

# Minnesota State University Moorhead

## SOC 310: Dominant-Subordinate Group Relations

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

SOC 110 - Introduction to Sociology

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

Theoretical, historical and contemporary examination of prejudice, discrimination, and inequalities organized around race, ethnicity, and gender divisions. MnTC Goal 5.

**B. COURSE EFFECTIVE DATES:** 04/24/2002 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Theories of race, ethnic and gender contacts and their consequences.
2. The nature and significance of prejudice and discrimination (both interpersonal and institutional).
3. The social construction of majority and minority identities and social statuses (e.g., stereotyping and its effects).
4. Structures of domination and subordination (e.g., caste, patriarchy, institutional racism, etc.).
5. Ideological justifications of superiority and inferiority (e.g., racism, ethnocentrism, sexism, religion, junk science [e.g., "scientific" conceptions of racial and gender differences], etc.).
6. Interpersonal rites of superiority and inferiority (e.g., rites of deference and demeanor, noblesse oblige, fealty, chivalry, "mau-mauing," degradation ceremonies, etc.).
7. Institutionalized ceremonies of domination and subordination (e.g., rites of "Americanization" and assimilation, "admission" ceremonies, "proofs" of assimilation, etc.).
8. Strategies of domination, cooptation and control (e.g., monopolization of the means of violence, respectability, emotional production, ideological production, etc.).
9. Strategies of coping with subordinate group status (e.g., the "put on," self-rationalizations, "Uncle Toms," romantic love, etc.).
10. Foundations of change (e.g., transparency of domination, rising expectations, conflict between democratic ideology and institutional reality, etc.).
11. Normative conceptions of change (e.g., multiculturalism, feminism, color blind society, etc.).
12. Strategies for redress (e.g., affirmative action, set-asides, etc.).

### D. LEARNING OUTCOMES (General)

1. Describe social, scientific and/or historical approaches to understanding human behaviors.
2. Critically analyze objective information and subjective interpretations.
3. Explain the complexity of human interactions and significant social problems from a variety of perspectives.
4. Examine social behavior across a range of historical periods and cultures.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted