



SHIRLEY M. HUFSTEDLER
SCHOOL OF EDUCATION
ALLIANT INTERNATIONAL UNIVERSITY

Sociology 2202
U. S. Diversity: Ethnicity, Class, and Gender
Spring 2012

Semester Hours:	Three (3)
Semester:	Spring 2012
Meeting Time/ Place:	On-ground at Cal Prep
Grading Type:	Letter grade
Professor/Instructor:	
Email:	
Office Phone:	
Office Hours:	

Hufstedler School of Education Mission Statement

The Hufstedler School of Education (HSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates exceptional preparation centered on multidisciplinary and holistic approaches to education.

Hufstedler School of Education Conceptual Framework

The Conceptual Framework for Alliant International University's Hufstedler School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of,

the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention.

I. Introduction

Sociology 2202: U. S. Diversity is a course designed to examine the dynamics of racial and ethnic interactions in American society and to explore the cultural, social and psychological dimensions of social inequality, prejudice and discrimination. The course will begin with an examination of the key conceptual and theoretical foundations applied in the study of intergroup contact. Lectures and class discussions will then explore the nature and perspectives of the Anglo-American majority culture in relation to the experiences of various racial, ethnic and gender minority groups living in America. Groups migrating to America by choice, groups migrating by force, and groups conquered by the Americans in North America will be studied. Moreover, the experience of African Americans will be given special focus in the course this quarter. The African-American experience will be used as a case study in American intergroup relations.

The specific purposes of the course are as follows:

(1) Through lectures and assigned reading materials students will be expected to arrive at an understanding of the relations and patterns of interaction which can occur: (a) within racial and ethnic groups, and (b) between minority groups and members of the dominant group in a society.

(2) Through field research students will be expected to study one ethnic minority group and to provide a detailed description of the group, an account of its relations and interactions with members of the dominant cultural group, and a projection of the minority group's future as one would expect it to unfold during the next two or three generations.

II. Text

The following text should be consulted in carrying out the requirements of the course:

Feagin and Feagin, Racial and Ethnic Relations. New York: Prentice Hall, latest edition.

III. Course Goals

The specific goals of the course are as follows:

- (1) Students are to develop and demonstrate higher-level thinking skills; as they examine the concepts and issues presented in the course, they are to demonstrate the abilities to think analytically, critically and creatively;
- (2) Students are to acquire exposure to and demonstrate a knowledge of interdisciplinary theory and research in the social and behavioral sciences, specifically sociology, social psychology, anthropology, psychology, and family studies.
- (3) Students are to attempt to achieve an understanding of the concepts and issues under study from multicultural perspectives and to attempt to arrive at a global understanding of cultural diversity and ethnic relations as they occur primarily in the U.S. but also in other countries;
- (4) Students are to acquire exposure to and experience with scientifically sound methods of designing and implementing quantitative (field) social research and of interpreting research findings;
- (5) Students will practice and demonstrate effective oral communication skills;
- (6) Students will practice and demonstrate effective written communication skills.

IV. Course Objectives

The specific objectives of the course are as follows:

- (1) Students are to develop and demonstrate a comprehensive understanding of the following concepts:
 - a) ethnicity;
 - b) minority and dominant groups;
 - c) stereotype, prejudice, and discrimination;
 - d) pluralism, assimilation, acculturation, and amalgamation;
- (2) Students are to develop and demonstrate an understanding of the ways in which ethnic group relations develop over time, from initial contacts to later relations;
- (3) Students are to develop and demonstrate an understanding of the factors and circumstances that affect whether an ethnic minority group will remain separated from, or assimilate into, the dominant culture in America;
- (4) Students will explore the ways in which the American experience with ethnic diversity provides insight into the dynamics and course of cultural diversity in other countries and arenas.

V. Methods of Assessment

The following measures will be used to assess the extent to which students enrolled in the course have addressed or accomplished the goals and objectives of the course:

(1) Each student will be required to take a mid-term examination and a final examination during the semester.

