Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification

Application Form
Spring 2012

APPLICANT: Fumiko Takasugi

E-MAIL: takasugi@hawaii.edu

COURSE ALPHA and NUMBER: SOC214

COURSE TITLE: Introduction to Race and Ethnic Relations

ESTIMATED NUMBER OF SECTIONS:
Fall: 1
Spring: 1

APPLICATION IS FOR:
☐ New Course ☐ Modified Course ☒ Existing Course ☐ Re-designation

☐ Certification ☒ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) X DS (Social Sciences)
☐ DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%

What percentage of CLASS MEETINGS focuses on this diversification area? 100%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

<table>
<thead>
<tr>
<th>DS.1. uses the terminology of theories, structures, or processes in the social or psychological sciences.</th>
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</table>
| **SLO 1** – Employ major sociology theoretical perspectives to race/ethnic relations in daily life  
**SLO 4** – Summarize, analyze, and evaluate academic articles related to race and ethnic relations  
**SLO 5** – Use writing to discover, develop, and support ideas on race and ethnic relations |

Students of SOC214 learn major theoretical approaches in Sociology, particularly with regards to race and ethnic relations, as well as societal processes, through concepts like socialization and structure versus agency (SLO 1) through lectures, discussion, reading, and writing. Familiarity with concepts leads to the ability to use the terminology (SLO 4, SLO 5). This familiarity is acquired through learning the concepts, and engagement with the terms results in the application of these concepts.

<table>
<thead>
<tr>
<th>DS.2 involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes</th>
</tr>
</thead>
</table>
| **SLO 1** – Employ major sociology theoretical perspectives to race/ethnic relations in daily life  
**SLO 2** – Recognize strengths and weaknesses of basic sociological research methods in race and ethnic relations  
**SLO 3** – See race and ethnic relations in the local as well as the global  
**SLO 4** – Summarize, analyze, and evaluate academic articles related to race and ethnic relations  
**SLO 5** – Use writing to discover, develop, and support ideas on race and ethnic relations  
**SLO 6** – Use discussion to discover, develop, and support ideas on race and ethnic relations |

DS2 addresses the core of Sociology, which is the scientific study of the interaction of individual and society. The individual is affected by the society in which s/he lives, and the individual also affects that society. SOC214 introduces students to the scientific method (SLO 2), the meaning of the social fact, and how these can be applied in the sociological imagination (SLO 1) as applied particularly to race and ethnic relations. Students of SOC214 are challenged to apply concepts and models to everyday examples and current events (SLO 3). They are expected to gradually utilize sociological concepts and models in analyzing daily life. This is done through engaging in critical thinking through discussion (SLO 6), reading (SLO 4), and writing (SLO 5).

<table>
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<tr>
<th>DS.3. demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.</th>
</tr>
</thead>
</table>
| **SLO 2** – Recognize strengths and weaknesses of basic sociological research methods in race and ethnic relations  
**SLO 4** – Summarize, analyze, and evaluate academic articles related to race and ethnic relations |
SLO 5 – Use writing to discover, develop, and support ideas on race and ethnic relations
SLO 6 – Use discussion to discover, develop, and support ideas on race and ethnic relations

Students of SOC214 gain an understanding of the scientific method in order to distinguish “common sense” knowledge from knowledge gained by rigorous systematic observation through an objective eye. Students learn both quantitative methods such as survey, experiments, and content analysis as well as ethnographic and archival research that is more qualitative in nature, learning the strengths and weaknesses of each (SLO 2). As a way of accomplishing this learning, students read academic work (SLO 4), do structured writing (SLO 5), and engage in discussion that encompasses the scientific method (SLO 6).

2. Assessment strategies. Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Multiple instructors teach sections of SOC214. Instructors assess SLOs each semester through exams, writing assignments, and discussion/oral presentations. Student surveys are also utilized as a form of assessment data, although information gained is less direct with regard to how well a student has achieved a given SLO (since this is based on the student’s confidence in what s/he has achieved).

