

## Term Information

Effective Term Summer 2016  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Add distance education component to course.

**What is the rationale for the proposed change(s)?**

Course was not a distance learning (DL) course when first entered for the semester conversion, but is now offered in a DL format.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	1140
Course Title	Minority Perspectives: Race, Ethnicity, and Gender
Transcript Abbreviation	Minority Perspect
Course Description	Examination of the structure of human societies, cultures, and institutions from the perspective of oppressed minority populations.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Exclusions Not open to students with credit for 300.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code	44.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Acquire factual historical knowledge about African-Americans, Appalachians, and women as specific illustrations of disadvantaged populations and to dispel long-held misconceptions, misplaced emphases, myths, and stereotypes about them.
- Understand the basis and extent of bias and social prejudice in American society and in the international community, including the extent of total ideologies such as racism and sexism.
- Develop an appreciation and personal sensitivity to the unique life-styles, customs, value systems, and aspirations of minority populations.
- Understand how cultural bias, racism, and sexism operate on the development of inequitable social policies which allocate social resources.
- Identify those factors that explain the disparities that exist between the functions of the social welfare system, social service delivery systems, and the needs of minority groups.
- Be knowledgeable about a variety of interventive approaches that have been employed to dismantle racial policies, cultural obstacles, and gender barriers to insure that all citizens receive the same opportunities and treatment under the law.
- Gain knowledge of selected concepts, generalizations, and values necessary to develop social action skills and to influence system change and public policy.

[Previous Value](#)

**Content Topic List**

- What Is a Minority Group?
- Sociological Frameworks for Understanding Minority Groups
- Scientific Racism; Sociobiology and Biological Determinism
- Racism, Sexism, Prejudice, and Discrimination (Individual and Institutional)
- Historical and Comparative Views of Minority Relations
- Macro-Sociological Perspectives
- European Americans; Northern and Western Europeans
- Southern, Central, and Eastern Europeans
- Changing Patterns of Majority-Minority Relations in U. S.
- Latinos; Religious Minorities
- Cross-Cultural Studies of Majority-Minority Relations
- African Americans; Asians
- Status of Majority and Minority Groups; Laws to Assist Minorities; Affirmative Action
- Native Americans; Gays and People with Disabilities
- Education and American Minority Groups; Women, Muslims & Arab Americans

**Attachments**

- 1140 AU 15 Raiz Online.doc  
*(Syllabus. Owner: Cole, Mary Cathleen)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	11/04/2015 03:29 PM	Submitted for Approval
Approved	Bronson, Denise Ellen	11/04/2015 03:30 PM	Unit Approval
Approved	Bronson, Denise Ellen	11/04/2015 03:30 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/04/2015 03:30 PM	ASCCAO Approval



**Social Work 1140  
Autumn 2015**

**Instructor: Dr. Lisa Raiz**  
**Email: raiz.1@osu.edu**  
**Phone: 614 292-0478**

**Class Location : Online**  
**Class Time: Online**  
**Office/Hours: by appt.**

**COURSE TITLE:** Minority Perspectives: Race, Ethnicity, and Gender

**CREDITS:** 3

**LEVEL:** Undergraduate

**PREREQUISITE:** None

**GE Category:** Social Diversity in the United States

**COURSE DESCRIPTION:**

This course is designed to examine personal, socioeconomic, political, and historical aspects of social oppression directed at certain minority populations. The major purpose is to look at how the issues of race, gender, class, and ethnicity affect the social welfare and well-being of Americans. The course incorporates knowledge about specific perspectives to illustrate dynamics that have applicability to other disadvantaged populations, and it considers strategies that have been employed to rectify and redress the sufferings of these populations. The course revolves around three initial themes: class structure, ascribed status, and social inequality. Students are offered a conceptual framework for understanding American institutions and social structure. Included will be comparative information regarding other societies (e.g., South Africa, Israel and the West Bank, Northern Ireland, the Middle East), and how race, gender, class, and ethnicity affect the well-being of members of these societies.

The course focuses attention on the often invisible forces that operate in a free, pluralistic society that serve to undermine its basic principles, values, and beliefs, resulting in serious injustices for some citizens. It examines the plight of population groups that have suffered oppression due to their physical, racial, and cultural diversity, robbing society of their potential contributions. The course emphasizes basic human values that underscore all service professions and emphasizes the need for citizen vigilance and action on behalf of disadvantaged citizens. The course examines social action strategies that have been effective in correcting injustices suffered by various groups in the past.

