

Syllabus for
SWK 420/SOC 420--Minority Group Relations
3 Credit hours
Spring 2018

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).

Martin N. Marger. (2015). *Race and ethnic relations*. (10th Ed.) Stamford, CT: Cengage Learning. (ISBN: 978-1-285-74969-3).

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 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
3. 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. 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>Weight</u>
Reflection Paper	30
Midsemester Exam	35
Final Exam	35
	<u>100</u>

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, student-led discussions, and presentations.
- b. There is one (1) reflection paper of 10-12 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, the class discussions, ways in which she or he has observed discrimination as well as ways in which she or he have changed in her or his thinking about minority groups.
- c. 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 or feeling in class is not the same phenomenon as intellectually-oriented rational discussion of particular reading assignments.
- f. 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.
- g. All work must be completed and turned in by week 14 in order to pass the course.
- h. 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.

Course Inventory for ORU's Student Learning Outcomes
SWK/SOC 420 Minority Group Relations
Spring 2018

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 1/11/2017)