These exams will be used to assess the extent to which the goals of the course have been addressed and will be used to evaluate (a) the student's higher-level thinking skills; (b) the student's grasp of the interdisciplinary theoretical orientations; (c) the student's appreciation for multicultural perspectives, and his/her ability to think globally; and (d) the student's ability to use effective written communication skills.

The mid-term and final examinations will also be used to assess the extent to which the specific objectives of the course have been achieved, as defined in section IV. Course Objectives, page 2, of this syllabus.

(2) Each student will be required to design and carry out a research project and to generate a research report on his/her project.

This report will be used to assess the extent to which course goals have been addressed and will be used to evaluate (a) the student's exposure to and experience with scientifically sound methods of designing and implementing quantitative (field) social research and of interpreting research findings; (b) the student's higher-level thinking skills; (c) the student's ability to think globally and to understand cross-cultural perspectives; and (d) the effectiveness of the student's written communication skills.

The student research report will also be used to assess the extent to which specific course objectives have been addressed (see IV. Course Objectives, page 2, of this syllabus).

(3) Each student will be required to contribute to class discussions on topics assigned or suggested in class.

Class discussions will provide an opportunity to assess the extent to which the following goals have been met: (a) the development of the student's higher-level thinking skills; (b) appreciation for multicultural perspectives, and his/her ability to think globally; and (c) the student's ability to use effective oral communication skills.

Class discussion will also be used to assess the extent to which the specific objectives of the course have been achieved (see IV. Course Objectives, page 2, of this syllabus).

VI. Course Requirements

Course requirements are as follows:

1. Attendance and participation at class meetings (40 points)
2. Field Research Project and Written Research Report (100 points)
3. Mid-term Examination (100 points)
4. Final Examination (100 points).

A total of 340 points is possible for the course. Ten points will be subtracted for each absence from a class, up to a total of 40 points. No more than 4 absences from class meetings will be permitted, and absence from more than 4 classes may constitute grounds for failure of the course.

Any evidence of plagiarism on the research report and/or mid-term and final examinations may also constitute grounds for failure of the course.

VII. Weekly Lecture Topics and Assignments

Week 1: Course Requirements; Introduction to the Study of Socio-Cultural Diversity; The Concepts of Race and Ethnicity.

Video: "White Collar Racism in America"

Week 2: Perspectives on Racial and Ethnic Inequality; Definitions of Key Terms: Social Stratification, Racial Group, Ethnic Group, Minority, Dominant Group; Prejudice, Discrimination, Segregation, Assimilation, Pluralism, Amalgamation.

Video: "Why Can't We All Live Together?"

Week 3: Definitions of Key Terms Continued: Social Stratification, Racial Group, Ethnic Group, Minority, Dominant Group; Prejudice, Discrimination, Segregation, Assimilation, Pluralism, Amalgamation.

Video: "Ellis Island," Part I

Week 4: English Americans and the English Migrations; The Anglo Core Culture in America: Language, Religion, Values, Education, Political, Legal and Economic Institutions.

Week 5: Steps, Stages and Cycles in Minority/Majority Relations: Theories from (1) Park, (2) Bogardus, (3) Brown; (4) Glick, (5) Lieberman, (6) Kinloch.

Video: "Ellis Island," Part II

Week 6: Gender, Gender Preference, and Minority Status.

Video: "Ellis Island," Part III

Week 7: Midterm examination of concepts and theories covered during weeks one through six.

Week 8: The Dynamics of Intergroup Contact; Migration and Intergroup Contact; Race Relations and Migration; Types of Migration: Primitive Migration, Forced Migration, Free Migration, Mass Migration, Internal Migration; Causes of Migration; Migration and American Society

Video: Martin Luther King Jr.'s "I Have a Dream" Speech

Week 9: The African American Experience: Forced Migrations and Slavery; Stereotyping and Racist Ideologies; Politics, Education, Religion; The Assimilation of African Americans.