Social Work 1140 satisfies the *Social Diversity in the United States* area of the General Education (GE) curriculum. The goal of courses in this category is to foster understanding of the pluralistic nature of institutions, society, and culture in the United States in order to help you become an educated, productive, and principled citizen.

### **REQUIRED TEXT:**

V. N. Parrillo (2012) *Strangers to These Shores (10<sup>th</sup> Ed.)* Upper Saddle, NJ: Allen & Bacon.

### **SPECIFIC COURSE OBJECTIVES:**

1. Acquire factual historical knowledge about African-Americans, Appalachians, and women as specific illustrations of disadvantaged populations and to dispel long-held misconceptions, misplaced emphases, myths, and stereotypes about them.
2. Understand the basis and extent of bias and social prejudice in American society and in the international community, including the extent of total ideologies such as racism and sexism.
3. Develop an appreciation and personal sensitivity to the unique life-styles, customs, value systems, and aspirations of minority populations.
4. Understand how cultural bias, racism, and sexism operate on the development of inequitable social policies which allocate social resources.
5. Identify those factors that explain the disparities that exist between the functions of the social welfare system, social service delivery systems, and the needs of minority groups.
6. Be knowledgeable about a variety of interventive approaches that have been employed to dismantle racial policies, cultural obstacles, and gender barriers to insure that all citizens receive the same opportunities and treatment under the law.
7. Gain knowledge of selected concepts, generalizations, and values necessary to develop social action skills and to influence system change and public policy.

### **COURSE OUTCOMES:**

At the completion of this course, it is expected that students will have acquired the following skills and capacities:

1. A comprehensive grasp of the social conditions of minority groups in American society.
2. An understanding of the nature of racism, sexism, and ethnic negativism as total ideologies.
3. Increased insight into the ethical, moral, and social ramifications of minority relations in the United States.
4. An understanding of biological determinism and its expression in contemporary scientific theories.
5. Increased objectivity in considering means of changing social relations and alleviating minority-majority conflicts.
6. Enhanced capacity to articulate views; to analyze and evaluate problems and provisions for dealing with minority oppression.

## **METHOD OF EVALUATION BY STUDENTS:**

Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI).

## **COLLEGE INCOMPLETE POLICY:**

"I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A deadline date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

## **ACADEMIC MISCONDUCT:**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

## **STUDENTS WITH DISABILITIES:**

**Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu).**

## **Center for the Study of Teaching and Writing:**

The Writing Center provides free 50 minute writing tutorials Monday thru Friday in 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave. between the hours of 9:30 a.m. and 5:30 p.m. Please call 614-688-4291 to schedule an appointment or for more information. Please do not hesitate to take advantage of this excellent free resource.

What does the Writing Center do?

The [Writing Center](#) offers free help with writing at any stage of the writing process for any member of the university community. You can work on anything from research papers to lab reports, from dissertations to resumes, from proposals to application materials. There is also a resources page with [writing handouts and weblinks](#). For more on policies, see the [policies page](#).

What does the Writing Center NOT do?

The Writing Center does not proofread. They will discuss grammar issues with you and give you advice on how to proofread your own work, but we will not give you a proofed draft. They have a [list of proofreaders](#) if you would like to pay to have this done.

(Retrieved from <http://cstw.osu.edu/students>)

### **Office of Student Life Counseling and Consultation Service:**

Please do not hesitate to learn about the extensive services provided to the University community through the Office of Student Life Counseling and Consultation Services. “We provide counseling and consultation to currently enrolled undergraduate, graduate and professional students. We also work with spouses/partners of students who are covered by the Comprehensive Student Health Insurance.” The services are diverse and offered in numerous languages. The telephone number is 614 292-5766.

(Retrieved from <http://www.ccs.ohio-state.edu/about-us-and-our-services/>)

### **METHOD OF INSTRUCTION:**

Methods of instruction will include lecture, videos, discussion board, case analysis, and small group activities. On-line classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles to ethical practice problems as well as matters of policy.

### **COURSE EXPECTATIONS:**

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through papers, examinations, presentations, and the instructor's judgment of the quality of participation and contribution to class learning by each student.