Exams

Type of exam differs from instructor to instructor. However, regardless of mode (i.e., essay format, multiple choice, short answer, or a combination of these), exams are developed to assess: 1) whether a student knows and can apply the necessary terminology of theories, structures, and social process and 2) whether a student comprehends and can use the concepts involved in the scientific method. A few examples can help to illustrate. A multiple-choice question may test a student on whether s/he knows the definition of racial formation. Such an exam question can assess SLOs 1 and 4. A short-answer question can assess how well a student understands the strengths and weaknesses of quantitative versus qualitative research methods (SLO 2). In an essay exam question, the instructor can assess SLOs 1 and 2 through SLOs 4 and 5. The instructor can ask the student to demonstrate the application of a concept like white privilege, by having him/her write a paragraph or two to show how an article (read for class) utilizes the concept.

Writing assignments

Different instructors have developed different writing assignments in the various sections of SOC214, but all instructors create such assignments to assess how well students: 1) understand concepts and theories (SLO 1); 2) are able to apply these concepts and theories to everyday life (SLO 3); and 3) can use the scientific method to structure writing (SLO 2, SLO 5). Writing assignments directly assess SLO 5. SLO 4 is also assessed in writing assignments, as proper citation and format are significant parts of a Sociology paper. Reviewing literature and the ability to discuss and apply concepts, theories, and methods from peer-reviewed published work are important skills learned in SOC214. Acquisition of these skills is assessed through student writing.
**Discussion and oral presentations**

Different instructors have developed different discussion and oral presentation requirements in the various sections of SOC214. Some instructors do not stress much oral in-class presentation, while others have students work on group projects to be presented to the rest of the class. For example, one instructor has students work in groups to demonstrate the concept of institutional racism and discrimination in everyday scenarios linked to laws and informal customary practices (SLO 1, SLO 3).

**Student surveys**

Regular student evaluations conducted at the end of the semester as well as more informal surveys are used to gauge how students feel about their learning in SOC214. For example, questions such as how well a student feels s/he achieved understanding human behavior and use of research methods and scientific inquiry skills help derive quantitative data on students’ confidence in these areas. Furthermore, areas where students feel they need more work and/or support can be fleshed out in the open-ended questions at the end of the evaluations.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Individual instructors review results from exams, papers, and oral presentations each semester to determine where students are succeeding and where they are experiencing difficulty. Instructors then work on modifying teaching in areas where assessment shows students having difficulty. For example, exams often show that students have difficulty in applying concepts to real-life scenarios. Theories are often abstract and difficult to grasp; therefore, instructors work at exposing students to many examples in lectures and through reading. If students do not come to class or do not do the reading, they will not be fully comprehend or be able to apply these concepts. Instructors have therefore worked on attendance policy or testing and quizzesing students specifically on readings.

Instructors in Sociology also continuously reflect on and discuss challenges in the SOC214 sections throughout the semester. At the end of the semester, the instructors meet as a department to reflect back on what worked and what hadn’t worked during the past semester. Exam questions, paper guidelines, use of specific materials, group projects, and other innovations are continuously revisited in these instructor group settings. Looking to the future, we now have a plan in place to continue these meetings, but with a focus on the Diversification Hallmarks and course SLOs. The results of these meetings will be reflected in the next round of recertification of the course.
DIVERSIFICATION BOARD DECISION:

☐ Approved  
   Re-Certification Due: ________________

☐ Not approved  
   If not approved, reasons for disapproval:  

____________________________________

Diversification Board Chair Signature: ________________________________

Date: ________________
INTRODUCTION TO RACE AND ETHNIC RELATIONS
(SOC214—CRN 21478/SOC214W—CRN21479)
COURSE SYLLABUS

UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE
FALL SEMESTER 2012
M/W 11:30-12:45 Bldg 7/634

Instructor Fumiko Takasugi, Ph.D.
Office Hours M/T 1:30-2:30, M/W 10:30-11:30 and T 4-5 or by appointment in
Bldg 7/621
Contact info 845-9152 and takasugi@hawaii.edu
Please DO NOT private message me on Laulima – email me
directly instead.

