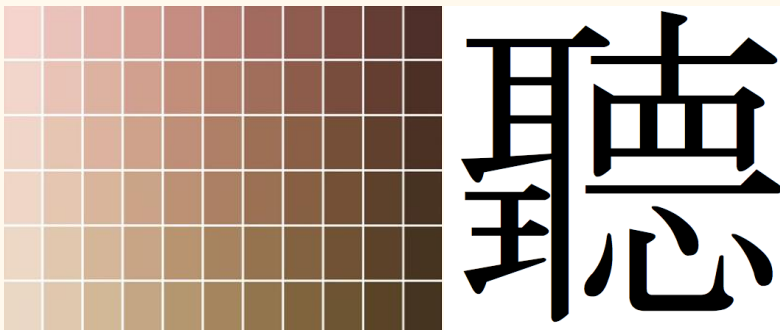


Alliant International University - Fall 2019



Sociology

2202



Professor Mueller

Fall 2019

August 6 – December 19

T & R 12:25pm-1:50pm

Room: LHA 503

The California School of Education Mission Statement

The California School of Education (CSOE) 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.

California School of Education Conceptual Framework

The Conceptual Framework for Alliant International University's California 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.

Course Description

Sociology 2202: United States 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.



About Me

I have been teaching for eleven years, in that time I have taught World History, US History, Sociology, Government, Economics, and several other courses. I have a B. A. and M. A. in History from CSU Stanislaus. I am also an adjunct professor for San Joaquin Delta College and teach US History, World History, and Mexican American History. When not teaching I spend my free time with my family.

My Teaching Philosophy

I believe it is the purpose of every class for the students and teacher to gain a deeper understanding of the past, their past, the present, and the world around them. Good teaching is when the students feel they have been challenged and have met that challenge with the assistance of their instructor. Without a linkage to the real world anything we study will not be of use, we must always seek to implement a methodology of inclusivity throughout our experience in this course. In order to measure success we must use multiple measures with an emphasis on oral and written communication.

How to Contact Me

Please contact me if you have any questions or concerns regarding the course. Below are two methods that will work well, my goal will be to respond to any message within 48 hours.

1. Canvas inbox
2. peter.mueller@aspirepublicschools.org
3. Office Hours: M & F 3:30-4:30 in Room 506 By Appointment

Why This Course is Important to You

In this course we will be looking into some of the most crucial issues in the history of the United States, The impact of those events, and how they impact our lives today. No person in the US can claim to be untouched by the content of this course. Through full participation you will gain a greater understanding and appreciated for your country and my hope is that you will also have a greater ability to advocate for yourself in our system.

Goals	Outcomes
1. Students will develop and demonstrate a comprehensive understanding of the following concepts: a. Ethnicity	1. Students will develop and demonstrate higher-level thinking skills; as they examine the concepts and issues presented in the course, they are to demonstrate the abilities

b. Minority and dominant groups

c. Stereotype, prejudice, and discrimination

d. Pluralism, assimilation, acculturation, amalgamation, and Intersectionality

2. Students will develop and demonstrate an understanding of the ways in which ethnic group relations develop over time, from initial contacts to later relations
3. Students will 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.

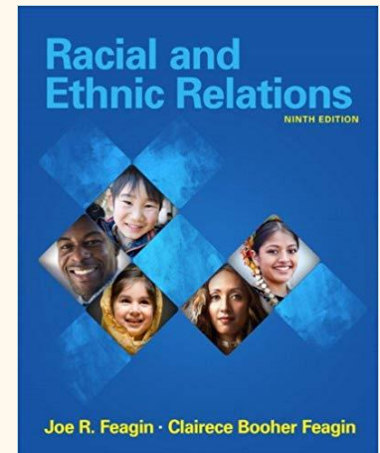
to think analytically, critically and creatively

2. Students will 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 will 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 will 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

Textbook

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

You may pick up your textbook from Dr. Xiong in Room 411 during lunch or after school.



Grading

The course will be graded on a 100 point scale, I do this to make it as clear as possible what each assignment have a clear distribution of points.

My Grading Practice

All assignments must be turned in on time. I am aware that life events and situations can make it impossible to turn in assignments on time. In these circumstances I am willing to work with you. My goal is to be sure everyone in the class engage fully in the content of the course. Keeping lines of communication open is crucial to success.

Written Assignments (40/100 total points)

Please use 12pt, double-spaced Times New Roman font and one inch margins for formal assignments like papers. Formal work should be consistently cited with Chicago style or MLA style. Do not include a cover sheet but ensure your name, the date, the instructors name, and the course number/name are included (single spaced) on the first page of your work on the left hand side.

Response Papers: One page paper in which you will respond to the prompt for a given week and submit no more than one page. Any submissions over one page will receive a deduction of 50%.

Experiential Research Report #1 [Individual]: Three page paper (750-1000 words) in which a group of three (max) will analyze a historical

controversy and provide a conclusion. Topics will be chosen following the first exam.


Experiential Research Report #2 [Group]: Eight page paper (2000-2500 words) in which a group of three (max) will. Topics will be chosen following the submission of the first research paper.

Exams (40/100 total points)

All examinations in this class will come in two parts: the first will be identification of class terms, and the second will be essay. There will be five Identifications and one essay for each exam during the semester. The final comprehensive exam will contain ten identifications and two essays (this exam will be broken into two class periods)

Text-Based Discussion (20/100 total points)

Most weeks we will have a student-led discussion in class. Some weeks will also have an online follow-up discussion. In order to score full points (2) in a discussion you must share something substantive from the text and include your own thoughts twice in a single discussion. This is slightly



modified for online discussions and will be based on the needs of the discussion.

