

Cedar Crest College  
Minorities and Human Relations  
Fall 2008

Course: SWK 313 70/80  
Credits: 3  
Central Curriculum Requirement:  
Writing (WRI2)

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Course Domain:

This course is designed to use social, economic, political and psychological perspectives in analyzing the interrelationship of race, class, ethnicity, gender, religious preference and sexual orientation and explore how this relationship has shaped the experiences of all people in the United States. The course will focus on the institutional, or structural, basis as well as the individual basis for prejudice and discrimination based on race, socioeconomic class, ethnicity, religion, gender and sexual orientation. How these principles and concepts apply to cultures outside the United States will also be explored.

Course Objectives:

This course is designed to facilitate the student's ability to use critical thinking skills to:

1. Conceptualize race, age, socioeconomic class, ethnicity, physical or mental ability, religious preference, gender, national origin and sexual orientation as interlocking and interactive categories of experience that affect all aspects of human life from a biopsychosocial-spiritual analytical perspective.
2. Examine and understand the nature and causes of prejudice and discrimination.
3. Understand and appreciate human diversity including the differences and the similarities in the experiences, needs and beliefs of people, especially women, the elderly and those other groups represented in the Lehigh Valley.
4. Understand the patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression, and its impact on people.
5. Enhance effectiveness of communication skills with diverse peoples based on sensitivity to them as unique individuals.
6. Analyze how oppression generates resistance leading to social change in the conditions in which oppressed groups live.
7. Examine strategies to combat the causes and effects of institutionalized forms of oppression in order to achieve individual and collective social and economic justice.

8. Apply this knowledge and these concepts in examining oppression in a cross-cultural context.
9. Explore racism, classism, ethnocentrism, sexism, religious discrimination and heterosexism on a personal level.

Course Outcomes:

Students will demonstrate an understanding of groups of people as interlocking and interactive categories of experience.

Assessment: Students will read *Race, Class and Gender* and write graded reaction papers to these articles.

Students will demonstrate an understanding of the nature and causes of prejudice and discrimination as well as their consequences.

Assessment: Students will read *The Nature of Prejudice* and apply principles in the text to a written analysis of a book or movie that deals with issues of discrimination.

Students will demonstrate an understanding of human diversity issues, especially in the Lehigh Valley and strategies used to combat discrimination.

Assessment: Students will research a current policy designed to combat discrimination, interview professionals in the Lehigh Valley who work with that policy, and write a paper evidencing what they have learned.

Students will demonstrate communications skills that evidence sensitivity to diverse peoples.

Assessment: Students will engage in graded facilitated class discussions with one another in a diverse class.

Students will demonstrate an understanding of how and why oppressed groups seek social change, especially in a cross-cultural context.

Assessment: Students will research the circumstances of and strategies for change used by an oppressed group in another country and write a paper on their findings.

Students will demonstrate an understanding of prejudice on a personal level.

Assessment: Students will write two papers exploring the roots of their own prejudices and how these prejudices may have changed as a result of taking this course.

Texts:

Allport, Gordon W. (1979) *The Nature of Prejudice*. Reading, Mass: Addison-Wesley Publishing Company.

Andersen, Margaret L. & Collins, P. (2007) *Race, Class and Gender: An Anthology*. 6<sup>th</sup> Ed. Belmont, CA: Wadsworth Publishing Co.

### On Reserve in the Library

Bookman, Milica. (1997) *The Demographic Struggle for Power*. Portland, OR.

Levinson, David. (1998) *Ethnic Groups Worldwide*. Phoenix, AZ: Oryx Press.

### Student Assignments:

Each student is required to do the following:

1. To regularly attend class sessions. Attendance will be kept and graded according to the actual percentage of class sessions the student attends and according to informed, meaningful, active participation by the student in class discussions. This grade will include the results of assignment #4. Failure to adequately complete assignment #4 will result in a 15% reduction in attendance grade.
2. To read all assigned readings in advance of class sessions in order to facilitate meaningful and informed class discussions.
3. Be responsible for facilitating discussion on selected topics related to the text. The class will grade this facilitation according to the following three criteria: Relevance to the topic, that the group used a creative format for discussion that effectively enhanced learning, and that the group provided good follow-up to the class discussion that the format initiated. The key point is to provoke lively, informed discussion of that topic and to facilitate that discussion for no less than 50 minutes.
4. Write a brief personal report describing the historical/sociological sources of the student's beliefs regarding race, gender, sexual orientation, ethnicity, religion/spirituality and socioeconomic class issues. A second personal report will be written and submitted at the end of the course describing the extent to which the student has begun challenging those beliefs. Specific criteria for these assignments are contained in the syllabus.
5. Read a book/novel or watch a movie that is relevant to this course and then write a 5-7 page paper outlining the key points of this book or movie and how it demonstrates course concepts. Specific criteria for this assignment are contained in this syllabus.
6. To investigate how the principles and concepts developed in this course apply to an oppressed group of people in a cultural context in a country other than the U.S. Specific criteria for this assignment are contained in this syllabus.
7. To write a reaction paper to one article of the student's choice from each of the chapters in the Andersen-Collins text *Race, Class, and Gender*. Each reaction paper must be typed and must consist of no less than 350 words describing the essential knowledge gained by the student in reading that particular article as well as the student's reaction to

that article. Each of the chapter reaction papers will be due at the beginning of class on the day on which that chapter is scheduled to be discussed. A reaction paper written inadequately or submitted late will receive only half credit if all of the other criteria were met. Reaction papers submitted with less than 350 words cannot be revised. Students will be graded on the percentage of papers assigned which were submitted on time and written adequately.

8. Participate in a group policy research project of the group's choice and then write a group paper detailing the results of this research. Each student in the group will be responsible for contributing six pages to the overall group paper. Suggested topics include: Affirmative Action Programs, the Americans with Disabilities Act, Sexual Harassment Policies, gay and lesbian rights, etc. Specific interviews for this assignment will be developed by each group in consultation with the instructor and according to the criteria contained in this syllabus.
9. Note: Assignments #5, 6, and 8 are due on the dates scheduled on the daily class plan. If they are submitted late, they will be reduced by 1/3 of a grade for each day late including weekends. The final class meeting is the deadline for submitting any late papers, including reaction papers. Late papers will be graded without comments. All multiple page papers must be stapled or receive half credit.
10. On all written assignments students should pay attention to proper grammar and styles as well as content. The ability to express oneself effectively in writing is a personal and professional skill that reflects on the quality of one's critical thinking. On the reaction papers errors in grammar/style will be noted by the instructor, but will not be factored into grading. On the major papers (assignments #5, #6, and #8) students must first submit a draft which meets all the criteria for the assignment on which the instructor will note errors in grammar/style. Students will then have the opportunity to correct those errors and resubmit the paper together with the original copy. Then the instructor will grade the content of the paper and any errors not satisfactorily corrected on the final submission of each of these papers will result in up to a 25% reduction in the grade for that paper.

Cedar Crest College  
Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for noncompliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

### Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgement that will guide them through life.

### Grading

Attendance/Participation	25%
Facilitating Discussion	10%
Movie/Book Analysis	10%
Group Policy Project	15%
Cross-cultural Analysis	15%
Reaction Papers	<u>25%</u>
	100%

### Course Outline

- I. Race, culture, socioeconomic class, physical or mental ability, ethnicity, sexual orientation, age, religious preference, national origin and gender relations
  - A. Viewed as interlocking systems of experience
  - B. Points of intersection of oppressed populations-at-risk
  - C. Parameters of oppression and economic deprivation
  - D. Developing inclusive thinking regarding oppressed people
  - E. Key terminology including the difference between prejudice and discrimination
  - F. Examining the sources of our own beliefs
  
- II. Understanding and appreciating human diversity
  - A. Building awareness of differences and similarities in the experiences, needs and beliefs of people
  - B. Examining the demographic transition in the Lehigh Valley
    1. Women
    2. The growing population of elderly persons
    3. Puerto Rican emigration
    4. Pennsylvania Germans
    5. The Amish
    6. New religious groups - Hinduism and Islam
  - C. Clashing values - contrasting sub-cultural values in the overall context of American values
  - D. The coming majority - minority culture in America, cultural change and the American identity

- III. Understanding the patterns and dynamics of discrimination, economic deprivation and oppression
  - A. Social, economic, political and religious causes and their interconnection
  - B. Institutional forms and theories of prejudice
  - C. Social psychological causes
  - D. Examining our own prejudices
  - E. Cross-cultural analyses
  - F. Developing our communication skills
  