Required Materials
- TEXT: Cornel and Hartmann. 2007. Ethnicity and Race:

Recommended Materials
- Other readings will be announced and distributed in class.

Introduction to Race and Ethnic Relations focuses on race and ethnic relations from
local (Hawaii), national, and international perspectives; patterns of race/ethnic relations; and the
social, economic, and political problems associated with racial/ethnic conflict.

This course gives the student a dual option of taking the course as a Writing Intensive (WI) focus
designated course or as a non-WI course. Note the difference in requirements and grading
throughout the syllabus.

Course Description (from the college catalogue) This course will acquaint students with the
problems and dynamics of race and ethnic relations in comparative local, national, and world
perspectives.

Student Learning Outcomes This course is designed to acquaint you, the student,
with basic sociological perspectives on race and ethnic relations. During the semester, you will
learn to define race and ethnicity and comprehend how race and ethnic conflict are defined in
society. Furthermore, you will evaluate the magnitude and impact of various societal problems as
they relate to race/ethnicity, explore sociological and other useful theories that explain race/ethnic
relations and conflict, review current and past efforts to prevent/remediate problems, and examine
innovative strategies to deal with problems and issues.

Upon course completion, you will have had the opportunity to:

Important! Please read this syllabus carefully. You are responsible for the information in this
syllabus and all of it is necessary to get the most out of this class.
1. Employ major sociology theoretical perspectives to race/ethnic relations in daily life,
2. Recognize strengths and weaknesses of basic sociological research methods in race
e and ethnic relations,
3. See race and ethnic relations in the local as well as the global,
4. Summarize, analyze, and evaluate academic articles related to race and ethnic
relations,
5. Use writing to discover, develop, and support ideas on race and ethnic relations,
6. Use discussion to discover, develop, and support ideas on race and ethnic relations.

**DS Credit/Articulation/Prerequisite**
SOC214 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

As this is a transfer level course and because this course is Writing Intensive (WI) certified, if you are taking this course for WI credit, a grade of "C" or higher in English 100 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

**Notes, Announcements, Discussions, and Laulima**
I will be using Laulima to post class notes, announcements, and discussions. After every exam, I start a new set of notes, so you end up with 3 sets by the end of the semester. The NOTES ARE IMPORTANT in this class and I refer to them during class lectures, so be sure to stay up-to-date with them. I also post materials that I use during class, including this syllabus, so if you lose your copy you can always get another one off Laulima. I STRONGLY RECOMMEND that you check Laulima at least weekly. The link for Laulima is https://laulima.hawaii.edu/portal. Check it out 😎

FYI: I also urge you to start or continue discussions on Laulima for you and your classmates. I will also count participation on these discussion sites as participation in the class, so take advantage, especially if you're not too keen on participating in discussions in class.

### COURSEWORK

There are three major parts to the coursework required for this course in addition to attending the lectures: exams, discussion participation, and a paper. Following are the expectations for each of the requirements.

**Exams**
Three essay-format exams will be given throughout the semester. The exams are in-class open book and open notes exams. You will be tested on and expected to answer and write on lectures, discussions, readings, and other class materials such as films.

**Discussion participation**
Class meetings consist of lectures and discussions and some exercise, with a heavy emphasis on the interactive nature of discussions. If you are uncomfortable participating in class, you have the option to start and/or join discussions on Laulima, so take advantage of that too. We'll try to make the atmosphere as friendly and open to hearing what you have to say, though, so hopefully, the face-to-face will happen as often as the

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online. You may not think this is a big deal, but note that 20% of your grade depends on how well you participate in class discussion, so you should take this seriously.

**Paper**  You will be required to write a short 6-page paper for this course. You will choose a sociological concept, do library/archival research, and write a literature review on the readings you choose. The paper is a semester-long endeavor. You will have due dates throughout the semester for drafts and progress reports.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of 16 double-spaced, typed pages. Note below that the weighting of various requirements for the class also differ considerably for WI students, as HCC requires that 60% of a student's grade for a WI course be based on student writing. WI students will write two 5-page papers (one on your experiences with race/ethnicity and one on applying sociological concept to race and ethnic relations in Hawaii or another society of your choice) in addition to the 6-page literature review.

