

Race and Gender Relations: Moral and Ethical Dilemmas ***SWK/SRP/ANT/WGS 409***

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Undergraduate social work generalist practice consists of an eclectic knowledge base, professional values (manifested in the NASW Code of Ethics), application of a wide range of skills), ability to work/intervene in various target systems (individual, family/group, organization, community), working in an organizational setting (including supervision), application of professional roles/functions, ability to critically reflect in the practice setting and finally, application of the planned change process (problem solving, systems, strengths perspectives).
K. Kirst-Ashman & G. Hull, *Generalist Practice with Organizations & Communities*. (2002)

Goals of the Social Work Program

1. Prepare students for beginning level generalist practice with individuals, families, small groups, organizations, and communities.
2. Prepare students to practice with diverse populations.
3. Promote professional student identities incorporating social work ethics and values.
4. Prepare students for continued professional growth and development.
5. Understand and apply the knowledge, and skills for professional social work practice.

Program Objectives (using CSWE Foundation Program Objectives, [FPO])

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends.
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities.
3. Understand and apply social work values and ethics in the context of professional practice.
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision.
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system.
6. Analyze social policies and services effecting clients, social workers, and social agencies.
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice including qualitative and quantitative research methodologies.
8. Employ social work interventions sensitive to diverse, oppressed and disenfranchised

populations.

9. Apply the strengths perspective when working with individuals, families, small groups, organizations and communities

10. Apply critical thinking skills when working with individuals, families, small groups, organizations and communities.

I. Course description

This course explores the multiple faceted experience of being a person of color, a specific gender and immigrants in the United States. Institutional forces (economic, educational, familial, political and social welfare) are examined that influence the structure and status of persons of color, immigrants and women and men. Emphasis is understanding the diversity of the United States and the connections between and among race, gender and class and their complexity. Ways to better understand and interact are presented in addition to ways to foster social change

II. Objectives. The student will be able to:

1. Understand the basic concepts, principles, and processes of identification of race, gender and class and their interlocking nature.
2. Trace the historical foundations of the concepts of race, gender, and class in the United States
3. Understand and appreciate the complexity of institutional forces and their impact on people of color, immigrants, women and men.
4. Understand the social conditions and problems affecting people of color, immigrants and women.
5. Identify their own perceptions and attitudes about other racial/ethnic groups, immigrants, and women and men.
6. Develop beginning strategies to increase understanding and acceptance in the principle social systems in the United States.
7. Develop an appreciation for the moral and ethical nature of American socio-economic structures, processes, and functions their influence on people of color, immigrants, and women.

III. Text and readings

- Cyrus, V. Understanding Race, Class and Gender in the United States. Mayfield Publishing: Mountain View, CA, 1999
- Assigned readings on web.

IV. Schedule

May 17

Objective: Students will be able to:

1. Explore individual and collective identities
2. Develop awareness of individual multiple identities

- Introduction to topic, class, text
Readings – Cyrus: pp. 1-7, 9-10
Exercise: Ways in which you identify others and how would you describe your identity

May 18

Objectives: Students will be able to:

1. Become aware and appreciate other's cultural, social, political lives
2. Develop awareness of complexity of world.
3. Become aware of the historical perspectives of race/ethnicity/class from selected views.

- **Topic: Ethnic and Racial Identity**

Read Part I--Racial and Ethnic Identity, pp1-57 with emphasis on:

1. Ethnicity in American Life
2. To Be Hopi or American
3. Neither WASP nor Jew nor Black
4. American Muslims
5. Beyond the Melting Pot
6. White Like Me

- Lecture on identity and it's issues and inter-relatedness of race/ethnicity/class/gender/power/economics.

Class activities on identity

- Discussion of reading
- Tape: Race—Illusion of Difference
- Frontline presentation and discussion: Black America

May 19

- **Topic: Gender and Sexuality: Ideology and Identity**

- Women's and men's issues
- Discussion of reading
- Gay and lesbian issues: Gay bashing/violence (tape)
- Miss American Pageant--online
- Will & Grace--tape and discussion

- Male and female stereotyping--lecture and discussion
- Role play opposite sex encounters
- Comparison of attitudes between parents and self--exercise and discussion
- Read Cyrus 59-98 with emphasis on:
 1. Time Warp in Toy Store
 2. Some Individual Costs of Gender Role Conformity
 3. The Male Role Stereotype
 4. Why are Gay Men so Feared
 5. Asymmetrics in Communication

May 20-21

- **Topic: An Economic Identity in America**
- Reading: Cyrus: pp. 100-158 with emphasis on:
 1. Decloaking Class
 2. Truth About Growing Up Rich
 3. Jewish and Working Class
 4. Targeting Welfare Fathers
 5. We're Not Bums
- Playing the Monopoly game
- Child support issues
- Homelessness and poverty online presentation
- Class/online activity
- Discussion of reading
- Exercise on class origins
- Lecture on class
- Factory closing online and discussion