- IV. Understanding the differential consequences of discrimination, economic deprivation and oppression upon various peoples
  - A. On the individual
  - B. On the family, groups, community, and larger population
  - C. Understanding coping mechanisms used by individuals and groups
  - D. Using this knowledge for assessment purposes
    - 1. Applying the Life Model
    - 2. Using the Strengths Perspective
  - E. How oppression generates resistance leading to social change
  
- V. The ethics of diversity
  - A. Gender and ethics - Carol Gilligan's metaphor of "voice"
  - B. Ethics and cultural diversity - other moral voices
  - C. Valuing individuality
  - D. Living with moral diversity
  
- VI. Promotion of social and economic justice for human liberation
  - A. Building strategies that logically address the causes
  - B. Developing strategies to combat the effects of oppression at individual, family, group, community, and national levels
  - C. Examining and assessing U.S. and other nation's policies that are designed to combat discrimination
  - D. The roles of political advocacy and community organizing
  - E. Exorcising our own prejudices
  - F. The need for systemic change
  - G. The spiritual dimension of human liberation
  - H. Living morally
  - I. Developing and promoting a vision for living in the twenty-first century

### Personal Report I

For this assignment start by reading chapters 18 and 19 in the Allport text. Then based on what you have learned write a 5 page typed paper describing which agents of socialization (family, schooling, peer groups, mass media or anything else you can conjure) were most instrumental in shaping your current beliefs regarding each of the following:

- 1. Race
- 2. Ethnicity
- 3. Gender

4. Socioeconomic class
5. Sexual orientation
6. Religion/Spiritual beliefs

It is not necessary to present/defend/justify your beliefs in this paper. This is simply an exercise designed to help you in identifying the sources of your beliefs. Please respond separately to each of these six categories and number your paper accordingly.

### Criteria for Book/Movie Report

1. Choose a book/movie that is relevant to issues and concepts covered in this course. Be sure to check with Maynard that your selection is appropriate in regard to the analytic criteria in #3.
2. Content Overview. Summarize the contents of the book/movie. Keep this summary brief. Most of this paper should be devoted to responding to #3.
3. Contribution to Knowledge.  
Note: Be sure to use direct quotes from the book/movie to highlight your points as you respond to each of the following sections:
  - A. Identify the theories of prejudice that describe the oppression to which the key characters in the book/movie were subjected. Use Allport's theories found in chapter 13. You must be able to appropriately identify at least four theories of prejudice. Be sure to first provide one sentence or so to define each theory prior to indicating where it appears in the book/movie. Then, using direct quotes to highlight your contentions, describe how it appears in the book/movie. Finally, indicate how this event is an appropriate example of the theory.
  - B. Identify the mechanisms these key characters used to cope with this prejudice/discrimination. Use Allport's "traits" as found in chapter 9. You must be able to appropriately identify at least five "traits". Be sure first to provide one sentence or so to define each trait prior to indicating where it appears in the book/movie. Then, using direct quotes to highlight your contentions, describe how it appears in the book/movie. Finally, indicate how this event is an appropriate example of the trait.
  - C. Did these characters or their oppressors change their behaviors attitudes as the book/movie progressed? Why/Why not?
  - D. Describe the contribution this book/movie makes in furthering knowledge on issues regarding race, gender, ethnicity, sexual orientation, religion/spirituality, and/or socioeconomic class.
  - E. Describe the extent to which the author(s) presented different sides or only one side of these issues. Did the author(s) treat these issues too simplistically (overlook key facts or considerations)?

- F. Offer any other criticisms you may have about this book/movie.
4. Personal Impact. Describe the extent and ways in which you were personally enlightened by the information in this book/movie.
  5. Be sure to use the subheadings in #2, 3 and 4 in your report. Also, identify each section in #3 by its appropriate letter. Failure to do so will result in a lower grade for your work.
  6. Paper must be 5-7 pages minimum in length typed.

### Criteria for Cross-Cultural Analysis

The purpose of this assignment is to apply the principles and concepts developed in this course on prejudice and discrimination to an oppressed population in a country other than the United States.