### **ATTENDANCE AND PARTICIPATION:**

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class is essential for us to function as a community of learners and is necessary to achieve the expected outcomes of this course. I view my classes as communities that provide all students the opportunity to learn in a supportive, friendly and comfortable environment. Please review these guidelines for your post:

1. When responding to one of your classmates posts- avoid offending that classmate.
2. No Yelling. Do not use capital letters to indicate strength of emotion.
3. Do not engage in sarcasm or subtleties. Remember a social worker works to understand differences among others and self. One up-manship is not helpful in a learning setting. Be straight and to the point.

4. If you do get upset, wait to process before you post. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.
5. Be respectful and courteous in your responses.
6. Be aware of cultural and ethnic differences. If you suspect classmates might be from other cultures, avoid unexplained references that may not be understood or cause feelings of exclusion.
7. Always enter a subject line for each posting so that the flow of conversation can be understood.
8. Make your posts not too short but not too long. Try to keep your posts to a minimum of 50 words and a maximum of 300. Now if you must write a post that is longer, remember that others will be taking their time to read this so be courteous.
9. If you are responding to another's post be sure and quote the original post, sentence, or paragraph in your post. So we can know what you are responding to rather than rely on memory or have to shift back and forth from original posts.
10. Use spell check and proper grammar.
11. Always review your post before you hit send.
12. Remember what is posted is recorded and graded.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday. Due to the consistent use of class discussion posts/responses, 20% of your grade stems from your class participation. Student participation will be evaluated by the instructor's judgment of the quality of participation and contribution to class learning by each student through discussion posts/responses. Because class participation carries such a significant weight, it is necessary to participate in all class discussions in order to earn a high grade in this course.

If you have questions and concerns the most important thing is that you communicate with me. I take my role as an educator very seriously and am willing to work hard to be successful; I expect the same from each of you. Unless there is death in the family or you or your immediate family member experience a major illness or crisis, I will not accept late discussion postings/replies. **Late discussion postings/replies will not be accepted without prior approval.**

### **Course Grades**

Course grades will be determined according to the following:

Discussion Posts/Replies-105 points (15 original posts @ 3pt, 2 replies per discussion @ 2pt)

Assignments:

Current Events Assignment	10 points
Course Projects	100 points total (25 points each)
a. Project 1	
b. Project 2	
c. Project 3	
d. Final Project	

**TOTAL**

**215 points**



Grading Scale:

A = 195 and up	C+ = 161 to 172
A- = 189 to 194	C = 153 to 160
B+ = 182 to 188	C- = 147 to 152
B = 174 to 181	D+ = 140 to 146
B- = 168 to 173	D = 126 to 139
	E = under 126 points

**ASSIGNMENT INSTRUCTIONS**

**Current Events Assignment (Due Week 2, 9/5/15 @ 11:59 pm)**

Students are to locate a current article or news segment that relates to race, ethnic, a majority or minority group. Write a brief response on the following:

1. How you feel this story relates to this week's class.
2. What is the major point of the article or segment that you agreed with most?
3. What point did you disagree with the most?

Please include the url of the article or news segment and include this in your assignment. **You will not receive full credit if you neglect to include the URL of the article or news segment.** Please write your answers using a .doc/.docx or .rtf document and upload it to the dropbox.

**Course Projects**

During the course students will work on four (4) projects focusing on a minority group of their choice. This minority group can be an ethnic, racial, gender, sexual orientation or cultural group. The projects will be focus on different aspects of the selected minority group and will be due during various times of the semester.

### **Project 1 (Due Week 3, 9/12/15 @ 11:59 pm)**

Students are to select a minority group that they wish to focus on for their project. **The minority group must be different from the any group the student is a member.** Once the student has chosen a group they are to write a 3 page essay covering the following information:

1. Identify the minority group up have chosen.
2. Why is this group considered to be a minority group?
3. Current statistical information about the minority group.
4. Discuss what lead you to choose this group.

**Citations must be used in the body of the paper when warranted. A separate reference page is also required and is not considered part of the 3-page requirement for the assignment. Your class textbook must be referenced a minimum of two times.**

### **Project 2 (Due Week 6, 10/3/15 @ 11:59 pm)**

Students are to find a current topic that involves your selected group. Collect at least 3 news stories that discuss the current event. The news stories can be in the format of printed articles or news stories. Write a 1 page summary covering the following information:

1. What is the current event
2. Why is it significant?
3. How does it impact your selected group?
4. What is your opinion on the topic?

