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**Course Description:**

SOCY 3500: Minority Groups is an introduction to the dynamics of minority, status, and majority-minority relations in the United States, both historically and currently. Power, stratification, and inequality will be explored through the primary prisms of race, ethnicity, class, gender, and sexual orientation. This course is organized around the knowledge that students will be entering diverse workplaces within a diverse society and therefore require, at a minimum, basic cultural competence skills in most professions.

Using a variety of instructional media, including lectures, class discussion, small group activities, videos, guest speakers, individual exploration and research, students will have opportunities to gain knowledge about minority groups, majority and minority groups relations, and to identify and/or develop skills related to cultural competence.

In recognizing that cultural competence is most effectively developed by “starting where we are” and “identifying and evaluating where we have been” , a primary focus in this course will be to identify and evaluate majority-minority relations, through the lens of Caucasian and African American relationships, past and present.

**Course Objectives:**

By the end of this course, the student will be able to:

1. Identify characteristics of minority groups. Define power and identify the presence of inequality among all system levels (micro, mezzo, macro)
2. Demonstrate critical thinking skills related to dynamics of majority/minority relations in America.
3. Identify particular strengths and needs related to specific minority groups, including: African Americans, Hispanics, Women, Gays and Lesbians, the Income Poor, Persons with Disabilities.
4. Explore, Identify, and Evaluate one’s personal cultural framework and the impact on professional identity and outcomes.
5. Interact productively and respectfully in a diverse group setting, in preparation for professional work in a diverse society.
6. Define Prejudice and Discrimination; and, identify the impact of attitudes and behaviors on individuals, groups, and communities especially oppressed populations.

## **Required Texts**

Schaffer, R. (2001). Race and Ethnicity in the United States. 2<sup>nd</sup> edition. New York: Harper Collins.

## **Course Requirements**

**STUDENTS ARE EXPECTED AND ENCOURAGED TO MAKE AN APPOINTMENT WITH THE INSTRUCTOR TO DISCUSS ANY CONCERNS AND/OR QUESTIONS RELATED TO COURSE MATERIAL, ASSIGNMENTS, CLASS PROCESS, OR CLASS STANDING.**

## Class Participation

Students are required to participate actively and respectfully in class. Class discussion and interaction will be guided by the following GROUND RULES (adapted from Lynn Weber Cannon, Director of the Center for Research on Women, Memphis State University)....

1. Acknowledge that oppression exists.
2. Acknowledge that one of the mechanisms of oppression is that we are systematically taught misinformation about race, class, and gender.
3. We cannot be blamed for misinformation learned
4. We will share information and ideas with members of the class and we will not demean or devalue people for their experiences.
5. We will create a safe atmosphere for open discussion.
6. We will try to see the world through the experiences of people who have had different experiences than our own.
7. We will assume that people always do the best they can.

## Class Assignments

A week-by-week assignment list is attached to this syllabus. Students are expected to complete any due assignments, including reading assignments, prior to the identified class date.

## Attendance/Class Participation

Regular attendance is expected as class process, discussion and small group activities are integral parts in meeting the objectives of this course. Class Participation is evaluated by attendance and the demonstration of respect to fellow class members.

## Students with Disabilities

Any student requiring necessary accommodations is responsible for notifying the instructor by the end of his or her first week in this course

## Grading

Component.....	% of Final Grade.....
Exam #1	20%
Exam #2	20%
Journal	20%
Lensperson Project	30%
Class Participation/ Demonstration of respect to fellow participants	10%
<b>Total</b>	<b>100%</b>

Grading Scale... 90-100 =**A**    80-89 =**B**    70-79 =**C**    60-69=**D**    Below 60 =**F**

### Other important grading information

\*The late submission of any assignment will be penalized by 10% for each day the assignment is late

\* Exams will include multiple choice, lists, short answer, and essay. Essay questions require application and integration of course concepts. Essay questions are worth 30-50% of the total exam grade

**The Instructor reserves the right to amend the course outline in order to optimize the most beneficial learning experience for students.**

## Assignment #1: Class Journal

### Description

Journals are to be used to record your personal experiences, reactions, and observations as related to class process and content. With the understanding that culture and cultural dynamics exist over time and throughout our daily activities, you are encouraged to include past and current experiences both in and out of class.