This is a small group task assignment and I would prefer that you work with 5 or 6 other students in completing it.

The criteria for this assignment are as follows:

1. If necessary to identify a population, peruse the articles in the book on reserve in the library entitled: *Ethnic Groups Worldwide*. Identify an oppressed population as described in one or more of these articles that interests you and read that/those article(s) as a foundation to begin your analysis.
2. Using other sources, further investigate that oppressed population's situation by specifically responding to the following:
  - A. Indicate what oppressed population in what country you have chosen to investigate. Why did you choose that particular group?
  - B. Indicate how this population fits both parts of the following definition of a minority: "A category of people distinguished by physical or cultural traits who are socially disadvantaged." Describe how they are easily distinguished /identified by the oppressors. Then, provide evidence of how this oppressed population has suffered social disadvantages by responding to as many of the following criteria as possible: Have portions of this group either voluntarily or involuntarily been forced to relocate inside or outside of the country? Have the human rights of this oppressed group been violated in any way by the dominant group? Have statistical recordings of demographic characteristics of the population been purposely altered (e.g. under-reported size)? Have there been boundary alterations that have effectively excluded the oppressed group and/or included more members of the dominant group? Has there been a forced invasion of the country by dominant group factions from outside the country? Have there been social or economic policies imposed upon this group to force changes in its relative size? You should examine the first two chapters of *The Demographic Struggle for Power* (especially pages 32-35) for help in understanding these



criteria more completely. [It is on reserve in the library.] It is not necessary to respond to each of these criteria. They are examples of how you can establish that the oppressed population is disadvantaged.

- C. Provide a historical overview of how this population came to be oppressed. What have been the historical and also the contemporary rationalizations for this continued oppression? You might find the handout about the vicious cycle of prejudice and discrimination to be a helpful guide in completing this section.
  - D. Realizing that there is a broad range of individual/group responses to oppression within any population, indicate how generally this population has historically responded to oppression in terms of actions taken by them, including those taken in contemporary times. Bear in mind that a passive reaction is a response.
  - E. Describe what, if any, policies have been taken by the government over the years to combat prejudice and discrimination against this oppressed population. How effective have these policies been?
  - F. As a way of summarizing this analysis, what similarities and differences did you find between this oppressed population's overall situation and that of a comparably oppressed population in the United States? You should be able to find five points of comparison/contrast.
3. Be sure to specifically cite all the sources you used in writing this paper and scrutinize carefully your Internet sources.

### Personal Report II

Please write 5 pages describing what, if any, changes have taken place in your thinking as a result of this course regarding:

1. Race Issues
2. Ethnicity Issues
3. Gender Issues
4. Socioeconomic Class Issues
5. Sexual Orientation Issues
6. Religious Preference/Spirituality Issues

Please respond separately to each of these six categories and number your paper accordingly. Thank you.

### Group Policy Paper

For this project I want you to work in a group of at least 5 or 6 people. Accomplishing goals as a team is consistent with the objectives of this course and with the demands of the workplace.

For your topic, choose a legislative area that is designed to deal with discrimination. Such areas include Affirmative Action programs, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, sexual harassment-related policies, gay/lesbian rights, etc.

Each student in the group will be responsible for writing a separate five-page paper on the chosen topic. One student in the group will focus this paper on the policy itself including what the policy stipulates, its history and any legal challenges to it and legislative changes to that policy since its inception. Be sure to cite the sources you used in researching the policy. Each of the other students in the group will then use this knowledge as each chooses a community setting (college, business, gov't agency, etc.) and interviews someone there as to the impact the policy is having on the oppressed population(s) that policy is designed to protect. The person you interview must be someone whose professional responsibility includes administration of this policy. You will be group graded on the extent to which your selection of interviews represents a variety of types of professional settings in order to provide as broad of a perspective as possible in assessing the effectiveness of this policy in combating discrimination. Each student group will then have five or six, 5-page typed papers packaged together for submission.

Each group policy paper should start with a cover page followed by a table of contents including who was interviewed by which student. Next should be the policy section followed by each of the interview sections. The final part of this assignment is for each member of the group to read the entire group paper and then write and attach to the end of the paper a 250-word minimum, reaction statement summarizing what the student thought were the results of the group policy project. Be sure to provide evidence in your reaction paper that you read each of the other student's papers.

