

Syllabus for  
**SWK 420/SOC 420--Minority Group Relations**  
3 Credit hours  
Spring 2005

I. COURSE DESCRIPTION

Focuses on diversity and promotes an awareness of multicultural norms and values among a number of ethnic and racial minorities in a pluralistic society. Examines cultural strengths, differences, and similarities as well as concepts of race, ethnicity, minority groups, prejudice, discrimination and issues related to women.

Prerequisite: SOC 101

II. COURSE GOALS

The course will aim toward promoting a sense of interpersonal sensitivity to the plight of ethnic minority groups in today's society, as well as to promote an appreciation for cultural differences. The course contributes significant content in diversity to the social work program for generalist practice.

III. COURSE OBJECTIVES

A. This course fits into the scheme of generalist social work education at Oral Roberts University through emphasis on the following program Objectives:

1. discuss social class, socioeconomic status, culture, social values, religion, age, sex, sexual orientation, race, disablement, and oppression and their influences on various systems.
2. demonstrate an awareness of social class, socioeconomic status, culture, social values, religion, age, sex, sexual orientation, race, disablement, and oppression on client systems through written assessments
3. analyze the social processes that lead to poverty, racism, sexism, ageism, disablement, alienation, and oppression and determine their implications for practice.

B. Specific Outcomes for the course are as follows. Upon successful completion of the course, the student will be able to do the following:

1. define race, ethnicity, and minority group.
2. explain the nature of prejudice and discrimination.
3. discuss assimilation.
4. differentiate between segregation and integration, and understand affirmative action.
5. differentiate pluralism and ethnic conflict theory.

6. play the game, *Community Construction*, and appreciate those who experience prejudice, victimization, and powerlessness.
7. identify cultural norms, customs, and values of Native Americans, Hispanic Americans, Jewish Americans, European Americans, and Asian Americans.
8. identify issues related to women, gays and lesbians in American society.
9. describe Anti-Semitism in the U.S. and Canada.
10. discuss theories of cultural diversity, multiculturalism, Afrocentrism, and Xenophobia.

#### IV. TEXTBOOKS

Brown, Dee. (1991). *Bury my heart at wounded knee*. New York, NY: Holt & Co.

Ferrante, J. and Browne, P., Jr. (editors). (2001) *The social construction of race and ethnicity in the United States*. (2<sup>nd</sup> Ed.) Upper Saddle River, NJ: Prentice-Hall.

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

##### B. Course Policies and Procedures

###### 1. Evaluation Procedures

Grading for the course is based upon the following:

<u>Requirement</u>	<u>Points</u>
Trackstars (4)	200
Notebook	200
Presentation	200
Final Exam	<u>100</u>
	700

###### 2. Other Policies and Procedures

- a. The format of the course is a seminar. Webster's definition of a seminar is: "a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions" (G.C. Merriam and Co., 1976). Instruction shall consist of class lectures, films, exams,

- student-led discussions, and presentations.
- b. There is a major presentation which is a part of this course. The presentation will be cover a current topic in minority relations including its historical base. The presentation, depending on the class size, will be developed by a group within the class. Each presentation must have a minimum of 7 sources and each group is required to develop a handout/booklet which is a summary of the presentation. The handout/booklet must be made for each member in the class. A rubric and specific instructions will be given during the first week of classes
  - c. The student keeps a notebook with the discussion of the questions presented at the beginning of each reading. This notebook accounts for 200 points of the final grade. The notebook is collected on the Thursday of each week for evaluation of that week's reading assignments.
  - d. There are four trackstar assignments which are part of the material each student will be investigating on the internet. The trackstar assignments are designed for response or reaction. Each trackstar must have a title page with the name of the assignment, course name, student's name and date; each trackstar must have the questions typed out before each response is given; each opinion, idea and concept proposed by the student must be supported by logic, facts/figures and even personal experience; and each idea or concept proposed by the reading must be dealt with separately. Correct use of grammar and punctuation is expected.
  - e. Attendance and participation
    - (1) The student is penalized on the final semester grade for each unexcused absence during the semester.
    - (2) Two "tardies" are counted as an unexcused absence. A student is considered "tardy" if not present during the roll call for that class period but arrives later.
    - (3) It is the student's responsibility to ask the instructor to change an absence to a "tardy" at the conclusion of the class period.
    - (4) It is assumed that students make the most of the educational opportunities available to them by regularly and punctually attending class meetings.
    - (5) In conformity with ORU's "push toward greatness," students are expected not only to attend class but to be well-prepared when they attend.
    - (6) All students are expected to demonstrate through class participation and discussion that they have read the assigned material.
    - (7) Pop quizzes may be implemented at the instructor's discretion to encourage students in their striving toward academic excellence.
    - (8) The student should bear in mind that merely expressing an opinion in class is not the same phenomenon as intellectually-oriented rational discussion of particular reading assignments.
  - e. Makeup Examinations
    - (1) Makeup exams are not permitted except in cases of excused absences. Make-up exams may be different in format and content from regularly scheduled exams.
    - (2) Lack of preparation is not sufficient as an excuse.
    - (3) There is a \$10 fee charged for all makeup exams.
  - f. All work must be completed and be completed by week 15 in order to pass the course.

