HILLSBOROUGH COMMUNITY COLLEGE
YBOR CAMPUS
IDS 2110 Connections
Spring, 2009
THE SOCIOLOGY OF PREJUDICE

PROFESSOR: Dr Susan Hoerbelt
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CLASS MEETING: Wednesday 3:30-6:15
Jan 14-Feb 11
1 CREDIT HOUR

COURSE DESCRIPTION: Students in IDH 2110 will explore the nature of prejudice in our society. This will be accomplished through reading, discussion, and experience. The course examines certain aspects of the history of discrimination and its relationship to prejudice.

The following course objectives have been drawn from the General Education Goals Students will demonstrate:
1. their ability to think critically.
2. their ability to express themselves clearly in written and oral communication..
3. their understanding of global political, social, economic, and historical perspectives.

These will be estimated through performance indicators associated with Cluster 5 Learning Outcomes. Students will demonstrate the ability to:
(b.)communicate an understanding of the relative contributions of biological and environmental factors affecting human behavior.
(c.)discuss some of the key factors affecting relationships among cultures and between generations and discuss their relative efficacy.

TEXT: None require
GRADING: Following college policy, grades in this course will be Pass/Fail.

Grades will be based on attendance and participation. The following standards will apply:
1. Students must attend all class meetings. For any absence to be excused documentation of medical or other emergency will be required.
2. Students must participate in each phase of the course. Due to the abbreviated course, some work may be completed outside class. It will also include the submission of two written papers.
3. A passing grade will be given only if both papers are submitted in proper form and on the day each is due.

PAPERS: There will be two writing assignments due on dates indicated below. In the first paper students will select two or three events or Supreme Court cases discussed in class and identify their contributions to the reduction of prejudice in our society. This paper should also look forward and discuss future challenges, especially focusing on how technology may help or complicate the process. The second paper is required of all IDS 2110 students. Instructions and detailed information are attached.

All papers are to be typed, double-spaced, size 12 font and WILL NOT be accepted late. The first paper will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Performance</th>
<th>Adequate</th>
<th>Above average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) justification of factors influencing behavior/prejudice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(b) historical/technological factors that may be influential and justification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(g) future challenges</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

DISCUSSION QUESTIONS: Our fourth class meeting will be devoted to an open and frank discussion of issues related to prejudice and discrimination in society today. Topics will be determined in the following manner. During each of the first three meetings students will be given time to write out questions for class discussion. These may cover any relevant issue and will be anonymous.
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
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| Jan 14 | **INTRODUCTION**  
*Concepts: Race, Ethnicity, Minority Groups, In-Groups/Out-Groups* |
| Jan 21 | **THE EVOLUTION OF THE FOURTEENTH AMENDMENT**  
*Emmett Till:* Students will view a documentary of the life and death of Emmett Till. We will also examine the progress of society through discussion of selected Supreme Court cases that predate 1960.  
*Concepts: Prejudice, Discrimination* |
| Jan 28 | **SOCIETY AND SOCIAL CHANGE**  
*We Can Change the World, Making Sense of the Sixties, Part II:* The Civil Rights Movement has been called the largest youth rebellion in American history. This documentary traces that movement through the early 1960’s. We will discuss selected relevant Supreme Court cases that postdate 1960.  
*Concepts: Reverse discrimination, Affirmative action* |
| Feb 4 | **CLASS DISCUSSION**  
Students will divide into small groups. Each group will be given questions previously written by class members. Answers to the questions will be formulated by the group and discussed by the entire class.  
*Concepts: Confirmation Bias, Institutional discrimination* |
| Feb 11 | **CONCLUSIONS**  
Papers 1 and 2 due |
INSTRUCTIONS FOR WRITING ASSIGNMENT

ADDENDUM TO IDS 2110 SYLLABUS, FALL 2008

DUE ON SEPTEMBER 24

All students must submit two papers. The first is one required by the general Education Assessment Committee. Its parameters, evaluation standards, and due date are given to students under separate cover.

The second paper will be a direct reflection of course experiences and personal opinion. Select what you believe to be the most important and insightful activities during the course. These will be any combination of documentaries, Supreme Court cases, and/or class discussions. Report on them as follows:

- Give a 200-300 word summary of the documentary (ies), case(s), or discussion topic(s) you have chosen.

- Social consequences to date. These might include statistical information (has educational attainment improved?), shifts in public opinion (is there greater tolerance of homosexuality?), or shifts in behavior (are there increased numbers of interracial marriages?)

- What may come next? Speculate as to what progress is likely to be made in the future as a result of the events you have chosen.

- All papers must be typed, double-spaced, size 12 font

These papers will be evaluated according to the rubric in the syllabus.
Essay Instructions and Topic

Essay Instructions

Please write your name and section information on a separate title page that can be removed from the essays before submitting to your instructor.

Word Processed
2 pages/500 word minimum
Double spaced/12 pt. font

Essay Topic

Consider two or three of the general education classes you completed at HCC and explain how they helped prepare you for the next step such as another degree or a specific career path. Try to describe the specific knowledge, skills, and abilities you may have acquired, and do not refer to a specific instructor or campus. Please do not describe how one course prepared you to take the next level of a particular course such as how English I might have prepared you for English II.

Essays will be evaluated based on the following criteria:

I. IDEAS – focus on topic; effective support; explains & discusses main points
II. ORGANIZATION – underlying plan to guide reader; progresses logically
III. WORDING/DICTION – clear, straight-forward, lacks wordiness & inappropriate expressions
IV. SENTENCES – clear & well-constructed; avoids fragments & run-ons; variety in structure & length
V. GRAMMAR – reflects standard written English; spelling & punctuation do not interfere with meaning

MEETS OBJECTIVE – follows written assignment