

**Core Curriculum
Course Proposal Cover Sheet**

Department Social Sciences
College College of Liberal and Fine Arts
Department Head Malcolm Cross

Course Prefix & Number SOC 203
Course Title Race and Ethnic Relations
Course Description This course includes an analysis of relations between dominant groups and minority groups within the United States. Theories of prejudice and discrimination, the origins of the idea of race and ethnicity, the social historical foundations of the system of race and ethnic relations within the United States, systems of social stratification, and process of social change are emphasized.

Please select the THECB Foundational Component Area for which this course is being submitted. *(Please select only one)*

This course is being submitted to the Social and Behavioral Sciences component area.

SOCIAL and BEHAVIORAL SCIENCE

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Social and Behavioral Science (from THECB Chapter 4: 4.28)

- Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively
- Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience
- The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills and Social Responsibility.
 - Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
 - Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
 - Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
 - Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Rationale for Inclusion in this Category:

SOC 203 – Race and Ethnic Relations focuses on the study of the social-historical systems that have constructed the racial and ethnic stratification systems within the United States and how these systems compare with other international models of stratification systems. The course traces how these stratification systems arise, are maintained, and transformed. The course requires students to examine their own place within these stratification systems and the degree with which they are both socialized by these systems and are able to challenge these systems. SOC 203 requires a high degree of student engagement through peer learning models and group exercises and

an extensive focus on critical analysis of quantitative and qualitative primary source material of the racial and ethnic stratification system. Students must also complete a research paper in which they must combine self-reflection with an academic analysis of the stratification system which surrounds them.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Social and Behavioral Science

Course Prefix/Number: SOC 203

Course Title: Race and Ethnic Relations

Core Objective: Critical Thinking CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s):

- Students will effectively identify ethnocentric bias in social debates.
- Students will proficiently compare the U.S. system of racial and ethnic stratification with that of other countries.
- Students will competently contrast the social-historical patterns of relations between different minority and dominant groups.
- Students will effectively combine diverse sources of sociological data to describe the social-historical forces affecting a racial and ethnic group with the United States.

Learning Activities:

- Students will develop these skills through the use of classroom lectures, assigned readings, in-class discussions, group exercises, self-reflexive essays, and the production of a research paper.

Means of Assessment:

- This SLO will be assessed using embedded objective questions and a standardized research paper that will be evaluated by two or more faculty members using a standardized rubric.

Core Objective: Critical Thinking CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s):

- Students will proficiently compare the U.S. system of racial and ethnic stratification with that of other countries.
- Students will competently contrast the social-historical patterns of relations between different minority and dominant groups.
- Students will effectively combine diverse sources of sociological data to describe the social-historical forces affecting a racial and ethnic group with the United States.
- Students will effectively interpret social statistics to make accurate sociologically-informed statistical inferences.

Learning Activities:

- Students will develop these skills through the use of classroom lectures, assigned readings, in-class discussions, group exercises, self-reflexive essays, and the production of a research paper.

Means of Assessment:

- This SLO will be assessed using embedded objective questions and a standardized research paper that will be evaluated by two or more faculty members using a standardized rubric.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s):

- Students will proficiently write sociologically-informed analysis of racial and ethnic relations.

Learning Activities:

- Students will develop these skills through the use of classroom lectures, assigned readings, in-class discussions, group exercises, self-reflexive essays, and the production of a research paper.

Means of Assessment:

- This SLO will be measured using a standardized research paper that will be evaluated by two or more faculty members using a standardized rubric.

Core Objective: Empirical and Quantitative Skills EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s):

- Students will effectively combine statistical data with social-historical qualitative analysis, and media analysis to describe the evolution of the racial and ethnic stratification system within the United States.
- Students will effectively interpret social statistics to make accurate sociologically-informed statistical inferences.

Learning Activities:

- Students will develop these skills through the use of classroom lectures, assigned readings, in-class discussions, group exercises, self-reflexive essays, and the production of a research paper.

Means of Assessment:

- This SLO will be assessed using embedded objective questions and a standardized research paper that will be evaluated by two or more faculty members using a standardized rubric.

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s):

- Students will effectively identify ethnocentric bias in social debates.
- Students will proficiently compare the U.S. system of racial and ethnic stratification with that of other countries.

Learning Activities:

- Students will develop these skills through the use of classroom lectures, assigned readings, in-class discussions, group exercises, self-reflexive essays, and the production of a research paper.

Means of Assessment:

- This SLO will be assessed using embedded objective questions and a standardized research paper that will be evaluated by two or more faculty members using a standardized rubric.

Additional objectives at the discretion of the department.

Core Objective: (

Course SLO(s):

Learning Activities

Means of Assessment

Core Objective:

Course SLO(s):

Learning Activities

Means of Assessment

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature_____

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)