**IMPORTANT INFORMATION: All work is due at the beginning of the class time on the due date. Any work turned in late will receive a maximum grade of five (5) points.**

## VI. COURSE CALENDAR

### Week 1

January 6 Intro to the course and the personal experience of classification schemes

### Week 2

January 11 Introduction, Adventures of an Indian Princess, Black Man with a Nose Job, Culture Wars in Asian American, pp. 1-42 in primary text.

January 13 Born and Raised in Hawaii, but Not Hawaiian, Don't Want to Be Black Anymore, On Being Blackanese, Six Case Studies, What Will My Mother Say, Apologizing for Being A Black Male, and Choosing Up Sides, pp. 43-72 in primary text.

### Week 3

January 18 Identity Matters: The Immigrant Children, How It Was for Me, Mojado Like Me Then Came the War, I Can't Imagine Being Any Race Other Than White, Can Family Members Really Belong to Different Races? pp. 73-112

January 20 Historical Origins of the Prohibition of Multiracial Legal Identity in the States and the Nation, Federal Statistical Directive No. 15: Race and Ethnic Standards for Federal Statistics and Administrative Reporting, OMB's Decisions, Biology and Social Construction of the "Race" Concept, The Mean Streets of Social Race, pp.113-163

### Week 4

January 25 "Indian" and "Black" as Radically Different Types of Categories, Known Ancestries and Race, Getting Recognized, The Memoirs of Madison Hemings, Litigating Whiteness: Trials of Racial Determination in the Nineteenth-Century South, Invoking Ancestors, pp.164-203.

January 27 Trackstar I

### Week 5

February 1 Race Relations in Black and White, How to Tell Your Friends From the Japs, Questions Related to Ethnicity, Directive no. 15 and Self-Identification, What's in a Name? The Mingling of Alaska Natives with "Foreigners", Choosing Ancestry, pp. 204-248.

February 3 Reflections on American Ethnicity, Theories of Ethnicity: An Overview and Assessment, Are Italian Americans Just White Folks? Americans United by Myths, The Persistence, Functions and Consequences of Social Classification, On Being Like a Mule, pp. 249-307.

### Week 6

- February 8      Community Construction and Article XIX, Chinese: Constitution of the State of California (1872-1952), Persons of Mean and Vile Condition pp. 308-315.
- February 10     Community Construction and Science and Jewish Immigration, pp. 316-322.

### Week 7

- February 15     Remarks on the First Two Volumes of *Sex and Race*, Why “Race” Makes No Scientific Sense: The Case of Africans and Native Americans, Taking Back the Center, Plessy v. Ferguson, Plessy, The Declaration of Athens: Scientists Speak Out Against Racism, pp. 323-358
- February 17     Trackstar II

### Week 8

- February 22     Toward a New Paradigm: Transcending Categories, The Anthropology of Race: A Study of Ways of Looking at Race, Letter from Thomas Jefferson, Ethnic Diversity: Its Historical and Constitutional Roots, Making Good Again: Historical and Ethical Questions, pp 359-408.
- February 24     Perceptions and Misperceptions of Skin Color, Selected Discrimination Cases Handled by the U.S. Department of Justice in 1999, Indianness, Brain’s Use of Shortcuts Can Be a Route to Bias, pp. 409-434.

### Week 9

- March 1         Talking Past One Another, Let’s Spread the “Fun” Around: The Issue of Sports Team Names and Mascots, The Rules of Passing, Childhood and Sexual Identity Under Slavery, pp.435-458.
- March 3         Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection, pp. 459-472

### Week 10

- March 8         White-Blindness, White Privilege Shapes the U.S. , More Thoughts on Why the System of White Privilege is Wrong, pp.473-484.
- March 10        Introduction, Their Manners Are Decorous and Praiseworthy, The Long Walk of the Navahos, Little Crow’s War, pp. xvii-66 (*Bury My Heart At Wounded*)
- Spring Break

### Week 11

- March 22        War Comes to the Cheyennes, Powder River Invasion, Red Cloud’s War, pp. 67-146

March 24      The Only Good Indian Is A Dead Indian, The Rise and Fall of Donehogawa, Cochise and the Apache Guerrillas, pp.147-218.

Week 12

March 29      The Ordeal of Captain Jack, The War to Save the Buffalo, The War for the Black Hills, pp 219-274

March 31      Trackstar III.

Week 13      The Flight of the Nez Perces, Cheyenne Exodus, pp. 275-350

April 5      The Utes Must Go, The Last of the Apache Chiefs, pp.351-414

April 7      Dance of the Ghosts, Wounded Knee, pp. 415-450

Week 14

April 12      Trackstar IV

April 14      Wrap discussions on *Bury My Heart At Wounded Knee*

Week 15

April 19      Notebook Check and Discussion of Final

April 21      Review for Final Exam

## Bibliography

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## Course Inventory for ORU's Student Learning Outcomes

(Course title and number)  
(Semester and year)

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

(Revised 1/15/04)