

Syllabus for
SWK 420/SOC 420--Minority Group Relations
3 Credit hours
Spring 2012

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. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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 AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Brown, Dee. (1991). *Bury my heart at wounded knee*. New York, NY: Holt & Co. (ISBN: 9780805086843)

Ferrante, J. and Browne, P., Jr. (editors). (2001) *The social construction of race and ethnicity in the United States*. (2nd Ed.) Upper Saddle River, NJ: Prentice-Hall. (ISBN: 9780130283238)

Mayton, J. (2009). *Interactive learning manual*. Tulsa, OK: Oral Roberts University

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignment
4. 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.
5. Students are to be in compliance with University, school, and departmental policies

regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures

Grading for the course is based upon the following:

<u>Requirements</u>	<u>Points</u>
Internet Reaction Papers (2)	100
Reflection Papers (2)	100
Manual	150
Re-cap Exercises	240
Final Exam	<u>100</u>
	690

2. Whole Person Assessment Requirements: None

3. Other Policies and/or 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 are two (2) internet assignments which are part of the material each student will be investigating on the internet. The assignments are designed for response or reaction. Each assignment must have a title page with the name of the assignment, course name, student's name and date; each assignment 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.
- c. There are two (2) reflection papers of 8-10 pages. In this paper the student will show his/her ability to combine the theory of minority relations with the actual stories from the book as well as the class discussions.
- d. 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 \$15 fee charged for all makeup exams.
- f. All work must be completed and turned in by week 15 in order to pass the course.
- g. Important Information: All work is due at the beginning of the class time on the date. Any work turned in late will receive a maximum grade of five (5) points.

VI. COURSE CALENDAR

<u>Week 1</u>	January 9-13	Intro to the course and the personal experience of classification schemes
<u>Week 2</u>	January 17	Introduction, Adventures of an Indian Princess, Black Man with a Nose Job, Culture Wars in Asian American, pp. 1-42 in primary text.
	January 19	Born and Raised in Hawaii, but Not Hawaiian, Don't Want to Be Black Anymore, On Being Blackanese, Six Case Studies, pp. 43-62 in primary text.
<u>Week 3</u>	January 24	What Will My Mother Say, Apologizing for Being a Black Male, Choosing Up Sides, Identity Matters: The Immigrant Children, pp. 63-80 in primary text
	January 26	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. 81-111.
<u>Week 4</u>	January 31	Classifying People by Race, Historical Origins of the Prohibition of Multiracial Legal Identity in the States and the Nation, pp. 113-128.
	February 2	Federal Directive No. 15: Race and Ethnic Standards for Federal Statistics and Administrative Reporting, OMB's Decisions: Revisions to Federal Statistical Directive No. 15, pp. 135-143.
<u>Week 5</u>	February 7	Biology and the Social Construction of the "race" Concept, The Mean Streets of Social Race, "Indian and "Black" as Radically Different Types

of Categories, Known Ancestries and Race, Getting Recognized, pp. 144-170

February 9 The Memoirs of Madison Hemings, Litigating Whiteness: Trials of Racial Determination in the Nineteenth Century South, Invoking Ancestors, Race Relations in Black and White, How to Tell Your Friends from the Japs, pp. 172-214. **REFLECTION PAPER I DUE ON 2/9/12**

Week 6 February 14 Ethnic Classification, Questions Related to Ethnicity, Directive No. 15 and Self-Identification, What's in a Name, pp. 215-240.

February 16 The Mingling of Alaska Natives with "Foreigners": A Brief Historical Overview, Choosing an Ancestry, Reflections on American Ethnicity, pp. 241-256.

Week 7 February 21 Theories of Ethnicity: An Overview and Assessment, Are Italian Americans Just White Folks, Americans United by Myths, pp.257-287

February 23 The Persistence, Functions and Consequences of Social Classification, On Being Like a Mule, Article XIX, Chinese: Constitution of the State of California, Persons of a Mean and Vile Condition, pp. 289-315.
INTERNET PAPER I IS DUE 2/23/12

Week 8 February 28 Science and Jewish Immigration, Remarks on the First Two Volumes of *Sex and Race*, Why "Race" Makes No Scientific Sense: The Case of Africans and Native Americans, pp. 316-336.

March 1 Taking Back the Center, *Plessy v. Ferguson*, May 18, 1896. *Plessy*, pp. 337-354.

Week 9 March 6 Declaration of Athens: Scientists Speak Out Against Racism, Toward a New Paradigm: Transcending Categories, pp. 355-375.

March 8 The Anthropology of Race: A Study of Ways of Looking at Race, Letter from Thomas Jefferson: Virginia's Definition of a Mulatto, Ethnic Diversity: Its Historical and Constitutional Roots, pp. 376-399.

Week 10 March 13 Making Good Again: Historical and Ethical Questions, Perceptions and Misperceptions of Skin Color, pp. 400-414. **REFLECTION PAPER II IS DUE 3/13/12**

March 15 Selected Discrimination Cases Handled by the U.S. Department of Justice in 1999, Indianness, pp. 415-428.

SPRING BREAK

Week 11 March 27 Brain's Use of Shortcuts Can Be a Route to Bias, Talking Past One Another, Let's Spread the "Fun" Around: The Issue of Sports Team Names and Mascots, pp. 429-440.

	March 29	The Rules of Passing, Childhood and Sexual Identity Under Slavery, Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection, pp. 441-472. INTERNET PAPER II IS DUE 3/29/12
<u>Week 12</u>	April 3	White Blindness, White Privilege Shapes the U.S., More Thoughts on Why the System of White Privilege is Wrong, pp. 473-484.
	April 5	Discussion of <i>Bury My Heart at Wounded Knee</i> , Chapters 1-3.
<u>Week 13</u>	April 10	Discussion of <i>Bury My Heart at Wounded Knee</i> , Chapters 4-6
	April 12	Discussion of <i>Bury My Heart at Wounded Knee</i> , Chapters 7-9
<u>Week 14</u>	April 17	Discussion of <i>Bury My Heart At Wounded Knee</i> , Chapters 10-12
	April 19	Discussion of <i>Bury My Heart At Wounded Knee</i> , Chapters 13-15
<u>Week 15</u>	April 24	Discussion of <i>Bury My Heart At Wounded Knee</i> , Chapters 16-19 COMPLETED MANUALS DUE ON 4/24/12
	April 26	Review for Final Exam

All work must be completed on or before April 27, 2012.

Course Inventory for ORU's Student Learning Outcomes

SWK/SOC 420 Minority Group Relations Spring 2012

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
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept 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)