May 24

Objectives: Students will be able to:

1. identify how race and gender is embedded in American society
2. appreciate how language affects our perceptions and beliefs
3. identify institutional racist and sexist practices

- **Topic: Power and Racism**
- Video: "In the Blood: Divided We Stand"
- Reading – Cyrus: pp. 161-262 with emphasis on
 1. Rethinking America
 2. Something About the Subject Makes Hard to Name
 3. White Privilege
 4. Beyond Stereotyping
 5. Asian Americas Battle "Model Minority" Stereotype

- 6. Real Minority, Media Majority
- 7. Historical Discrimination in Immigration Laws

- Lecture on power and racism
- Discussion of reading
- Cleveland/LA riots--analysis
- Black/white activity
- Blaming the victim--lecture and activity

May 25 Midterm exam

May 26

- **Topic: Power, Sexism and Heterosexism**
- Reading – Cyrus: pp. 263-313 with emphasis on
 1. Learning to Give Girls Equal Classroom Attention
 2. Like a Smack in the Face--Pornography in the Trades
 3. Fraternities of Fear
 4. There is no Hierarchy of Oppression
- Topic: Racism and ideology of slavery (with reference to the contemporary issues)
- Audio tape: Parenti on race/poverty
- Cam Whores: issues of the Internet and young girls
- Cross-dressing/female impersonators and their impact on attitudes and perceptions of role/power
- Discussion of reading
- Role play sexist situation--scenario developed by students
- Bring in media ad and analyze/discussion

May 27

- **Topic: Power and Classism**
- Wealthy, poor, homelessness, discrimination
- Reading – Cyrus: pp. 314-400 with emphasis on:
 1. The Rich Get Richer and the Poor Get Prison
 2. Institutionalized Discrimination
 3. The Gestapo of Welfare Reform
 4. Caught in the Poverty Trap
 5. Root Causes of Homelessness in American Cities
- Tape: Take it from me. (#3664)
- Online presentation/discussion of homelessness
- Online presentation/discussion of one man's prison experience
- Discussion of reading
- Can justice be bought? Patty Hearst, OJ Simpson, William Kennedy Smith, John Dupont, Kobe Bryant, Scott Peterson—Discussion

May 31—Memorial Day

June 1

- **Topic: Taking Action**
- Read Cyrus pp. 405-457 with emphasis on:
 1. Four Letter Words Can Hurt You
 2. Diversity and it's Discontents
 3. A Manifesto for Men
 4. Resistance to Change
 5. Freedom for the Thought We Hate
- *Presentation/debates on specified topic*
- Discussion of reading
- Lecture on change
- Activity on violence on society
- Tape: Hate in America—Hate.com

June 2

- **Topic: Change Makers: Making a Difference**
- Reading – Cyrus: pp. 458-504 with emphasis on:
 1. Victory at Arnot
 2. Workers Demand Rights
 3. Don't Tell Us it Can't be Done
 4. Many Students Press Colleges to Substitute First Year-Student for the Term Freshmen
- Discussion of reading
- *Presentation/Debates*

June 3

- Film--Normal

June 4

- Final exam

V. Evaluation and grading

In-class exams: There are two in-class exams--midterm and final. Each is worth 100 points.

Debate/presentation: 50 points

Preliminary topics include: Reparations to descendents of slaves, affirmative action, minimum

wage as institutional discrimination. Students will be assigned a topic and date for presentation. Full details are presented online at www.blackboard.creighton.edu.

Questions/issues for presentation/debate.

1. Does ethnic humor improve group relations?
2. Should hate be a crime?
3. Is being labeled a model minority a blessing or curse?
4. Is race a meaningful concept in understanding human behavior?
5. Is participation in sports the best avenue to minority success and acceptance?
6. Does teaching math and science in traditional way discriminate against minorities?
7. Should Indiana University remove the picture (mural of KKK and other things)?
8. Should the Boy Scouts of America be allowed to prohibit gays in their organization?
9. Have the new get tough conservative criminal justice policies gone too far in discriminating against minorities?
10. Women should/should not participate in active military operations (war)?
11. Should the federal government/business/corporations make reparations to the descendants of slaves?
12. Should high schools hold separate proms for diverse groups? Ex. Hispanic, White, Black etc.
13. Should the government have control over your reproductive activity? Ex. Couple who are take drugs, have children, do not care for them, are placed in foster homes. Court ordered that they are not to have any more children until the children are out of foster care.

Criteria used to evaluate debate/presentation.

Points: 50

1. Integration/synthesis of racism/sexism including: historical developments, current issues, application of course materials and previous courses taken to the topic (20 points)
2. Organization. structure of presentation--understandable, not read. (10 points)
3. Review of literature: appropriate resources, references excluding assigned reading (5 points)
4. Clarity and breadth (5 points)
5. Major themes/points covered without overlap with other presenter materials (5 points)
6. Demonstrates sophistication of topic (5 points)

Position paper: Paper=100 points

Objectives: student will be able to:

- Take a position, analyze and defend a topical area of the course.
- Apply selected methods of support or refutation to a thesis.