Journals should contain a minimum of 1 entry per week with each entry at least 1 ½ pages in length. Each entry should **clearly and specifically address a class concept**. Personal opinion statements or declarations are important, yet need to be provided in a context which includes rationales, and some comparison and contrast with class concepts (lecture and reading assignments)

Journals will be submitted on 2 occasions for grading: week 5 and week 9. The final class journal grade will be the total points from the 2 submissions.

#### Learning Objectives:

1. Students will develop the ability to identify the interaction between personal observations and reactions and their personal cultural framework.
  
2. Students will compare and contrast their personal experiences of minority/majority status with **class process** (how students interact; respond to lecture, comments, and class activities; involve themselves in class; relate outside of class) and **class content** (lecture, video, guest speakers, discussion, reading assignments, etc.)
  
3. Students will document in weekly journal entries which reflect organized, clear, and thorough integration and application of course material.

#### Evaluation

Journals will be graded based on the following: clear identification of class concepts; specific and thorough application of class concepts to personal experiences and reactions, as well as class process; degree of critical thinking, observation, personalization, neatness, clarity of writing, and timeliness.

## **Assignment #2: Lensperson Project**

#### Description

This project involves the completion of 5 separate but related activities.

1. Professional Literature review
2. Characteristics of Minority Groups: Local Newspaper Search
3. Social Distance and Values: Utilizing an adapted Bogardus Social Distance Scale.
4. Power, Prejudice, and Discrimination: Past and Present
5. Cultural Competence: A Self Assessment .

The term "lensperson" was developed to encourage students to attempt to gain knowledge, awareness, and sensitivity related to minority group status by approaching everyday activities (such as reading a newspaper) through the "lens" of an individual belonging to a specified minority group. This skill can then be utilized when developing greater competence with other minority group.

This project is designed to allow students to develop a greater understanding of the dynamics of majority and minority status in the United States. By moving progressively from indirect to direct, macro to micro activities, students are able to develop stronger cross-cultural awareness and communication skills.

During week 2, each student will be assigned a lensperson group from the following possibilities- African America, Hispanic, Persons who are Gay or Lesbian, Persons with Disabilities, Persons who are Income Poor. Each activity must employ your lensperson's minority group as the reference point.

Specific details for each activity are listed on the next few pages.

### Learning Objectives:

- 1) Students will learn to identify characteristics of minority groups in current events presented in the news media and begin to "localize" their awareness of majority and minority issues and concerns.
- 2) Students will develop greater understanding of the history, strengths, needs, and concerns of the specific minority group by completing a historical review to identify a destructive and an encouraging example of power.
- 3) Students will interview members of specific minority groups to gain knowledge of individual experiences of prejudice and discrimination, as well as responses to minority status.
- 4) Students will gain knowledge related to prejudice and discrimination, and related research strategies by utilizing an adapted Bogardus Social Distance Scale.
- 5) Students will explore how dynamics related to majority and minority status impact professional work by completing a review of professional literature.
- 6) Students will evaluate their degree of cultural competence utilizing pre and post assessment tools, and will complete a paper which reflects on the process and compares and contrasts individual and professional cultural competence goals

## Evaluation

- \* Each Lensperson activity will be graded on:
  - following directions/instructions
  - organization, clarity
  - degree of critical thinking
  - incorporation of class concepts
  - neatness and timeliness

The Lensperson Project is worth a total of 30% of your final course grade.

Each activity will be weighted as follows:

- Lensperson Activity #1- 10 points
- Lensperson Activity #2- 15 points
- Lensperson Activity #3- 15 points
- Lensperson Activity #4- 20 points
- Lensperson Activity #5- 40 points

### **Lensperson Activity #1: Professional Literature Review**

1) Select a profession which is most consistent with your course of study (i.e. major) or career plans.

