

# SOC 216: 001 – Dynamics of Prejudice

Spring, 2010

T Th 8-9:15

DSH 229

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<b>Office Hours:</b>	Tuesdays 10 - 2 and by appointment		Tuesdays 2 - 4pm

## Course Description

In this class, we will be investigating inequalities based on social location, and the social patterns of privilege and oppression that perpetuate them. This includes investigating the historical origins, contemporary manifestations, and prospects for reduction of inequality.

## Course Objectives

The main objective of this course is to raise awareness of oppression and privilege in American society. This course will combine participative teaching methods with rigorous intellectual expectations: *you are expected to do all the readings, take notes regarding the content of those readings and your reactions to them, and come to class prepared to discuss them.* Instead of just attending a lecture and taking exams, in the context of class discussions you will be asked to offer your opinions about the readings and course topics, *and* about your experience in the wider world. Discussion of historically loaded and emotional topics is difficult and will require your active collaboration. This course examines social systems of racism, sexism, classism, and heterosexism that shape (to varying degrees) patterns of inequality in American society. We will not debate the *existence* of these systems. We will, however, discuss the complications, complexities and implications these processes and their study. While it is important that we learn in an environment where we all feel free to share and ask questions honestly, we must be prepared to have our ideas challenged. We each enter the classroom with *situated knowledge*, what we know individually has been filtered through our biographical histories. This means that we enter the classroom with differing opinions on what counts as “fact” or “real.” In this context, a challenge is *not a personal attack*. Ideas, not people, will be critically evaluated in this course.

## Course Materials

Ferber, et. al. 2009. *The Matrix Reader: Examining the Dynamics of oppression and Privilege*. Boston: McGraw-Hill Higher Education. (also available on 2-hour reserve at Zimmerman library)

You will need a folder or notebook to keep a journal for readings and in-class writing.

## WebCT

This class **relies extensively on WebCT** (<https://vista.unm.edu/>). Outside readings that are not in the textbook (marked with a “\*\*”) will be posted on WebCT. You can print them for free at any of the campus computer labs. Grades will be posted on WebCT.

## Course Requirements:

Attendance: Punctuality and demonstrating that you have read the assigned material are an important part of your grade. It is imperative that you arrive to each class on time and prepared. I make announcements and assign discussion groups at the beginning of class. Late arrival will adversely affect the flow of these activities. If you are going to be more than 15 minutes late, please don't come to class. Students absent for more than 4 classes will lose 2.5 points per day for each additional day missed. You are responsible for all of the information covered in class.

Participation (15%): Active participation in classroom discussion and activities is a substantial part of this grade. Participation also includes in-class writing and online discussion (on WebCT). Feel free to post links to news articles of interest to the class to generate discussion. During each class, you will be responsible for discussing the material covered in the readings. When calculating class participation, I consider the following questions: How have you participated in class discussions? (Here, *quality* is more important than quantity: if you speak occasionally, but in a way that moves the discussion forward, that's better than talking nonstop time without really engaging the material). Do you listen to others carefully? When you disagree with the instructor or other students, do you articulate that disagreement openly, seeking to push toward *both* better understanding of their position *and* to insist on a better group analysis of the question? Are you willing to disagree, yet respect others' viewpoints?

Reading responses (20 %): *Using a separate sheet each day*, record your reactions to the readings prior to class time: What did you find intriguing or provocative? What was confusing or unconvincing? What did you think about it overall, and *why*? Please underline at least one question or insight that you are prepared to share in class. For full credit, you must demonstrate that you have engaged with some substantive aspect of the reading. I will collect your reaction paragraphs 9 times throughout the semester (unannounced). Your lowest score will be discarded.

Journal entries (10 %): I will regularly pose journal questions for you to write about for a few minutes prior to class discussion. Keep these journal entries in the same notebook as your reading responses. I will collect journals at the end of the semester.

Exams (40%): There will be two exams on WebCT. You will have 3 hours to complete each exams once you start. I will give you a study guide that contains questions from the exam. For each question, you should refer to *specific points or concepts from course materials* (including readings, lectures, videos and discussions).

Final Project (15%): Your final project will focus on activism and change. You will choose an activity that encourages you to become an agent for change and report your experience back to the class. Details about the project will be distributed.

Self Assessment: You will find a self-assessment sheet on the last page of this syllabus. At the end of the semester, evaluate your performance in class and submit the sheet with your final project.

### Grading

- Participation (15%)
- Reading Responses (20%) **(8 total)**
- Journal Entries (10%)
- Exams (40%)
- Final Project (15%)

### Grading Scale

99% or ↑	A+	80 – 82	B-
92 – 98	A	77 – 79	C+
90 – 91	A-	70 – 76	C
87 – 89	B+	60 – 69	D
83 – 86	B	59 or ↓	F

**Email:** The easiest way to contact me is through email. Please do not email me to inform me of absences or ask me what we covered in class. You are responsible for finding out what material you missed. When you email me, please put **SOC 216: 001** in the subject line.

**Classroom Etiquette:** During class, you are expected to demonstrate respect to those around you by paying attention and avoiding disruptive behaviors. It is difficult for me to concentrate on lecturing and guiding discussions (and for others to hear, pay attention, and participate) when students are being disruptive. University policy on disruptive classroom demeanor is available online at the Dean of Students website: <http://www.unm.edu/~doso/>

**Academic Disputes:** If a student has a complaint about this or any class, it is essential that the student first talk with the professor of the course. Although for some students this can be intimidating, it is very important that this dialogue occurs. This is why the *Pathfinder* says on p. 39 that the “student should first try to resolve the grievance informally by discussing the grievance with the faculty or staff member as soon as reasonably possible after the student becomes or should become aware of the matter.” If this first step is unsuccessful, then the *Pathfinder* lays out the subsequent steps that must be followed in timely fashion. Failure to follow these steps violates due process procedure, and can thus void any grievance.