Be sure to check with Maynard as to the suitability of your project and also to get his suggestions on appropriate community settings to visit. These papers must be typewritten and must be submitted together as one collective paper.

Each group's work will be graded collectively for 40% of the grade and 60% will be for the individual's work on her/his 5-page contribution. Therefore, it's strongly recommended that each group work out methods to review and critique each member's work prior to the submission of the material to Maynard.

### Weekly Class Plan

#### August

26     Topic: Course overview  
Video: *Racism in the 20<sup>th</sup> Century*  
Reading Assignment for Next Class: C 1, 18 & 19 (Allport),  
#1-6 (Andersen - Collins)

#### September

2       Topic: Key terms, concepts and definitions  
Video: *Racial and Sexual Stereotyping*  
Reading Assignment for Next Class: C. 2 & 3 (Allport),  
#7-11 (Andersen - Collins)  
Assignment Due: Personal Report I and first reaction paper from  
Andersen - Collins text

September, Cont.

- 9      Topic: Race and racism  
Student Facilitated Discussion: Racism and its Impact  
Video: *Blood in the Face*  
Reading Assignment for Next Class: C. 4 & 5 (Allport), #12-16 (Andersen-Collins)
- 16     Topic: Class and inequality  
Student Facilitated Discussion: Impact of Class and Inequality  
Video: *Beyond Hate*  
Reading Assignment for Next Class: C. 6 & 7 (Allport), #17-21 (Andersen-Collins)
- 23     Topic: Gender and sexism  
Student Facilitated Discussion: Sexism and its Impact  
Video: *Men, Women and the Sex Difference: Boys and Girls are Different*  
Reading Assignment for Next Class: C. 8 & 11 (Allport), #22-26 (Andersen-Collins)  
Assignment Due: Movie/Book Analysis
- 30     Topic: Ethnicity and nationality  
Student Facilitated Discussion: Immigration and its Impact on the U.S.  
Video: *Hispanic Americans: One or Many Cultures?*  
Reading Assignment for Next Class: C. 14 & 15 (Allport), #27-31 (Andersen-Collins)

October

- 7      Topic: Sexuality and heterosexism  
Student Facilitated Discussion: Sexual Orientation Issues  
Video: *Frontline: Assault on Gay America*  
Reading Assignment for Next Class: C. 16 & 17 (Allport), #32-36 (Andersen-Collins)
- 14     No Class – Fall Break
- 21     Topic: Work and economic transformation  
Student Facilitated Discussion: Sexual Harassment  
Video: *The Angry Eye*  
Reading Assignment for Next Class: C. 20 & 21 (Allport), #37-41 (Andersen-Collins)  
Assignment Due: Cross-Cultural Analysis

- 28     Topic: State institutions, social policy, families and Affirmative Action  
Student Facilitated Discussion: Affirmative Action  
Video: *Ethnic Notions*  
Reading Assignment for Next Class: C. 22 & 23 (Allport),  
#42-46 (Andersen-Collins)

#### November

- 4       Topic: Media and culture  
Student Facilitated Discussion: Media Constructs About Minorities  
Video: *Color Adjustment*  
Reading Assignment for Next Class: C. 24 & 25 (Allport),  
#47-51 (Andersen-Collins)
- 11      Topic: Health and social welfare  
Student Facilitated Discussion: Religious Intolerance  
Video: *Physical/Mental Ability Issues*  
Reading Assignment for Next Class: C. 26 & 27 (Allport),  
#52-56 (Andersen-Collins)
- 18      Topic: State institutions and violence  
Student Facilitated Discussion: Oppression of Minorities and Violence  
Video: *Who's Albert Woo? Defying the Stereotype of Asian Men*  
Reading Assignment for Next Class: C. 28 & 29 (Allport),  
#57-66 (Andersen-Collins)
- 25      Topic: Making a difference  
Student Facilitated Discussion: How can we end prejudice and discrimination?  
Video: *The Issue is Race* (Part I)  
Reading Assignment for Next Class: C. 30 & 31 (Allport),  
Assignment Due: Group Policy Project Paper

#### December

- 2       Topic: The spiritual dimension of human relations  
Video: *The Issue is Race* (Part II)  
Assignment Due: Personal Report II and any late reaction papers