

Course Outline for: SOC 2110 American Minority Relations**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal #5 - History and the Social and Behavioral Sciences
Goal #7A/7B - Human Diversity, Race, Power, and Justice in the United States

The United States has a rich history of cultural diversity, yet it is also a history marked by social tension and inequality. This course examines how cultural identities—including race, gender, sexuality, ability, age, social class, and religion—have developed and changed within societal power structures. You'll explore historical and contemporary systems of inequality, focusing on racism and other forms of oppression, and analyze the experiences and contributions of marginalized groups that have shaped American society from a sociological perspective. By exploring the individual and institutional experiences of minority groups in the United States, you will be better prepared to navigate the complexities of our increasingly diverse society.

B. Date last reviewed/updated: March 2025**C. Outline of Major Content Areas:**

1. Sociological theories of inequality
2. Sociological research methods
3. History and life-course outcomes of majority and minority groups in the United States (e.g., religion, economy, government, education, health, family, and sexuality)
4. Power relationships between majority and minority groups (e.g., racism, sexism, sexuality, ability, age, and social class)
5. Social Structures and institutions, including statuses and roles
6. Stratification, structural inequality, and oppression
7. Stereotyping, prejudice, discrimination, institutional discrimination, and privilege
8. Acculturation, multiculturalism, pluralism, and intersectionality
9. Sociological imagination and social construction
10. Differential access to power, prestige, and political influence
11. Social policies to address inequality and inequity

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Explain how minority group identities have developed within the historical and contemporary systemic structures of racism in the United States. (Goal 2b, 2c, 2d, 5b, 7Aa, 7Ba)

2. Analyze sociological theories regarding how systemic racism and institutional power relationships interact with and between minority groups identities in the United States, with a focus on how institutions maintain inequality. (Goal 2b, 2c, 2d, 5c, 7Ab, 7Bb)
3. Examine sociological concepts addressing institutional inequalities and oppression of minority groups in the United States, with a focus on how institutions maintain inequality. (Goal 2b, 2c, 2d, 5a, 5b, 5c, 7Ab, 7Bb)
4. Analyze social issues of identity and power among majority and minority groups at both the individual level and institutional level (the maintenance of inequality), with a focus identifying individual-level actions and structural-level policies which address inequality (e.g., racism, sexism, transphobia, classism, heterosexism). (Goal 2b, 2c, 2d, 5b, 5c, 5d, 7Ab, 7Bb, 7Be)
5. Critically analyze their own attitudes and beliefs about minority groups (e.g. sex, gender, race, sexuality, social class, ability) and power systems (e.g. sexism, transphobia, homophobia, racism, classism, and ability) in the United States. (Goal 2b, 2c, 2d, 7Ac)

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Exams and quizzes
2. Journals and personal reflection
3. Research papers
4. Oral presentations
5. Written assignments and essays
6. Group learning activities

F. Special Information:

This course meets the following 2021 Minnesota Peace Officer Standards and Training (POST) Board Learning Objectives:

1. 1.1.2. Discuss barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding.
2. Identify some of the causes and ramifications of public distrust of law enforcement and strategies to enhance the public trust.
3. 1.6.2. Discuss how bias, prejudice, stereotyping, intolerance, insensitivity, partiality, and marginalizing can affect just application of the law and influence officer and community safety.
4. 1.6.6. Discuss how family dynamics and communication methods, both verbal and nonverbal, vary between cultures and how recognition of these variances can benefit officers and communities.
5. 1.6.9. Discuss the diverse groups that make-up Minnesota's communities and some of the traits unique to communities that could impact law enforcement response.
6. 2.12.1. Explain the concept of racially based profiling (Minn. Stat. 626.8471) and other profiling that is based on false assumptions about groups of people and discuss:
 - the impact of the Whren v. United States decision,
 - the importance of impartial policing,
 - the difference between the terms pretextual stop and racial profiling and the problems associated with racial profiling by law enforcement,
 - how racial profiling impacts law enforcement credibility and community trust,

- how to handle the perception of unfair or biased treatment of members of the public by law enforcement, and
 - the importance of an officer's ability to articulate valid reasons for vehicle stops.
7. 2.12.2 Define and explain the impact of hate crimes including:
- the motivations behind hate crimes,
 - the impact of hate crimes on victims and on communities,
 - the special needs of hate crime victims, and
 - crime characteristics which may indicate a crime was motivated by the victim's race, national origin, sex, age, disability, or sexual orientation (Minn. Stat. 626.8451, Subd. 1).
8. 2.18.5. Discuss culturally responsive approaches to dealing with victims of violent crimes.