**Dishonesty in Academic Matters:** “Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course...Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the university” (*The University of New Mexico Catalog, 2005-2006: 43*).

**Student Support 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 necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Student Support Services at 277-3506.

## Course Calendar

### *Week 1*

- 01/19**      **Syllabus**  
**01/21**      Constructing Identities and Examining Intersections, 7-15  
             \*\*The 5 Sexes, 20-25  
             \*\*The 5 Sexes Revisited, 112-117

### *Week 2:*

- 01/26**      Racial Formations, 51-57  
             \*\*The Gendered Society, 117-126  
**01/28**      The Invention of Heterosexuality, 36-44  
             Failing to See, 58-60  
             Los Intersticios: Recasting Moving Selves, 60-61

### *Week 3:*

- 02/02**      Social Class Matters, 61-77  
             Bringing Classism into the Race and Gender Picture, 77-93  
**02/04**      Toward a New Vision, 97-108

### *Week 4*

- 02/09**      Understanding Oppression and Privilege, 139-145  
**02/11**      White & Male Privilege, 146-154  
             \*\*Whiteness as an Unmarked Cultural Category, 81-87

### *Week 5*

- 02/16**      Defining Racism: 159-164  
             Racism without "Racists," 176-181  
**02/18**      White Privilege Shapes the US, 186-188  
             Costs of American Privilege, 188-190

### *Week 6*

- 02/23**      Exam 1 Due  
             How We Got Here: The Historical Context, 191-197  
**\*02/25**      A History of Women's Bodies, 246-251  
             Rape and the War against Native Women, 280-291

### *Week 7*

- 03/02**      13 Key Supreme Court Cases & the Civil War Amendments, 251-279  
**03/04**      How the Jews Became White, 301-308

### *Week 8:*

- 03/09**      History of Working Women, 336-358  
             Race and the Politics of Identity in US Feminism, 362-376  
**03/11**      From Outsider to Citizen, 376-391

*Week 9: Spring Break*      **No Class**

*Week 10:*

- 03/23 Contemporary Institutionalized Oppression and Privilege, 407-414  
03/25 Doing Gender and Doing Gender Inappropriately, 415-442

*Week 11*

- 03/30 We are all Works in Progress, 442-447  
Medicalization of Racial Features, 447-457  
04/01 “A Way Outa No Way,” 492-502  
SES, Race/Ethnicity, Health, 458-466

*Week 12*

- 04/06 Family Values, & Welfare, 466-484.  
Dishonoring the Dead, 487-492  
04/08 Sounds and Silences, 502-508  
Media Magic, 510-516  
Katrina’s Race & Class Effects, 508-510

*Week 13*

- 04/13 Exam 2 Due  
Be the Change, 517-522  
Feminists and Feminism, 523-543  
Holy War, 543-548  
04/15 Too Many Women in College? 552-555  
Man-ifesting Gender, 556-568  
Las Mujeres Invisibles, 568-577  
Confronting Anti-Gay Violence, 577-579

*Week 14*

- 04/20 Color-Blinded America, 548-551  
Why Cross-Class Alliances? 591-593  
Id. of the Multiracial Mov’t, 593-603  
04/22 An Indian Father’s Plea, 609-611  
Interrupting Oppression, 612-616  
Transformation of Silence, 616-618  
Healing into Action, 618-622

*Week 15*

- 04/27 Vanilla Voices, 622-628  
Real Men Join the Movement, 628-632  
Learn the Facts 632-634  
Uprooting Racism, 635-638  
Is Your World too White? 638-642  
04/29 Journals Due

*Week 16*

- 05/04 **PRESENTATIONS**  
05/06 **PRESENTATIONS** Projects and self assessment due  
(may also spill over into Thursday, May 13 7:30–9:30 a.m.)

SELF-ASSESSMENT

SOC 216: Dynamics of Prejudice. Instructor: Sophia Hammett, Dept. of Sociology  
University of New Mexico, Fall 2009

NAME: \_\_\_\_\_

To calculate your own performance in the course, multiply the possible points by the grade you believe you've earned. For example, if you assess your participation in class as a B- (80%), you would calculate your self-grade by multiplying  $.80 * 15$  which would give you a total of 12 of the 15 points. Please include any information that should be considered in the comments section below.

Grading Scale

99% or ↑	A+	80 – 82	B-
92 – 98	A	77 – 79	C+
90 – 91	A-	70 – 76	C
87 – 89	B+	60 – 69	D
83 – 86	B	59 or ↓	F

Dates of absences:

\_\_\_\_\_

Total: \_\_\_\_\_

<b>REQUIREMENT</b>	<b>TOTAL POSSIBLE</b>	<b>SELF-GRADE</b>
Attendance	(subtract 2.5 points for each absence after 4)	
Participation	10	
Reading Responses	20 (8 at 2.5 points each)	
Journal Entries	5	
Reflections	15 (3 at 5 points each)	
Mid-term	15	
Final Exam	20	
Final Project	10	
<b>TOTAL</b>	<b>100</b>	

Comments: