

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Sociology</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>SOCI 2319</u>						
<b>COURSE TITLE</b>	<u>Chicanos in American Society</u>						
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>0</u>	Credits	Lec	Lab
<u>3</u>	<u>3</u>	<u>0</u>					
Credits	Lec	Lab					

**I. Catalog Description:**

Provides a sociological study of minority-majority group relations that addresses their historical, cultural, social, economic, and institutional development in the United States. Includes the discussion of the experiences of minority groups within the context of their own cultural heritage and tradition, as well as that of the dominant culture. Includes core concepts of migration, prejudice/discrimination, inequality, dominance/subordination and diversity. Analysis of minorities may include race/ethnicity, sex/gender, disability, and religion. **(3:0)**.

**II. Course Objectives:**

Upon satisfactory completion of this course the student will be able to:

- A. Identify historical events key to the formation of diverse Chicano subcultures in American society.
- B. Describe the roles of culture and socialization in the shaping of Chicano identities.
- C. Describe the effects of social stratification in majority/minority relations for Chicanos in American society.
- D. Evaluate the status and roles of gender among Chicanos in American society.
- E. Evaluate effects upon and changes in social institutions created by Chicanos in American society.
- F. Describe the role of social change in examples of diversity in Chicanos in American society.

**III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

- 1. Explain how the concept of social inequality pertains to minority group status defined in terms of identities that may include: social class, race/ethnicity, gender, sexual orientation, age, disability, or religion.
- 2. Differentiate between important concepts and theories of prejudice and discrimination including the effects of prejudice and discrimination on the everyday lives of minority group members in the context of social institutions.
- 3. Analyze the history of culture, experiences of inequality, and current life opportunities of various minority groups in the United States with contrasting reference to other countries.
- 4. Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.

#### **IV. Evaluation**

Methods for course evaluation will be at the discretion of each instructor. Instructors may employ one or more of the following methods of evaluation:

- Essay and/or Objective Exams
- Papers and/or Oral Reports
- Group and/or Field Projects
- In-Class Activities

#### **V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.