Video:

Week 10: The Native American Experience: The Conquest of Europeans and Euro-Americans; Politics, Education, Religion; Assimilation and Colonization.

Week 11: The Japanese-American Experience: Growth of the Asian Pacific Population; Japanese Migration History; Stereotyping, War Propaganda, and Concentration Camps; Politics, Economics, Education, Religion; The Assimilation of Japanese into U.S. society

Week 12: The Mexican American Experience; History of Mexicans in North America; U.S. Economics and the Status of Mexicans and Mexican-Americans in the U.S.; The Impact of Bracero Programs on Immigration

Week 13: Middle Eastern Americans: History and Culture; The Impact of the Iraqi War on Assimilation and Intergroup Relations

Week 14: The Gay and Lesbian Experience; History of Homosexuality

Video: "If These Walls Could Talk," Part 1

Week 15: Double Minority Status: The Ethnic Female

Week 16: Submit Final Examination and the Written Research Report

Final Exam week Due by 5 PM

VIII. Research Project and Written Research Report

Like many large American cities, Berkeley and the surrounding areas, (where you live) is the home of several distinct ethnic groups. Your research project, which will be worth 50% of the total grade for the course, will be to select one group and to carry out a detailed study of its characteristics. In conducting your study, you should focus and report on the following features:

1. Kinship and the Family

- ✓ What are the characteristics of family life among members of this ethnic group? (e.g., Are families large? Are they close-knit? Is there a high or a low divorce rate? Are there many single-parent families?, etc.)
- ✓ What are the roles of the husband, the wife, and the children in a typical family?
- ✓ What religious and/or secular values do parents attempt to teach to their children?
- ✓ How are marriages arranged? (i.e., Do parents play a role in selecting spouses for their sons and daughters, or are the sons and daughters free to select their own mates?)
- ✓ Are sons and daughters encouraged to marry individuals of the same ethnic background?
- ✓ Do marriages to people from other ethnic groups or from the dominant cultural group occur very often, and are such mixed marriages generally accepted or shunned?

2. Education and Economics

- ✓ What level of education do members of this group generally achieve?
- ✓ Do individuals commonly receive any specialized forms of education (e.g., Do they attend special schools)?
- ✓ Does formal education seem to be an important value among these people?
- ✓ What types of employment are common among men and among women from this ethnic group?
- ✓ Is unemployment a problem among members of the group, and if so, why?
- ✓ What level of income is about average for this group?
- ✓ Do members of this group often qualify for and accept public financial assistance?

3. Politics and Organizations

- ✓ Have the members of this group formed, or do they join, any specific political or social organizations (e.g., social clubs, political groups, religious organizations) which are composed exclusively of individuals from the same ethnic group?
- ✓ If so, how are these groups structured, and how is leadership arranged (e.g., according to seniority, by election, etc.)?
- ✓ Do the members of this group join any specific political or social organizations which include people from other ethnic groups or from the majority group?
- ✓ Are members of this group elected to and/or represented in local political offices?

4. Religion and Values

- ✓ What formal religion is practiced by this minority?

- ✓ How important is religion in the lives of group members?
- ✓ What central values appear to be most important to the group?
- ✓ Do the religious and/or secular values of this minority conflict with the values evident in the dominant group?
- ✓ Are members of this minority group discriminated against at least in part because of their religion or world view?

5. Dominant Group Perceptions of the Minority Group

- ✓ How do people from the dominant culture view members of the ethnic minority group? (e.g., Are they liked, trusted, feared, etc.? Can you identify any specific stereotypes which reveal how people outside the ethnic group regard members of this ethnic minority?)
- ✓ What types of contact, if any, with the minority group are acceptable to members of the dominant group (e.g., Would members of the dominant group find it acceptable to worship in the same church, swim at the same beach, share a seat on the bus, join the same clubs, etc. with members of the minority group?)
- ✓ Would marriage to a minority group member be acceptable to individuals from the dominant group at present? If not at present, how likely is it that dominant group members of a future generation will regard marriage to a minority group member as acceptable?