2) Review at least 1 professional journal article which illustrates the intersection between your profession of choice and your lensperson. Possible areas of intersection include: to what extent does this profession (or a segment of this profession) limit or support minority group members' equal access to esteem, benefits, services, resources, etc.?; what roles (past or present) has the profession played related to oppression?; what roles (past or present) has the profession played related to social justice?; to what degree do personal or group prejudices within the profession impact the current level of cultural competence ?; what innovative strategies have been developed within the profession to enhance the cultural competence of the profession.

3) Compile a paper which:

- A - summarizes the article
- B - clearly and thoroughly identifies the intersecting subject area
- C - use critical thinking to explore how this intersecting point might impact you as a professional

4) Parameters: The paper should be 1 - 2 pages in length, typed; and should also have a reference page.

**Lensperson Activity #2**  
**Characteristics of Minority Groups: Local Newspaper Search**

Student \_\_\_\_\_  
Lensperson \_\_\_\_\_

Directions:

a) Newspapers utilized should be : current (06/2003-present) and from a city or town within 30 minutes of your hometown. (Hard copy not via internet).

If it is not possible to locate or utilize a local newspaper, see the Instructor.

b) Using the characteristics of minority groups identified in class, locate 5 newspaper articles which portray one of each of these characteristics.

1. Unequal treatment
2. Identifiability
3. Ascribed status
4. Group awareness
5. Intermarriage

When completed you should submit a total of 5 articles, each article addressing a separate characteristic of minority groups. All characteristics should be addressed, each in a separate article.

c) Copy or attach each article used to a notebook size piece of paper and highlight the portions of the article that identify specific relevant characteristic information.

d) Complete the questions below for each characteristic.

1. Which minority group characteristic does this article reflect? - Include # and stated characteristic.

2. What cultural groups in U.S. society may be involved or impacted by the context of this article? Explain your answer.

### Lensperson Activity #3

#### Social Distance and Values: Utilizing an Adapted Bogardus Social Distance Scale.

**Purpose:** This assignment should encourage the student to develop cultural awareness and sensitivity and apply critical thinking skills by interviewing individuals to assess their level of tolerance, as it relates to their identified lensperson. The tool utilized will be the Bogardus Social Distance Rating Scale.

**Overview:** Worksheet 1 - Individual Interview Results - This is to record the results of your individual interviews. This involves interviewing and assessing a total of 10 individuals to determine: their rating on the Bogardus Social Distance Scale.

**Parameters:**

- \* You must interview a minimum of 3 family members
- \* Interviews should be conducted with people with whom you associate as friends, co-workers or acquaintances.

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Worksheet 2 - Summary of Individual Interview Results - This is to record information related to the mean, mode, and range of the 10 interviews, and to suggest a theory which would help to explain or support your findings related to mean, mode, or range. This involves summarizing your results as directed.

#### **Important Information**

##### Bogardus Social Distance Scale

- ◆ would exclude from country (7)
- ◆ as only visitors to my country (6)
- ◆ to citizenship in my country (5)
- ◆ to employment in my occupation (4)
- ◆ to my street as neighbors (3)
- ◆ to my club as personal chums (2)
- ◆ to close kinship by marriage (1)

