

Sociology 216-002 (Dynamics of Prejudice)

Instructor: Alison Y. Dunn

Office: Room 1092 in Social Sciences

Office Hours: Wednesday 2 to 3:45 pm and by appointment

Phone: 277-8315

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Course Description

This course focuses on the study of prejudice and discrimination, including their historical and contemporary sources and prospects for their reduction, with applications to American institutions. We will consider how prejudice and discrimination operate along and across multiple categories of human difference, including: socioeconomic class, race and ethnicity, gender, sex and sexuality, and ability.

Course Objectives:

Students should leave this course with a foundation for understanding the causes of prejudice and discrimination and the mechanisms that perpetuate both in society. They will also learn to understand how prejudice and discrimination operate at all levels of social interaction (from the structural, or “macro” level to the interpersonal, or “micro” level). Students will also gain understanding of how prejudice and discrimination across categories of human difference intersect and are woven into the fabric of society. Finally, students will develop their critical thinking, writing, and oral communication skills (all of which are essential to this course).

Other Important Information:

- **Class discussions:** Some of the material we will discuss this semester will be controversial and it is almost certain that we will disagree at times. In spite of any disagreements, we must treat each other respectfully at all times and without exception.
- **Deadlines and make-ups:** Late assignments will only be accepted if the student has discussed the missed deadline with me prior to the due date. Five points will be taken off for each day the assignment is late. Make-up tests will only be offered in extenuating circumstances. All students are expected to attend the scheduled test day.
- **Technological devices in class:** Cell phones should be turned off in every class meeting, except in case of an emergency. This means NO TEXTING. Students who are using laptops in class should not use class time to send emails, IM, or surf the web. If your computer is on, it should only be used to take notes and/or view relevant course materials. Using devices to communicate with people outside of class is disrespectful and will inhibit your ability to participate and attend to the class discussion.

Other Important Information, cont'd:

- **Accessibility services:** Any student who, because of disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make

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necessary accommodations. It is the responsibility of the student to request accommodations for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Resource Center at (505)277-3506.

• **Grievances:** In situations in which a student believes that he or she has been unfairly or improperly treated by a faculty member, the student should first try to resolve the grievance informally by discussing the grievance with the faculty as soon as possible. If the student and faculty cannot reach agreement, the student should discuss the grievance with the chairperson of the department. If the grievance is still not resolved, the student should discuss the grievance with the appropriate Dean. If you have any questions, please contact the Dean of Students Office at 277-3361.

Required Text:

Ferber, Abby and Christina M. Jiménez, Andrea O'Reilly Herrera, Dena R. Samuels. (2009). *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*. NY, NY: McGraw-Hill Higher Education.

* all other course materials will be posted on WebCT Vista (vista.unm.edu).

COURSE SCHEDULE (subject to revision)

BLOC 1 - BASIC CONCEPTS; ESSENTIALISM AND SOCIAL CONSTRUCTION

Monday, August 24 Course introduction

- go over syllabus

Wednesday, August 26 Privilege and Oppression; Essentialism and social constructionism

- Ferber, pp. 7-15
- Samuels, pp. 139-145

Friday, August 28 Gender in society

- Green, pp. 16-21
- Connell, pp. 21-34

Monday, August 31 Social class in society

- Allen, pp. 61-75

Wednesday, September 2 Disability in society; Intersections

- Wendell, pp. 93-96
- Barone, pp. 77-92

Friday, September 4 Intersections

- Hill Collins, pp. 97-107
- Acker, pp. 111-116

Monday, September 7 NO CLASS, Labor Day Holiday

Wednesday, September 9 Review

Friday, September 11 TEST 1

BLOC 2 - RACE AND ETHNICITY IN THE U.S. CONTEXT

Monday, September 14 What is racism?

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- Daniels Tatum, pp. 159-164
- FILM

Wednesday, September 16

- Campbell, pp. 198-219
- FILM

Friday, September 18

- FILM

Monday, September 21 Race and social institutions

- Johnston, pp. 458-464
- Kozol, pp. 487-492

Wednesday, September 23 “ “

- Escobar, pp. 291-300
- Lamberth, pp. 484-486

Friday, September 25 “ “

- Rosenblum and Travis, pp. 251-279

Monday, September 28 White privilege (Whiteness)

- Jensen, pp. 186-188; Schwalbe, pp. 188-190
- REFLECTIVE ESSAY 1 DUE

Wednesday, September 30 Review

Friday, October 2 TEST 2

BLOC 3 - GENDER/SEX/SEXUALITY AND DISABILITY IN THE U.S. CONTEXT; INTERSECTIONS

Monday, October 5 Women's bodies; women and labor

- Weitz, pp. 246-250
- Hesse-Biber and Carter, pp. 336-357

Wednesday, October 7 Gender, sexuality, and violence

- Perry, pp. 415-438

Friday, October 9 Social construction of “gayness” in the 20th c. U.S.

- Seidman, pp. 376-389
- Moser, pp. 543-548

Monday, October 12 Social construction of disability

- Jaeger and Bowman, pp. 226-242

Wednesday, October 14 Intersections

- Smith, pp. 280-289

Friday, October 16 NO CLASS, Fal Break

Monday, October 19 Intersections, cont'd.

- Thornton Dill et al., pp/466-481

Wednesday, October 21 Review

- Acker, pp. 111-118

Friday, October 23 TEST 3

BLOC 4 PREJUDICE AND DISCRIMINATION IN LANGUAGE AND THE MEDIA; IDENTITY AND THE MICRO-LEVEL

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Monday, October 26 Discourse and inequality

- Samuels, pp. 502-507
- Gallagher, pp. 548-551

Wednesday, October 28 “ “

- Mantsios, pp. 510-516

Friday, October 30 Inequality and the corporate mass media

- in and out of class assignment on discourse in the media

Monday, November 2 Experiencing White Privilege

- McIntosh, pp. 146-153

Wednesday, November 4 Masculinity

- Kimmel, pp/ 44-50
- Martino and Pallotta-Chiarolli, pp. 124-132

Friday, November 6 Femininity and racial/ethnic experiences

- Kaw, pp. 447-456
- Thompson, pp. 492-500

Monday, November 9 Review

- REFLECTIVE ESSAY 2 DUE

Wednesday, November 11 TEST 4

BLOC 5 THEORY, RESISTANCE, AND CHANGE

Friday, November 13 The essentialist paradigm

- Carter (2007) from *Ethnic and Racial Studies* on webCT

Monday, November 16 “ “

- Tutton (2007) from *Ethnic and Racial Studies* on webCT

Wednesday, November 18 The ethnicity paradigm

- Hochschild (2007) from *Social Forces* on webCT

Friday, November 20 Race and race theory

- readings on webCT

Monday, November 23 **Wednesday, November 25** “ “

- readings on webCT

Friday, November 27 NO CLASS - Thanksgiving holiday

Monday, November 30 Feminist theory

- Johnson, pp. 523-541
- Baca-Zinn and Thornton-Dill, pp. 118-123

Wednesday, December 2 Resistance and change

- Herrera, pp. 517-522
- Gonzales, pp. 314-326

Friday, December 4

- Navarro, pp. 568-576
- Shapiro, pp. 583-590

BLOC 5 CONT'D...

Monday, December 7 Resistance and change, cont'd.

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- Kivel, pp. 558-567
- Ayvazian, pp. 612-616

Wednesday, December 9 “ “

- Walsh, pp. 593-601
- Kimmel, pp 628-632

Friday, December 11 Review

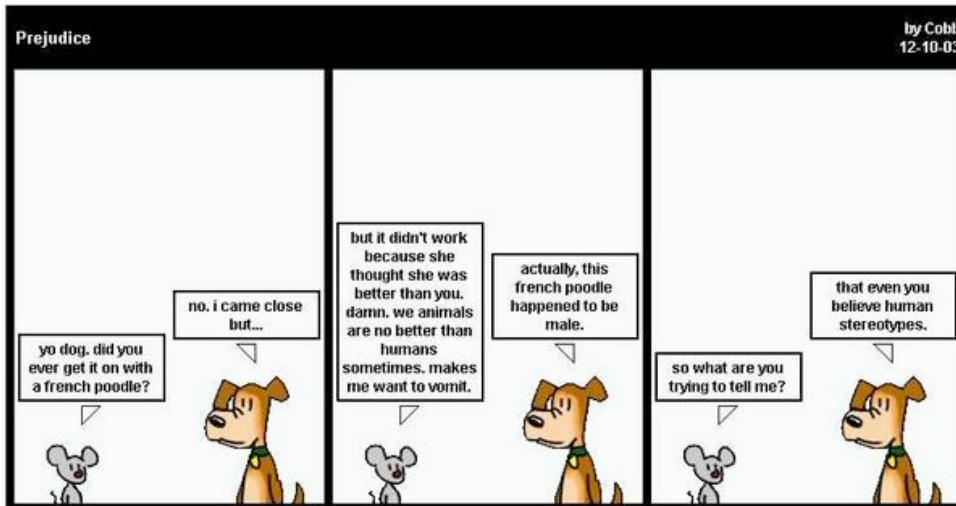
- Ashmore, pp. 638-644

Wednesday, December 16

- FINAL EXAM 1-3 pm

Assignment schedule*	Sep 11, 2009	Test 1 (10%)
	Sep 28, 2009	Reflective essay 1 (7.5%)
	Oct 2, 2009	Test 2 (10%)
	Oct 23, 2009	Test 3 (10%)
	Nov 9, 2009	Reflective essay 2 (7.5%)
	Nov 11, 2009	Test 4 (10%)
	Dec 16, 2009	Final Exam (20%)
	Dec 16, 2009	Journal (10 %) due by 1 pm

* the remaining portion of your grade will be composed of five pop quizzes (5%), class participation and attendance (10%)



References

Carter, R. (2007). Genes, genomes, and geneologies: the return of scientific racism?. *Ethnic and Racial Studies*, 30, 4.

Tutton, R. (2007). Opening the white box: Exploring the study of whiteness in contemporary genetics research. *Ethnic and Racial Studies*, 30, 4.

Hochschild, J. and Weaver, V. (2007). The Skin Color Paradox and the American Racial Order. *Social Forces*, 86.2