Please include the url of the article or news segment and include this in your assignment. Please write your answers using a .doc/.docx or .rtf document and upload it to the dropbox. **You will not receive full credit if you neglect to include the URL of the article or news segment.**

### **Project 3 (Due Week 10, 10/31/15 @ 11:59 pm)**

For this project students are to choose **one** of the following options:

- A. Students are to attend a heritage and/or awareness event focusing on their selected group. This event can be offered either by the Multicultural Center at OSU or another agency. Students are encouraged to take pictures or while at the event. However please be respectful of the event and make sure they allow pictures to be taken.
- B. Interview a member(s) of you selected minority group. They interview may be videotaped. If you decide to video tape the project, please obtain the permission of the interviewee(s) prior to filming.
- C. Review a movie or documentary that focuses on your minority group.

- D. Students are to choose another learning project that will help them to gain insight about the minority group that they have selected. However you must have the approval of your instructor prior to completing the project.

For this project, students are to write a 3-page reflection paper describing their experience. The paper should include:

- What project did you choose?
- Information about the project (when and where was it held, is the event an annual event, how long does the event last, etc.)
- What was the most interesting aspect about your experience?
- What you thought you would learn about the group from your selected activity vs. what you actually learned?

**Citations must be used in the body of the paper when warranted. A separate reference page is also required and is not considered part of the 3-page requirement for the assignment. Your class textbook must be referenced a minimum of two times.**

### **Final Project (Due Week 13, 11/21/15 @ 11:59 pm)**

This last project will be an overall summary of what you learned by completing the first three projects. Students are to create an informational flier about their minority group. Information on the flier should include:

- Statistical information about your minority group
- Current events effecting your minority group
- Three helpful websites for information on your minority group

### **Standards for Written Assignments**

- Written assignments must be turned in at the assigned time.
- Double-spaced
- 12-point font
- Maximum of 1" margins on all sides
- Adhere to APA format- Clarity of expression, logical organization and grammar are considered in the evaluation of written material. Students are expected to use the standards of writing set forth in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*.
- Papers are to be placed in the dropbox on Carmen prior to the start of class
- Prescribed page lengths do not include title pages or reference lists
- Late assignments will not be accepted unless prearranged with instructor. If accepted, late assignments will receive a deduction of 2 points per day. Students will be assessed a 2 point

penalty for each day or partial day that the assignment is late – so don't be late.

Written assignments will be graded using the following rubric:

Area	Criteria	Weight
Format	Proper paper length; APA format; margins; references; citations; and other areas of formatting.	25%
Writing Quality	Proper structure and organization; paragraph and sentence structure; grammar; clarity; balance between sections; and overall writing quality.	25%
Content	Papers should adequately address <u>each</u> of the subtopics and questions listed under each section of the paper.	50%

## Week One

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### Introduction

#### Objectives

- Review the Course Syllabus and Getting Started Document
- Get acquainted with our online community
- Build knowledge of key concepts and theories
- Examine how you see the world

#### Tasks

1. **Read the Getting Started Document** located in the Coursework section and Course Home.
2. **Read and review the course syllabus** located in the Coursework section and Course Home.
3. Complete the required reading located in the course syllabus.
4. View the video located in the Coursework section.
5. Participate in the discussion located in the Class Discussion area.
6. Review the Checkpoint area for upcoming course assignments.

## Week Two

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### Race, Ethnicity; Majority and Minority

#### Groups

#### Objectives

- Define race and ethnicity.
- Recognize the difference between a majority vs. minority group.
- Gain insight of how assumptions about a race can make interactions problematic.

#### Tasks

1. **Read Chapter 1** from your textbook.
2. Review the Week 2 content located in the Coursework area.
3. Participate in the discussion located in the Class Discussion area.
4. Complete and upload the **Current Events assignment** to a dropbox located in the Checkpoint area.

## Week Three

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### Culture, Subculture, and Social Structure

#### Objectives

- Define culture.
- Recognize the difference between material and nonmaterial culture.
- Identify culture(s) that you belong to.

#### Tasks

1. **Read Chapter 2** of your book.
2. Review the content located within the coursework section.
3. Participate in the discussion located in the Class Discussion area.
4. Complete and upload **Project 1 assignment** to the dropbox located in the Checkpoint area.