**SOCY 3500 Lensperson Activity #3**  
**Worksheet #1**

Student: \_\_\_\_\_

Lensperson: \_\_\_\_\_

1) Interviewee \_\_\_\_\_

Relationship \_\_\_\_\_

Social Distance Rating \_\_\_\_\_

Rationale \_\_\_\_\_

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2) Interviewee \_\_\_\_\_

Relationship \_\_\_\_\_

Social Distance Rating \_\_\_\_\_

Rationale \_\_\_\_\_

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3) Interviewee \_\_\_\_\_

Relationship \_\_\_\_\_

Social Distance Rating \_\_\_\_\_

Rationale \_\_\_\_\_

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4) Interviewee \_\_\_\_\_

Relationship \_\_\_\_\_

Social Distance Rating \_\_\_\_\_

Rationale \_\_\_\_\_

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5) Interviewee \_\_\_\_\_

Relationship \_\_\_\_\_

Social Distance Rating \_\_\_\_\_

Rationale \_\_\_\_\_

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6) Interviewee \_\_\_\_\_

Relationship \_\_\_\_\_

Social Distance Rating \_\_\_\_\_

Rationale \_\_\_\_\_

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7) Interviewee \_\_\_\_\_ Relationship \_\_\_\_\_  
Social Distance Rating \_\_\_\_\_  
Rationale \_\_\_\_\_

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8) Interviewee \_\_\_\_\_ Relationship \_\_\_\_\_  
Social Distance Rating \_\_\_\_\_  
Rationale \_\_\_\_\_

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9) Interviewee \_\_\_\_\_ Relationship \_\_\_\_\_  
Social Distance Rating \_\_\_\_\_  
Rationale \_\_\_\_\_

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10) Interviewee \_\_\_\_\_ Relationship \_\_\_\_\_  
Social Distance Rating \_\_\_\_\_  
Rationale \_\_\_\_\_

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**Lensperson Activity #3**  
**Summary of Individual Interview Results**

**Worksheet #2**

Student: \_\_\_\_\_

1. Mean: \_\_\_\_\_ Mode: \_\_\_\_\_ Range: \_\_\_\_\_

2. List any stereotypes or generalizations presented during the interviews.

3. Based on your interviews, how might your lensperson be impacted if they moved to the Auburn/Opelika community? Provide a rationale using class concepts.

**Lenspersion Activity #4**  
**Power, Prejudice, and Discrimination: Past and Present**

**Student:** \_\_\_\_\_  
**Lenspersion:** \_\_\_\_\_

This assignment has 2 parts: Part A and Part B

Part A : The Past and Power

1) Identify an event/incident/experience which you feel was significant in the dominant group achieving or maintaining power over your lensperson's minority group.

2) .....a ) Briefly explain the event

..... b ) Apply concepts relating to power to this event/incident/experience

..... c) Discuss other key class concepts which relate to this event? Explain.

.....d) Cite your source(s)

Part B : The Present and Prejudice and Discrimination

1) Identify someone who is a member of your lensperson's minority group, in order to conduct a brief interview.

2) Ask them, if willing, to share their most recent or most vivid memory of a personal experience of prejudice or discrimination .

..... a) briefly explain the event/experience

..... b) Apply concepts relating to power to this event/incident/experience? Explain.

..... c) Discuss other class concepts which may relate? Explain.

3) Summarize your reaction to the interactive process as it relates to your current phase of cultural identity development.

**Lenspersion Activity #5**  
**Cultural Competence: A Self Assessment**

**Self Assessment**

Directions

- 1) Review all the initial worksheets and surveys completed during week 1 and 2 of this course. Using a highlighter, identify any changes in response or questions which have new meaning for you.
  
- 2) Review your journals, Lenspersion assignment, film reactions, texts, course syllabus, and class notes.
  
- 3) Compile a paper which thoroughly and specifically
  - A) compares and contrasts the following components from week 1 to week 13/14:
    - a) Your knowledge related to characteristics of minority groups, understanding the dynamics of minority and majority group relations, and consequences of minority group status. Provide specific support for your findings;
    - b) your attitudes (related to characteristics of minority groups, types of minority groups, consequences of minority status, responses to subordinate status, majority and minority relations). Provide specific support for your findings;
    - c) the degree and quality of your cross-cultural interactions, communications, etc.
  
  - B) evaluates your cultural competence strengths and needs related to achieving success in your chosen profession
  
- 4) Parameters for Part B: 3 - 5 pages in length, typed.