**Grading system** The following is the breakdown of your grade for this class:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion participation</td>
<td>20%</td>
</tr>
<tr>
<td>Paper</td>
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</tr>
<tr>
<td>Discussion participation</td>
<td>10%</td>
</tr>
<tr>
<td>Papers</td>
<td>60%</td>
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</tbody>
</table>

**About Attendance** Attendance will not be taken; however, the consequences of missing class are obvious in that you will miss material, which will be necessary for the required work to be done for the course.

**CLASS POLICIES**

1. **Respect for other viewpoints and perspectives** In a Sociology course of this nature, we deal with many timely and controversial topics. There will most likely be at least one subject area in which you have strong feelings and opinions. This is fine and only natural. I only ask of you that you respect the viewpoints and perspectives of others in the class. Loud voices and swearing at your classmates or at me is unacceptable behavior and will not be tolerated (the one exception is me – I get to speak loudly). Part of what I would like to have accomplished in this course is to

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have you gain an understanding of how others frame the world, so it is necessary that you learn to
listen, even if you don’t agree. Communication is the only way to solve problems, both in the
private and public realm. Listening is a part of communication.

2. Policy on disabilities If you need or desire special support services, you can contact Student
ACCESS (Bldg. 5, Room 107B, phone 844-2392 or 845-9272). Services are based on
documented needs. It is recommended that you contact ACCESS early, so that there is sufficient
time for services to be put in place. You can also let me know of a special need or support needs
and I can help you get the ball rolling.

3. Cellphone and texting policy I don’t have a strict cellphone and texting policy, since I don’t
believe in having to police these for adults. I know that some message/calls are emergencies. I
also know that sometimes one is looking something up on the phone. BUT if your texting or other
phone activity is disruptive to others in the class, I will call you on it. What it comes down to is
basic social etiquette – given this is a college class. Honestly, though, if you can focus for the
class time, you will do better on exams and you will use your time effectively, because trying to
make up for what should have been learned during class outside of class generally takes twice or
three times longer. Look at it this way... a class isn’t THAT long. And if you have something
better to do than be in my class, then why are you in my class??

4. Make-up exam policy As a general rule I do not give make-up exams. However, you will be
given an opportunity to make up an exam or receive up to 5 days extension on an assignment.
To take the one opportunity to make up an exam, you are required to give me advance notice (in
advance of the exam date) that you want to make up the exam and you will need to make up the
exam within a week of the original exam date. (See section on “predicament coupon.”)

5. N Grade I reserve the right to grant an N grade (no grade or evaluation...?) to students who
are in good academic standing (i.e., a C or higher grade), but who, for exceptional personal
reasons, is unable to complete the course. Do not assume that I will give you an N grade just
because. Please see me to discuss your situation but do it as early as you can. Discussion of an
N grade must take place during the semester.

6. I Grade I also reserve the right to grant an I grade (Incomplete) to a student who I feel
should be granted extra time to finish up the work necessary to pass the course. You should be
advised, however, that the majority of students who receive an I grade do not finish the work in the
required time. When this happens, you receive the grade you would have received, had you not
been granted an Incomplete.

7. Predicament coupon I make use of a “predicament coupon,” which allows you one make-up
exam, an extension on a paper, or other extra consideration that you can use once a semester.
Each student has one coupon, which can be used throughout the semester. If the coupon is
unused by the end of the semester, you can cash it in for extra credit points.

