**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**COMMUNICATION 144 - COMMUNICATION STUDIES: RACE AND ETHNICITY**

1. **Course Number Course Title Semester Units**

COMM 144 Communication Studies: Race and Ethnicity 3

**Semester Hours**

3 hours lecture hours 96-108 outside-of-class hours 144-162 total hours

2. **Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

This course provides both a theoretical and a practical exploration of communication, race, and ethnicity in the general context of U.S. culture. Attention is given to race and ethnicity in popular culture and to how contemporary and historical constructions of race and ethnicity influence everyday communication interactions. Emphasis is on developing communication competence in situations where perceived racial or ethnic difference factors into successful communication outcomes.

4. **Course Objectives**

The student will:

a. Analyze representations of race, ethnicity, and interracial/interethnic communication in popular culture and the arts.

b. Assess how racial categories are rhetorically constructed in social and historical contexts.

c. Critically examine the role of power as it relates to experiences of racial or ethnic categorization, discrimination, privilege, and social justice.

d. Determine which theories of communication and intercultural competence are most relevant to interactions between people who perceive racial or ethnic difference as a factor influencing a given relationship.

e. Apply interpersonal communication skills for effective interracial and interethnic communication.

f. Compare and contrast how messages about race and ethnicity inform identity and personal experience.

g. Assess the relationship between socio-economic class, race, and ethnicity in historical and contemporary contexts.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

Electronic storage media.

7. **Course Content**

a. Case studies of interracial and interethnic relationships and representations in popular culture and the arts.

b. Rhetorical and critical studies of the history and construction of racial and ethnic categories.

c. Theories of communication and intercultural competence.

d. Critical theories of discrimination and privilege with regard to race and ethnicity.

e. Interpersonal skills and behaviors applicable to interracial and interethnic interaction.

f. Theories and case studies of identity construction and management from a communication perspective.

8. **Method of Instruction**

1. Lecture and discussion.
2. Multimedia instruction.
3. Collaborative learning.

9. **Methods of Evaluating Student Performance**

a. Written exams including a final exam.

b. Papers and/or journals analyzing case studies and personal experiences where race and ethnicity significantly influence communication outcomes.

c. Student presentations applying communication theories and/or discussing expressions of racial and ethnic identity in both interpersonal and popular contexts.

d. Participation, such as contribution to class activities, discussion, etc.

10. **Outside Class Assignments**

a. Required reading.

b. Written exercises analyzing case studies and personal experiences where race and ethnicity, significantly influence communication outcomes.

c. Online research examining historical and social constructions of race and ethnicity.

d. Preparation and rehearsal of in-class presentations analyzing representations of race and ethnicity in popular culture and the arts.

11. **Representative Texts**

a. Representative Text(s):

Fitzgerald, Kathleen. *Recognizing Race and Ethnicity: Power, Privilege, and Inequality*. 2nd Edition. Westview Press. 2017.

b. Supplementary Texts:

1) Nakayama, Thomas K. and Judith Martin. *Intercultural Communication in Contexts*. 7th ed. Boston, MA. McGraw Hill, 2018.

2) Kearns, Erin M, Betrus, Allison, Lemieux, Anthony. “*Why Do Some Terrorist Attacks Receive More Media Attention Than Others*” Justice Quarterly. 2018 .

3) Katz, Daniel. “*The Inequalities Are Still Savage*,” Daniel Katz, 2016.

4) DuVernay, Ava, director. 13th. Forward Movement/Kandoo Films Films & Video, 2016.

5) Edmonds, Patricia. “*These Twins Will Make You Rethink Race*” Time, 2018.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Assess stages of majority and minority racial identity development displayed in specific case studies.
  2. Interpret the historical and contemporary influences of systems of racial categorization on people living in the U.S.