SOCY 3500 Minority Groups  
Course Outline

Date	Topic	Reading and Other Assignments
Unit 1	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- <b>Overview</b></li> <li>- Review Syllabus</li>   <li>-Creating a Safe Environment for Meaningful Learning</li> </ul>	<p>Read Syllabus</p> <p>Tatum, B. 1995. Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in The Classroom. <u>Harvard Educational Review</u>.</p> <p><a href="http://www.pbs.org/circleofstories/storytellers">www.pbs.org/circleofstories/storytellers</a> -read at least one of the storytellers' story</p>
	<ul style="list-style-type: none"> <li>- Continuum of Transcultural Interactional Styles and Outcomes</li>   <li>-Racial Identity Development Theory</li> </ul>	<p>a) Complete Cultural Competence Individual Assessment Packet</p> <p>b) Schaefer, R. chapter 6, The Nation as a Kaleidoscope</p> <p><b>*Lenspersion Activity #1 due</b></p>
Unit 2	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>-characteristics, ingredients</li> </ul>	<p>Chapter 5, Ethnicity and Religion</p>
	<ul style="list-style-type: none"> <li>-Values, Ethnocentrism, Cultural Relativism</li> </ul>	<p><a href="http://www.ushmm.org">www.ushmm.org</a> history–Holocaust Learning Center–Antisemitism</p> <p><a href="http://www.tolerance.org">www.tolerance.org</a> -dig deeper : explore your hidden biases</p>
Unit 3	<ul style="list-style-type: none"> <li>- Social Distance, Perceptions, Interactions</li> </ul>	<p><a href="http://www.tolerance.org">www.tolerance.org</a> -dig deeper : explore hidden history</p> <p><a href="http://www.pbs.org">www.pbs.org</a> jim crow—tools and activities—ways of seeing</p>

Unit 4	<p><b><u>Sociological Theories</u></b> to analyze majority/minority relations</p> <ul style="list-style-type: none"> <li>- Functionalist Theory</li> <li>- Conflict Theory</li> <li>- Interactionist Theory</li> </ul>	<p>chapter 4, Immigration and the United States</p> <p><b>*Journals Due (minimum of 5 entries)</b></p> <p><a href="http://www.ama-assn.org">www.ama-assn.org</a>  medical education—med ed resources—cultural competence—"Race, Trust and Tuskegee: Professional Ethics, Broken Trust and Health Disparities " (Speaker's kit)—power point</p>
Unit 5	<p><b><u>Power and Inequality</u></b></p>	<p><b>*Exam #1</b></p> <p><a href="http://www.abanet.org">www.abanet.org</a>  American Bar Association Commission on Domestic Violence –Multidisciplinary Responses to Domestic Violence—some facts about dv</p> <p><b>*Lenspersion Activity #2 due</b></p>
Unit 6	<p><b><u>Minority Groups</u></b></p> <ul style="list-style-type: none"> <li>- definition, characteristics,</li> <li>- types: -racial <ul style="list-style-type: none"> <li>-ethnic</li> <li>-gender</li> <li>-religion</li> <li>-ability</li> <li>-sexual orientation</li> <li>- income level</li> <li>- other</li> </ul> </li> </ul>	<p>chapter 1, Understanding Race and Ethnicity</p>
Unit 7	<p><b><u>Majority and Minority Relations</u></b></p> <ul style="list-style-type: none"> <li>-Consequences of Minority Group Status</li> </ul> <p>Video: The Shadow of Hate: A History of Intolerance in America</p> <ul style="list-style-type: none"> <li>-Hate Groups and Hate Crimes</li> </ul>	<p><b>*Lenspersion Activity #3 due</b></p> <p><a href="http://www.ushmm.org">www.ushmm.org</a>  -history-- Holocaust Learning Center–Final Solution</p>
Unit 8	<p>Responses to Minority Group Status</p> <ul style="list-style-type: none"> <li>-Adaptive</li> <li>-Change-oriented</li> </ul> <p>Video: America's Civil Rights Movement</p>	<p><b>Lenspersion Activity #4 due</b></p>



## SOCY 3500: Minority Groups

### Bibliography

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