6. Prospects for Assimilation

- ✓ Based on what you have discovered about the way the ethnic group is perceived by the dominant group, and about the patterns of kinship, family life, education, economics, politics and organizations among members of the ethnic minority group, how would you assess the likelihood that the ethnic group will become assimilated into the mainstream of society at some point in the future?
- ✓ Does the ethnic group seem to favor the idea of blending into the mainstream of society?
- ✓ Would members of the majority group attempt to prohibit the ethnic group from becoming assimilated?
- ✓ Has some degree of assimilation already occurred, and if so, where can it be seen?

In carrying out the field study project, you should make personal observations of the group, and conduct interviews with key informants from the minority and majority groups.

Specific guidance and instruction on how to conduct this research will be offered in class.

Your findings should be reported in a paper which should be approximately 15 to 20 typed pages in length. The written research reports, as well as the final examination, are due at the end of the semester.

Policies and Procedures

Behavioral Expectations/Attendance: Policies Related To Class Attendance, Lateness, Missed Exams or Assignments, In-class Behavior: Alliant International University expects regular class attendance by all students. You are responsible for all academic work missed during absences. When an absence is necessary, contact me as courtesy and check for any missed assignments with a classmate. See the University Catalog for the complete policy on attendance. Excessive unexcused absences, lateness, leaving early will affect your final grade for the course. **Grades for late work will be lowered by 10% of your earned grade for every 2 days late (includes weekend days).**

My Assumptions: I teach this class with the full knowledge that despite the prerequisites your experience, comfort, and competence with written English may be varied. Usually, by the end of the first writing assignment, I will have an idea of your writing facility and will communicate to you the areas where you'll need to focus and pay more attention in order to improve your writing.

As instructor, I hope to function as a friendly “writing coach” and am committed to your improvement in writing. You can function as an “athlete writer” who will have to work out and train seriously in order to reach your prize. Within the parameters of the course, I will try to give you as much useful individual and collective feedback as I can.

Responsibility to Keep Copies: Remember, it is good practice to keep a couple of electronic Word document copies of ALL assignments you turn in. It's best to keep them in your computer and one other place (Another computer, or on a flash drive, for example). On rare occasions, work may be lost because of computer failure or other mishaps.

Respectful Speech and Actions (and Writing): Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Academic Code of Conduct and Ethics: The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in your conduct and in your exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. *The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized*

collaboration, and assisting other you in acts of misconduct, among others, may be found in the University Catalog. The University reserves the right to use plagiarism detection software. I have access to that software and will use it if I suspect any work of yours has been plagiarized (see more below).

Disability Accommodations Requests: If you need disability-related accommodations in this class, please communicate with me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support from Alliant’s Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

Policy on Course Requirements During Religious Holidays: Alliant International University does not officially observe any religious holidays. However, in keeping with the institution’s commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate your religious observances by not penalizing you when you are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. You should be similarly respectful of faculty members’ right to observe religious days. (This policy should not have to be used for an online course—i.e., if an assignment is due on a religious holiday that you observe, please make arrangements to turn it in early).

Resources for Obtaining Tutoring or Other Student Support Services: Tutors are available to help you with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

Problem Solving Resources: If problems arise with faculty, other students, staff, or student support services, you should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf

Policy on Plagiarism and Screening for Plagiarism: An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the University’s Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined in the University’s 2011-2012 catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Material identified as plagiarized will be dealt with pursuant to University’s Student Code of Conduct and Ethics: Academic. Penalties for plagiarism can be severe, up to and including expulsion from the University.

Note: The professor retains the right to make changes, additions, or deletions to the syllabus during the course.