Finally, students are required to write a position paper on a topic of the course. The purpose of

the paper is to take a position, critically analyze a position, and be able to defend it in a succinct way. Position taking is an activity whereby the individual supports and/or refutes a thesis made by someone else using such devices as citing empirical evidence, reasoning, appealing to some appropriate authority and intuition.. Specific requirements will be handed out in class.

The paper consists of the student selecting an area or topic from the course and taking a position on it. Support your position by using empirical research and evidence (research studies etc.), citing authorities (authors who have speculated on the position), arguments presented which are derived from reasoning (use of logic), and intuition. You should write so that your position can be read and understood by someone who is not part of the class. You may use some of the arguments of the assigned readings from the course but these should be limited to two citations. The idea is to generate your arguments from the types of support or refutation just explained (empirical evidence, reasoning etc.).

Grading of papers—criteria used.

The purpose of the paper is to take a position, critically analyze a position, and be able to defend it in a succinct way. Position taking is an activity whereby the individual supports and/or refutes a thesis made by someone else using such devices as citing empirical evidence, reasoning, appealing to some appropriate authority and intuition or all of the above.

Paper consists of the student selecting an area or topic from the course and taking a position on it. Support your position by using empirical research and evidence (research studies etc.), citing authorities (authors who have speculated on the position), arguments presented which are derived from reasoning (use of logic), and intuition.

You should write so that your position can be read and understood by someone who is not part of the class. You may use some of the arguments of the assigned readings from the course but these should be limited. The idea is to generate your arguments from the types of support or refutation just explained (empirical evidence, reasoning etc.).

There is no need to seek prior approval for the topics you choose except if you are unsure of whether the topic is suitable for the course. In such a case, please consult with one of us. For example, topics to write include (but are not limited to): racial identity, gender identity and construction, racism and its affects on all parties, women's issues and their impact on society, or other topics presented in the reading.

Evaluation criteria

93-100 points = A

An "A" paper is an outstanding piece of writing with no grammatical, punctuation, spelling and usage errors. It describes the topic sufficiently producing a high level of understanding and authority. Attention to the above types of refutation and support is clearly used. Implications for and connections to other

areas of concern (societal, cultural, economic, social, educational etc.) are presented. The paper must have an introduction, body and conclusion. Appropriate transitions between major ideas are present. An "A" paper has a minimum of six (6) outside references appropriately cited (those not part of the assigned reading). This paper is superior and achieves a high level of intellectual inquiry.

83-92 points= B

A "B" paper is still a quality paper but less than an "A" paper in that it has several grammatical, punctuation and spelling errors. This paper does not present a full picture so as not to fully understand the nature and scope of the topic. It is less developed conceptually, organizationally, and methodologically (types of arguments used). Connections are made to the social, economic, educational, cultural, aspects of the paper but without depth. Six outside references are included.

73-82 points= C

A "C" paper addresses the objectives of the assignment in a clear fashion but without direction or depth. Attention to the types of refutation and support is used minimally. Connections to other areas of concern are minimally applied. A "C" paper is in control of the subject but not in a comprehensive manner. Three (3) to five (5) outside references are included in the narrative. Some grammar, spelling and punctuation errors are present.

63-72 points= D

Clearly this paper avoids requirements of the assignment. It is characterized by unsubstantiated and general statements. Proof or methods of support/refutation are absent. Grammar, spelling, and punctuation make the narrative difficult to read. Less than three (3) outside references are present.

Less than 63 points= F

A "F" paper has many grammatical, spelling and punctuation errors. It does not address the objectives of the assignment and minimally deals with the topic. A cogent, analytical position on the topic was not taken. There is very little if any methods of support or refutation provided. Outside references are absent.

Other considerations

In writing your paper, please remember that plagiarism is the purposeful use of another person's ideas or words, without attributing those words or ideas to the other person. If you are using information you gained someplace other than your own mind, provide the source, even if this source is your textbook. Plagiarism is very serious, and can result in the failure of the assignment or of the class.

In terms of providing references, use whatever style you are normally using in your writing assignments, whether it is APA, Chicago style, MLA or whatever. The important point is to provide the references, and do it in a consistent manner. Remember that you will need to

provide a bibliography for the references. This includes any websites you may use. To reference a website, you provide the address, the date you accessed it, and the name of the website. But in general, I prefer you NOT use websites - limit yourself to one, if you must use them.

Participation/contributions to the class=20 points. Participation points are assigned by the instructor. Points are assigned on the basis of class attendance and “voluntarily” contributions (without being called on) to the discussion.

Course Grading

93% and above=A 88%-92%=B+ 83%-87%=B

78%-82%=C+ 73%-77%=C 63%-72%=D

Below 63%=F

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