

SOSC 20: CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Students will be able to identify differences and similarities between the socially constructed categories of race and ethnicity.
- Students will be able to discuss how culture shapes beliefs, values and perspectives.

Description

Analysis of the multi-ethnic forms of cultural domination and its diverse manifestation in society, emphasizing European and Third World cultures. Examination of the values and practices of democratic participation in social institutions in those cultures. Review theories, concepts and research applicable to majority-minority issues.

Course Objectives

The student will be able to:

- Apply the concept of culture to a systematic analysis of the history of group relationships.
- Demonstrate the use of appropriate anthropological and sociological terms when completing coursework.
- Identify and analyze major belief systems, values, and symbols used in the creation of social reality and social consciousness for a diversity of cultural and ethnic groups.
- Analyze the meaning and historical origins of democracy, pluralism, colonialism, imperialism, capitalism, and socialism, and the motivations behind policies and practices designed to stratify societies and discriminate against minority groups.
- Analyze current issues and conflicts between groups and analyze the response of minority groups to forms of cultural manipulation.
- Interpret the historical manifestations of cultural imperialism and neo-colonialism.
- Compare and contrast paradigms of socio-cultural change and apply these paradigms to the groups being studied.
- Demonstrate intercultural skills and understanding necessary to function successfully in a multi-cultural society.

Course Content

A. Examination of key characteristics of culture and application of the concept of culture to the study of dominant cultures and subcultures.

B. Examination of the role of culture in the development of a society's shared values, beliefs, morals and norms and analysis of ways in which culture influences ideology, policy, practice and custom in a multicultural society.

C. Analysis of belief systems, values, symbols, and traditions used in the creation of social reality for diverse cultural groups.

D. Examination of the concepts of assimilation, acculturation, ethnocentrism and cultural relativism.

E. Analysis of the origin and function of cultural domination, as well as the consequences of domination on subcultures and ethnic groups, including forms of cultural manipulation and the manifold ways through which domination expresses itself in social reality.

F. Critical analysis of the concept of ideology, from a socio-cultural perspective, and its role in the development of belief systems and the perpetuation of racist concepts and policies, including the promotion and maintenance of social institutions designed to socially, politically and economically stratify societies and promote stereotypes, prejudice and discrimination against minority groups.

G. Examination of historical relations between majority and minority groups, as well as values and practices of democratic participation in social institutions in the U.S. and other multicultural societies.

H. Analysis of ethnicity, class and gender equity issues in the U.S. and other multicultural societies.

I. Examination of imperialism, colonialism, capitalism and socialism in historical settings, modern societies and globally, including how these concepts have been influenced by a diversity of groups.

J. Review of social science theory, methodology and concepts related to multiculturalism.

K. Examination of the historical manifestations of cultural imperialism and neo-colonialism in the U.S. and in other multicultural societies.

L. Application of theories and concepts of multiculturalism, dominance, prejudice, pluralism, and cultural diversity to the study of dominant culture and minority groups and to policies and practices affecting a diversity of ethnic groups, both within the U.S. and in other multicultural societies.

M. Examination of the history of the U.S. and countries such as Canada, South Africa, Northern Ireland, Israel and Brazil, with a focus on the development of the dominant culture and its relationship to subcultures and minority ethnic groups.

N. Comparison of dominant American culture to minority European American cultures, Native American cultures, African American cultures, Hispanic cultures, Asian cultures and Middle Eastern cultures.

O. Analysis of the impact of prejudice and discrimination on minority groups in the U.S., including minority European Americans, Asian Americans, African Americans, Native Americans, Hispanic Americans, Middle Eastern Groups and other recent immigrant groups, and on minority groups in other multicultural societies, as well as power and influence within the U.S., in other multicultural societies and globally.

P. Examination of the influence of Native American and African American cultures on American belief systems, marriage patterns, political structure and education programs.

Q. Comparison of cultural and ethnic groups, including historically marginalized cultures such as Chinese, Japanese and Vietnamese Americans, as well as groups facing challenges today in American society, such as Mexicans, Puerto Ricans and Cubans Hispanic groups, African Americans, and various Native American groups.

R. Analysis of the extent and result of the interactions between groups, as they compete for the attainment of a more "middleman minority" position over other groups, examining each group's common and unique challenges, and the dominant culture response to these groups.

S. Examination of paradigms of socio-cultural change and power shifts, as well as value systems in social institutions and in social and cultural

change, including the impact of change on minority group and individual group members.

T. Discussion and analysis of student group identification and cross-cultural experiences.

U. Examination of culture bound perspectives and development of skills and understanding necessary to function successfully in a multi-cultural society.

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online distance learning section, students and faculty need ongoing and continuous Internet and Email access.

Method(s) of Evaluation

Methods of evaluation may include, but are not limited to:

- A. Written assignments
 - 1. Weekly reflections on readings
 - 2. Term paper on field research and/or secondary source research based on ethnographic sources
 - 3. In-class writing
- B. Oral presentations
 - 1. In class discussion
 - 2. Group presentations
- C. In-class quizzes and exams
 - 1. Quizzes
 - 2. Mid-term exams
 - 3. Final exam

Method(s) of Instruction

Methods of instruction may include, but are not limited to:

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises
- D. Field work
- E. Oral presentations

Representative Text(s) and Other Materials

Marger, Martin N. [Race and Ethnic Relations: American and Global Perspectives](#). 9th ed. Wadsworth, 2012.

Additional readings and texts selected by instructor.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. College level readings from primary and secondary sources.
- B. College level writing assignments based on primary and secondary source reflection and/or analysis.

Discipline(s)

Anthropology, Psychology, Sociology, Social Science