Educational Etiquette

Being physically and intellectually present is imperative to success in any class. If you need to speak during a lecture and it does not pertain to the class please hold your conversation until the end of class. Be sure to keep up with class announcements, information, and assignments. Being prepared for class and communicative to each other and myself will increase your ability to demonstrate excellence in this and other classes.

Online Etiquette

It is crucial that as full members of this web enhanced community we all practice proper etiquette in our interactions with each other. We all make statements that can be interpreted incorrectly, the digital world is the place

this happens most often. The basic rule is to consider your audience before you post. Some specific pieces of advice to achieve this are be sure to avoid using all caps, inappropriate language, and assume each member of our community is working in good faith and with the intention of academic and personal growth.

Changes to Syllabus

This syllabus may be changed or altered at any time during the semester. Students are responsible for staying informed about important changes that may affect their performance in the course. In order to stay informed about assignments and possible changes, students must check their email on a regular basis.

Academic Honesty

San Joaquin Delta College Administrative Procedure 5500 forbids "Academic Dishonesty/Plagiarism: presenting work, words, ideas, theories, etc., derived in whole or in part from a source external to the student as though they are the student's own efforts." Thus plagiarism, cheating, and other forms of academic dishonesty will not be tolerated in this course. Any student caught cheating on tests or submitting work other than their own will earn a zero grade on the assignment and additional disciplinary action, including a failing grade in the course or suspension, may be taken. Examples of academic dishonesty include but are not limited to copying students' answers during exams, using other people's work or ideas without proper citation, submitting the same paper or part of a paper for multiple classes, and collaborating with other students and turning in similar assignments on individual work.

Confidentiality

Audio- and video-recording, transmission, publication, copying, or distribution of class content (e.g., lectures, discussions, demonstrations, etc.) is strictly prohibited unless you obtain written consent from the instructor. Transmitting, sharing, or distributing any course content onto public, commercial, or social media sites is strictly prohibited. Failure to adhere to this is academic dishonesty and will result in immediately consequences within the course or at the college.

In-Class Technology

Put technology, including your silenced cell phone, away before the course begins. You may not use laptops, unless you have a specific need and have received previous written approval from the instructor. Studies have shown multitasking can inhibit our learning and productivity (for more see: <http://www.apa.org/research/action/multitask.aspx>). In this course we are all adults (or almost) and therefore you are the manager of your time. However, I request that you leave the room before using any handheld technology.



Course Outline				
Week	Dates	Topic	Reading	Assignments
Wk 1	8/6 & 8/8	Introduction to Concepts of Race and Ethnicity	None	None
Wk 2	8/13 & 8/15	Race, Ethnicity, and Inequality	Race and Ethnic Relations (pp. 4-25)	Response Paper #1 Discussion #1
Wk 3	8/20 & 8/22	Prejudice and Social Stratification	Race and Ethnic Relations (pp. 26-53)	Response Paper #2 Discussion #2
Wk 4	8/27 & 8/29	Immigration: The History of the United States	Race and Ethnic Relations (pp. 55-64)	Response Paper #3 Discussion #3
Wk 5	9/3 & 9/5	The Anglo American Experience	Race and Ethnic Relations (pp. 65-83)	Response Paper #4 Discussion #4

Wk 6	9/10 & 9/12	Italian and Irish American Experience	Race and Ethnic Relations (pp.84- 113)	Response Paper #5 Discussion #5 Research Report #1
Wk 7	9/17 & 9/19	Jewish American Experience	Race and Ethnic Relations (pp.114- 136)	Response Paper #6 Exam #1 (Chapters 1-5)
Wk 8	9/24 & 9/26	Native American Experience	Race and Ethnic Relations (pp. 137- 167)	Response Paper #7 Discussion #6
Wk 9	10/1 & 10/3	African American Experience	Race and Ethnic Relations (pp. 168- 207)	Response Paper #8 Discussion #7
FALL BREAK				
Wk 10	10/15 & 10/ 17	Mexican American Experience	Race and Ethnic Relations (pp. 208- 247)	Discussion #9
Wk 11	10/22 & 10/24	Cuban & Puerto Rican American Experience	Race and Ethnic Relations (pp. 248- 282)	Response Paper #9 Discussion #10
Wk 12	10/29 & 10/31	Japanese American Experience	Race and Ethnic Relations (pp. 283- 306)	Response Paper #10 Discussion #11
Wk 13	11/5 & 11/7	East Asian American Experience	Race and Ethnic Relations (pp. 307- 345)	Response Paper #11 Exam #2 (Chapters 6-11)
Wk 14	11/12 & 10/14	Arab American Experience	Race and Ethnic Relations (pp. 346- 366)	Discussion #12
Wk 15	11/19 & 11/21	Intersectionality pt. 1	Intersectionality Reading #1	Discussion #13 Research Report #2
Wk 16	12/3 & 12/5	Intersectionality pt. 2	Intersectionality Reading #2	Discussion #14 Response Paper #12
WK 17	12/10 & 12/12	Final Exam	None	Final Exam

Grade Record Keeping

20 Points: Weekly Text Based Discussions										Totals	
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:		
Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:		
20 Points: Weekly Response Papers											
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:		
Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:		
10 Points: Exam #1											
										Score:	
5 Points: Research Paper #1 [Individual]											
										Score:	
10 Points: Exam #2											
										Score:	
15 Points: Research Paper #2 [Group]											
										Score:	
20 Points: Final Comprehensive Exam											
										Score:	
<p>Notice: There are 14 Text Based Discussions and 12 Response Papers scheduled this semester. Only the top ten examples of each of these assignments will receive a grade. Therefore: <i>I will be dropping the lowest 4 discussions and lowest 2 response papers for each student.</i></p>											