8. Cheating and plagiarism Any kind of cheating, plagiarism, or getting other people to do your
work will not be tolerated. This is a very basic academic rule and you will get an automatic F for
the assignment, exam, etc., with the real possibility of an F for your course grade. The following is
from your Student Conduct Code (http://hono.hawaii.edu/policies/conduct.html):

Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic
requirement, any document that has been copied in whole or in part from another individual’s
work without attributing that borrowed portion to the individual; neglecting to identify as a
quotation another’s idea and particular phrasing that was not assimilated into the student’s
language and style or paraphrasing a passage so that the reader is misled as to the source;
submitting the same written or oral material in more than one course without obtaining
authorization from the instructors involved; or dry labbing, which includes obtaining and using

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experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

**IMPORTANT DATES**

**EVERY DAY WE MEET IS AN IMPORTANT DATE FOR THIS CLASS,** but you will want to stay on track. See "important dates" in Laulima for deadlines and exam dates for this class.

**THEMATIC SCHEDULE**

This course is centered on lectures, discussions (of readings, in-class exercises, and films), exams, and a paper. The reading is doable. **YOUR HOMEWORK IS THE READINGS.** This is the attitude you should have. Readings are assigned for class meetings. This means that the reading should be done before the class meeting so you can actively participate in class discussion (Exception for the first class meeting).

At the end of each class meeting, I will let you know what we will be covering in the next class meeting. You really get much more out of a class WHEN YOU DO THE READING. You will also do much better on the exams! Please bring your books to class for in-class discussion and exercises.

Additional articles will be assigned for reading throughout the semester in addition to the textbook readings.

**PART I  SOCIOLOGICAL FOUNDATIONS**

**Sociological theory and perspective**

**Topics:**

- Introduction to Sociology and race and ethnic relations
- Defining race and ethnicity
- Theoretical perspectives in Sociology applied to race and ethnicity

**Readings:**

"THE SYLLABUS"

TEXT  Chapter 1: The Puzzles of Ethnicity and Race
Chapter 2: Mapping the Terrain: Definitions
Theory handouts: Freire. From *Pedagogy of the Oppressed.*
Feagin and Feagin. "Theoretical Perspectives in Race and Ethnic Relations."

**Sociological investigation (Sociological research methods)**

**Topics:**

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Introduction to Sociological methods and race and ethnic relations
Research methods

Readings:

TEXT Chapter 1: The Puzzles of Ethnicity and Race
Chapter 2: Mapping the Terrain: Definitions
Methods handout: Ardizzone and Lewis. "Love and Race Caught in the Public Eye."
Korgen and White: "How Do We Know What We Think We Know?"

PART II THE SOCIAL CONSTRUCTION OF RACE

Racial formation and racialization

Topics:

Racial formation
Interpersonal racism and border patrols

Readings:

TEXT Chapter 4: A Constructionist Approach
Omi and Winant. "Racial Formations."
Lee and Bean. "Beyond Black and White: Remaking Race in America."
Dalmau. "Discovering Racial Borders."

Group processes and social interaction

Topics:

Racial/Ethnic identity
Prejudice

Readings:

TEXT Chapter 5: Case Studies in Identity Construction
Blumer. "Race Prejudice as a Sense of Group Position."
Okamura. "Why There Are No Asian Americans in Hawaii: The Continuing Significance of Local Identity."
Suleiman. "The Arab Immigrant Experience."

PART III STRUCTURE AND CULTURE IN RACE AND ETHNICITY

Socialization and social institutions

Important! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.
Topics:
Institutional racism
Agents of socialization

Readings:
TEXT  Chapter 6: Construction Sites: Contextual Factors in the Making of Identities
Lipsitz.  "The Possessive Investment in Whiteness."
Bao.  "Sweatshops in Sunset Park."

Structure versus culture

Topics:
Privilege
Colorblind ideology
Intersectionality

Readings:
TEXT  Chapter 8: Making Sense and Making Selves in a Changing World
Women and the New Racism."
McIntosh.  "White Privilege and Male Privilege."

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syllabus and all of it is necessary to get the most out of this class.
**This schedule is subject to change, in part, because I will adjust the schedule to fit the needs of the class. I will let you know in advance if this happens. If you miss a class, it is your responsibility to find out what you missed from me or a classmate.**

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