights** into events occurring in the world around you.

We are scheduled to have (31) 75-minute classes over the 16-week period. You will need to keep up with the reading and other assignments in order to participate in class discussion and activities.

COURSE OVERVIEW

This course will be divided into (4) four parts in terms of class focus.

In part I (weeks 1-4) we will focus on prejudice. (Chapters 1-3)

In part II (weeks 5-9) we will focus on social-structural perspectives on majority-minority relations.

In part III (weeks 9-12) we will focus on minority-majority team relations.

In part IV (week 12-16) we will focus on your in-class presentations.

Students who fail to perform at the required level or who otherwise undermine or inhibit the goals and progress of the course will be dropped from the course.

COURSE GOALS:

To develop familiarity with -

A.	Sociological vocabulary, language, concepts and theories in the field of race relations.
B.	Sociological imaginations, i.e., the sociological way of thinking.
C.	Historical race relations information.
D.	Sociological research.
E.	Challenges to cultural diversification and multiculturalism.

DISCLAIMER STATEMENT:

The instructor reserves the right to make changes to this course at his discretion and to issue oral and/or written instructions that are not included in this syllabus. Students will be notified in class of any changes that are made.

THE SOUTHEAST ASIAN IMMIGRANTS MODULE

- Background in the Region
 - Geography
 - Agriculture + Maritime-Culture
 - Highland-Culture + Lowland-Culture
- Global Metamorphosis (Factors influencing social change)
 - Causal Elements in Southeast Asian Migration
 - External Attractions
 - The appeal of civil freedoms
 - The promise of employment opportunity
 - The promise of a higher quality of life (Consumer goods)
 - Internal Repulsion
 - Political upheaval and war
 - Famine, disease, and limited health care
 - Social upheaval and unemployment
- Population, Migration, and Settlement Demographics
 - Who migrates?
 - What countries?
 - What ethnic groups?
 - What social classes?
- What is the scale of Southeast Asian Migration?
 - Where do they settle?
 - Worldwide?
 - In the U.S.?
- Issues and Adoptions
 - This module will focus on immigrant Southeast Asians attending high school and college in the U.S. It will have our students contacting Southeast Asian students attending colleges and universities here in the U.S. I was fortunate enough to make several contacts at the Summer Institute that has a large Southeast Asian Student Population.

TEAM PROJECT

The class will be subdivided into four (4) Research Teams. Each of the teams will be defined by their team focus.

TEAM	FOCUS
Economy	Minority/Majority Issues in the American Economy [Refer to Chapter 10 & 13]
Health Care	Minority/Majority Issues in the American Economy [Refer to Chapter 10 & 13]
Politics and Justice	Political and Legal Systems [Refer to Chapters 11 & 13]

Each team will be responsible for giving a two period in-class presentation. The presentation should go beyond the chapters in the textbook. The presentation will be based on the team's research and should explore their topic as thoroughly as time will allow. Each team will be required to have a panel of at least two (2) "qualified" guest speakers for their presentation. The panelists should be from diverse racial/ethnic backgrounds. You should also use audio/visual aids, video clips, and other techniques for creating interest in your presentation. The presentations will be peer and teacher graded.

"Remember that the classroom IS NOT the educational universe.
In fact, it is the smallest piece of that universe."