## Week Four

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### Prejudice and Discrimination

#### Objectives

- Define Prejudice
- Define Discrimination
- Recognize the difference between prejudice and discrimination.
- Gain understanding of personal bias

#### Tasks

1. **Read Chapter 3** from the text.
2. Read the lecture notes pertaining to this week's assigned reading located in the Coursework section.
3. Complete the Implicit Association Test located in the Coursework section.
4. Complete the discussion located in the Class Discussion area.

## Week Five

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### Minority Relations

#### Objectives

1. Distinguish the difference of an Ethnic-Group identity and a Racial-Group Identify.
2. Define the three theories of integration.
3. Identify ways minority groups react to discrimination.

#### Tasks

1. **Read Chapter 4** of your text.
2. Read the lecture notes pertaining to this week's assigned reading located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

## Week Six

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### European Americans

#### Objectives

1. Distinguish between the Northern and Western Europeans and South, Central and East Europeans.
2. Identify ways the different nationality groups were meet with discrimination

#### Tasks

1. **Read Chapters 5 & 6** of your text.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.
4. Submit your **Project 2 Assignment** to the dropbox located in the Checkpoint area.

## Week Seven

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### Native Americans

#### Objectives

- Explore how Native Americans went from a Majority group to a Minority group.
- Identify ways Native Americans have impacted U.S. history
- Examine ways in which the U.S. government has affected the way of life of Native American tribes.

#### Tasks

1. Read Chapter 7 of your text.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

## Week Eight

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### African Americans

#### Objectives

- Identify how the majority of African American arrived in America.
- Examine the various ways African Americans have faced discrimination.
- Examine the current state of African Americans in the United States.

#### Tasks

1. **Read Chapter 10** of your textbook.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

## Week Nine

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### Hispanic Americans

#### Objectives

- Explore the history of Hispanic and Latino Americans in the U.S.
- Identify the difference between the terms Hispanic and Latino.
- Identify how to know when it is appropriate to use either Hispanic or Latino when classifying someone's ethnicity.
- Examine the current debate surrounding new Hispanic and Latino Immigrants
- Identify current legislation that affect the Hispanic and Latino population

#### Tasks

1. **Read Chapter 11** of your textbook
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

## Week Ten

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### Asians Americans

#### Objectives

1. Identify which ethnic groups make up the U.S. government's definition of Asian
2. Identify ways members of the Asians have been discriminated against
3. Explore current trends in Asian immigration.

#### Tasks

1. **Read Chapter 8** of your text.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.
4. Submit **Project 3 Assignment** to the dropbox located in the Checkpoint area.

## Week Eleven

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### Arab Americans

### **Objectives**

- Identify which 22 countries an individual has to be able to trace their ancestry in order to be identified as an Arab American.
- Gain understanding of the causes for the debate about the current population of Arab Americans in the U.S.
- Identify which areas of the U.S. Arab Americans tend to live.
- Gain understanding of the why myths about the Arab American culture have been detrimental in the U.S.

### **Tasks**

1. **Read Chapter 9** of your text.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

## **Week Twelve**

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### **Women as a Minority Group**

### **Objectives**

- Identify ways women still lag behind men in certain parts of the world
- Explore the Women's Suffrage movement
- Explore the history of the 19<sup>th</sup> Amendment
- Explore the Women's Liberation Movement
- Identify areas women are still falling behind men in current U.S. society.

### **Tasks**

1. Read Chapter 13 of the text.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.



## Week Thirteen

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### LGBTQ

#### Objectives

- Understand definitions that are commonly associated with the L.G.B.T.Q. community.
- Understand reasons why L.G.B.T.Q. population has been hard to identify.
- Identify the significance of the Stonewall riots
- Understand the impact of the Defense of Marriage Act and Proposition 8 had on the L.G.B.T.Q. community.
- Identify the challenges of same-sex parenting

#### Tasks

1. **Read Pages 369-376** of the textbook
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.
4. Upload the **Final Project** to the dropbox located in the Checkpoint area.

## Week Fourteen

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### Hate Crimes; Statues and Laws to Assist

#### Minorities

#### Objectives

- Define Hate Groups
- Identify the causes that have led to the organization of hate groups.
- Recognize two major hate groups in U.S. history.
- Define Hate Crime
- Identify the federal acts in the U.S. that have be passed by congress to help prevent hate crimes.

#### Tasks

1. Read the lecture notes located in the Coursework section
2. Participate in the discussion located in the Class Discussion area.

## Week Fifteen

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### Course Wrap-up

Tasks for this week include:

1. Participate in the Discussion Board.