I earned my Master’s Degree in Sociology twenty-five years ago, and I still have great passion for the study of sociology. I hope to rock my students’ world (minds) like my professors rocked mine decades ago. I was amazed at the content I heard in my college sociology courses. It changed my life! I continue to be impressed with my students’ sociological thinking. The tools you gain from the discipline of sociology will enable you to see our social world differently. We are always participating in something larger than ourselves. Sociology helps us to see what that something is! You will need some grit to get through this fast-paced summer course. I will always argue that perseverance is one of the most important keys to success in college and life! Prof Hund

There is no progress without struggle.
(Frederick Douglass, 1857)
This course entails a sociological study of diverse racial and ethnic groups in the U.S., including Latino, Asian American, African American and Native American sub-groups is covered. The course also includes an analysis of migration patterns, stratification, gender, social movements and inter- and intra-group relations. An examination of how social, political, economic and historical forces affect contemporary race and ethnic relations will be included.

**The problem of the 20th century is the problem of the color line.**  
W.E.B. DuBois

**Is the problem of the 21st century still the color line?**

Schaefer, Richard T. Pearson/Prentice Hall Publishing. We will be using Revel Pearson platform for this course in addition to the CANVAS system.

You are welcome to take the quizzes throughout each chapter to ensure your understanding of the text content. However, only the chapter quiz is required and counts for points.
**Resources to support your success:**

- The LBCC Student Technology Help Desk (STHD) is available to support all LBCC students! The STHD supports accessing and successfully using Long Beach City College technology. The STHD is staffed with knowledgeable and friendly student team members to provide peer support. The STHD is available via phone, email, and in-person.
  - **Phone:** (562) 938-4250
  - **Email:** sthd@lbcc.edu
  - **In-Person:** Note our schedule at www.lbcc.edu/sthd All assistance provided is FREE for Long Beach City College students. For more information about the Student Technology Help Desk (STHD), including our policies, hours, and services, please visit us at: www.lbcc.edu/sthd

- Students requesting an academic accommodation are responsible for identifying themselves to the Instructor and to the Disabled Student Programs and Services (DSPS). For academic accommodations, contact DSPS at (562) 938-4558; TTY (562) 938-4833, or visit them at Room A-1134 at the LAC campus. At the PCC campus call (562) 938-4558.

- Paper review: Use the Review (Spelling & Grammar) in Word. Also, visit the Reading & English Success Center: E building basement. Hours: Mon-Thu 8am-8pm

- To discuss your educational and career goals and develop an education plan, make an appointment with one of the Social Science Counselors: Javier Villasenor, Sofia Beas, Sarah Blasetti, Yolanda Padilla. Call: (562)938-4561.

- All students who have paid the Student Health Center fee can use our medical and mental health services at no additional charge. Regardless of what insurance coverage you may or may not have, you are still eligible for basic health services at the Health Center and mental health support. The mission of Mental Health Services is to assist students in functioning effectively in the college environment by supporting their psychological well-being as they pursue personal and academic goals.
  - You can expect to find someone who is interested in listening to your concerns, helping you understand them better and guiding you with healthy resolutions. You will be taken you seriously, and able to discuss anything you wish.
  - **Student Health Services LAC Campus:**
    - LAC, A-1010; (562) 938-4210
  - **Student Health Services PCC Campus**
    - PCC, GG-117; (562) 938-3992

**Your success in this course matters to me!**
Course Outcomes:
1. Demonstrate an understanding of sociological concepts relevant to race and ethnic studies.
2. Compare and contrast consequences of race and ethnic relations.

Is race real? Does your perspective on race coincide with sociologists’ view that race is a social construction?

Have you heard of any of these sociologists that we will be exploring?
- W. E. B. DuBois—Michael Omi
- Patricia Hill Collins—Eduardo Bonilla Silva
- Howard Winant—Robert Merton
- William Julius Wilson—Peggy McIntosh
- Stokely Carmichael—Tim Wise
- Mary Romero—Yen Le Espiritu

The heart of education as a practice of freedom is to promote growth. bell hooks

Respect:
Many of the topics we will discuss are of a sensitive nature. Since discussion is a key part of this course, when we disagree, we must be sure to do it in a respectful manner. I encourage us all to never try to make another person feel stupid or ashamed to have contributed their honest opinion. However, it is always our right to respectfully disagree.

Assignments:
To grow your sociological thinking, the following assignments are required:
- 2 exams (multiple choice & essay)
- 6 discussion boards (2 per week)
- 1 compare & contrast paper
- 1 personal interview paper
- 10 chapter quizzes
EXAMS: Each exam will consist of 40-50 multiple choice questions and 1 or 2 essay questions. The exam and essay will be posted at the beginning of the week in which it is due. Practice for the multiple choice exam by taking the quizzes in each chapter. If you have questions about the essay, please email me.

DISCUSSION BOARDS: 1-2 discussion boards will be posted each week. Each discussion board is worth 4 points: 2 points possible for creating an initial post & 2 points possible for responding to a classmate’s post. For each board, I will post a topic/question at the beginning of the week. --To earn full points, you must provide sociological discussion – meaning you must link your response to the required reading (Schaefer, Lecture Notes and/or attachments posted on the course site). And, you must respond to a classmate’s post.

QUIZZES: At the end of each chapter, you must complete a quiz (5 question quiz worth 5 points). The quiz will be available on the Pearson Revel platform, where you will be accessing the electronic textbook. You will be given 2 attempts to answer each question. All quizzes correspond to assigned chapters, but depending on the chapters/groups selected for the Comparison/Contrast Paper (during the week of June 27-July 3), you must complete 2 additional quizzes for these respective chapters.

PERSONAL INTERVIEW PAPER: Interview a(n) (elder) family member about your (family’s) ethnic background. Alternatively, interview an immigrant to the United States. The goal of the interview is to learn more about your family’s ethnic background or the immigrant’s ethnic background, particularly as it relates to the course content. Review chapters of relevance in the Schaefer textbook, particularly chapters 1, 4 and 5 before (and after) the interview. In a 2 page typed, double spaced paper, explain what you have learned about ethnicity from the interview. Be sure to incorporate at least 2 concepts in bold from the textbook that link to your interview. Have fun with this assignment!

Don’t forget to review your papers (see page 3) of syllabus

Si se puede! You can do it!
• COMPARE/CONTRAST PAPER. For this assignment, each student must compare and contrast experiences of two different race-ethnic groups. Choices are below:
1. Native Americans (Chapter 6) & The Making of African Americans in a White America (Chapter 7)
2. Hispanic Americans (Chapter 9) & Chinese Americans & Japanese Americans (Chapter 13)
3. Mexican Americans & Puerto Ricans (Chapter 10) & Asian Americans (Chapter 12)
4. Muslim & Arab Americans: Diverse Minorities (Chapter 11) & African Americans Today (Chapter 8)
5. Jewish Americans: Quest to Maintain Identity (Chapter 14) & Muslim & Arab Americans (Chapter 11)

In a 3 page edited paper, you must answer 4 of the following 6 questions which pertain to each of the groups under study, based on ONE of your choices of the above group combination:
1. Which of the sociological theories discussed in chapter 1, Schaefer text (structural functionalism, conflict perspective, or labeling approach) best describes the past or current inequality faced by each of the groups?
2. Which of the consequences of subordinate group status (as discussed in chapter 1, Schaefer text, and identified in a continuum chart at the end of the chapters) is most relevant to each of your groups under analysis?
3. What is an important concept to be familiar with pertaining to each group, as stated in the Schaefer chapter(s)? (You can cannot choose a concept already discussed in #1 or 2 above.)
4. What potential solution to prejudice or discrimination faced by each of these groups might be implemented to improve the status of each of these groups in society? You should link your answer to course content or provide the reference for an outside source you use.
5. Discuss, evaluate and explain an important statistic(s) for each of the groups. You should link your answer to course content or provide the reference for.
6. Provide some discussion of the groups that link to their presence in the Long Beach/Los Angeles area. One or more of the following should be discussed: comparative census data on the two groups (locally), highlights of local community centers or organizations geared to serving the groups, (local) cultural practices of the group which include religion, food, dress, holiday, etc.

Don’t forget to review your papers (see page 3) of syllabus
GRADING: 254 POSSIBLE POINTS
90%(228)=A,
80%; (203)=B,
70%(177)=C,
60%(152)=D,
below 60%(151 & below)=F

Distribution of points
2 Exams @ 60 points each 120
6 Discussion Boards @ 4 points each 24
10 Chapter quizzes @ 5 points each 50
1 Personal Interview paper 20
1 Compare & Contrast paper 40
Total 254

Did you know you can earn an Associate Degree for Transfer (ADT) in Sociology? Read more here: https://www.lbcc.edu/sociology

You can always know your grade in the class. For example, after the first 2 discussion boards & 2 chapter quizzes have been scored, the total points possible will be 18. If you scored 15 points total, you can calculate your grade by dividing 15 by 18. So, your grade is a B or 83%.

You must post an initial thread in the week 1 discussion boards by June 18, 5 p.m.

July 7: Last day to drop with a W
TIPS FOR SUCCESS IN SUMMER SOCIOLOGY 11 ONLINE

- Pay attention to the ANNOUNCEMENTS on the course site; check every few days
- Every week review/read the following prior to completing any of the week’s assignments:
  1. the Schaefer chapters as stated in the syllabus, 2. Lecture Notes and 3. any other attachments on the course site for the week’s Module
- Complete your initial post (respond to Prof Hund’s prompt) for the 2 weekly discussion boards by the Saturday of the week after the prompt is posted
- Respond to a classmate’s initial post for the 2 weekly discussion boards by the Tuesday of the week after the prompt is posted
- Integrate content from required Schaefer chapters, Lecture Notes and/or any other attachments into all of your weekly discussion boards
- Fine idea to integrate personal opinion/life experiences into the weekly discussion board posts; remember, however, you will earn full points for your accuracy of integration of content from Schaefer, Lecture Notes or other attachments
- Examples of integrating content from Schaefer: discussing sociological concepts (words in bold), statistics, charts, or other discussion from the book
- After reading each chapter, take the quizzes throughout the chapter; this will help to prepare for the exams
- Keep up with the weekly readings & assignments so you can successfully complete the course
- Email Prof Hund if you have a question or if you would like to meet face-to-face to discuss the course content or have other questions/concerns
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tr>
<td>June 13-June 19</td>
<td>Biological vs. Social Construction of Race; Ethnicity &amp; Religion</td>
<td>Chapters 1 &amp; 5; <em>Attachment: The Social Construction of Race in North America</em></td>
<td>• 2 Discussion Boards: 1. Social Construction of Race. 2. Ethnicity</td>
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<td>• 2 quizzes (chapters 1 &amp; 5)</td>
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<td>June 20-June 26</td>
<td>Immigration/Migration; Prejudice</td>
<td>Chapters 2 &amp; 4; <em>Attachment: Assimilation Models, Old and New: Explaining a Long-Term Process</em></td>
<td>• Discussion Board: Prejudice</td>
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<td>• Personal Interview Paper</td>
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<td>• 2 quizzes (chapters 2 &amp; 4)</td>
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<td>June 27-July 3</td>
<td>Discrimination; Consequences of Intergroup Relations</td>
<td>Chapter 3; read the 2 chapters you select for the Compare/Contrast paper assignment</td>
<td>• Discussion Board: Discrimination</td>
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<td>• 3 quizzes (chapter 3 &amp; two quizzes from chapters selected for Compare/Contrast paper)</td>
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<td>• Exam #1: Chapters 1-5</td>
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<td>July 5-July 10</td>
<td>Intersection of race, class, gender; Global race-ethnic relations</td>
<td>Chapter 15 &amp; 16; <em>Attachments: Matrix of Domination; Race Class Gender Imagery</em></td>
<td>• Discussion Board: Intersection of race, class, gender</td>
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<td>• Compare &amp; Contrast Paper</td>
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<td>• 2 quizzes (chapters 15 &amp; 16)</td>
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<td>July 11-July 18</td>
<td>Overcoming exclusion</td>
<td>Chapter 17</td>
<td>• Discussion Board: Overcoming exclusion</td>
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<td>• 1 quiz (chapter 17)</td>
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<td>• Exam #2: Chapters 15-17 &amp; attachments</td>
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