

SOC 337U: Prejudice, Privilege, & Power

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Time and Day: Asynchronous on Canvas/Remote

Group Office Hours: T 9-9:30 am; W 6:00-6:30 pm Oct. 12, Nov. 2
Individual Office Hours: [T 12:00-1:00 pm by appointment](#)
TA's Office Hours: [T 2-4 pm by appointment](#)
Office hours via Zoom (click on Zoom link in Canvas)

CATALOG DESCRIPTION

Description and analysis of problems involving specific minorities, with major emphasis on American society. Although racial and ethnic groups are usually emphasized, the term "minorities" is broadly defined to include such subordinate-status groups as women, the aged, and religious and cultural minorities.

COURSE DESCRIPTION

We will begin the course by discussing key concepts that you should be able to show you understand well by the end of the term. These include understanding the difference between the majority and minority and the fact that they do not necessarily refer to numbers, the difference between prejudice and discrimination, and the forms that prejudice and discrimination make take. Where necessary, we will discuss a little history, and some political science and economics. The bulk of our attention will be on sociology and how society shapes, reproduces, and reinforces, prejudice, privilege, and power. You will have an array of materials – classic and contemporary – to read and view. We will discuss historical and contemporary events to help you gain a grasp of the main course concepts. Doing so can shed light on how such events may transform the social relationships of majority and minority groups.

To help you understand the concepts mentioned above, you have assigned readings, discussion posts and responses, videos, exams, and occasionally, music. These will help you to stay on track by managing your time according to a schedule. You are expected to show your understanding of course concepts and theories by completing assignments and engaging in weekly posts in the course *Modules*. It may help you to take notes when reading or viewing the course videos. You may find them of use when completing the assignments.

There are a number of learning outcomes (LOs) associated with the course. These are Sociology Department, University Studies, and Community Studies Cluster outcomes. There are also the Student Learning Outcomes which outline the skills that I expect you to acquire. You will note that there is some overlap. The course LOs are provided to show you what you will be learning over the course of the term. I think you will find this information useful so please take the time to review it.

COURSE GOALS AND LEARNING OUTCOMES

The goal of this course is to teach you how to apply sociological concepts and theories and to engage in critical thinking and critical viewing about prejudice, privilege, and power. Additionally, there are four Learning Outcomes (LOs) for Sociology courses that are included in this course:

- LO 1: Learn about theoretical frameworks, theories, and concepts
- LO 2: Learn about other scholars' sociological empirical research
- LO 3: Learn how to collect and analyze data using sociological research methods (e.g. surveys, interviews, ethnography, content analysis)
- LO 4: Learn about inequality through a sociological lens

STUDENT LEARNING OUTCOMES

Upon completion of this course, all students will have either acquired or begun to:

- Develop the ability to discuss sociological issues/concepts in the study of minority groups and apply the theoretical processes that underlie them.
- Show knowledge of sociological theory in the course assignments.
- Apply their knowledge of the course material by adequately and appropriately responding to essay assignments, discussion prompts, and exam questions.
- Enhance their ability to hear and understand the strengths and weaknesses in the arguments of others and in one's own, as well as being able to defend their arguments.
- Through the process of writing assignments, be able to critique and refine their writing strengths and weaknesses.
- Show they can adequately cite their work in either American Sociological Association (ASA) Style format or other format used in each student's discipline consistently when submitting writing assignments.

THE COURSE MATERIALS

All course materials will be available in the weekly Modules on Canvas (the course website) and in this syllabus under the Course Outline section.

The materials have been selected after consideration of their content and although we may be covering terms that many of you have probably never heard of, they will add to your understanding of the broad range of issues that may result in understanding prejudice, privilege, and power. This makes it all the more imperative that you take notes when reading or watching instructor-created videos or any assigned films. If you have questions, bring them up when you are posting your weekly reflections (more on this on page 6) or in the "I Have a Question!" discussion box on Canvas, or mention your concern after responding to the week's review and reflection post.

While it is possible that you may find the readings and videos may be difficult at times, everyone is bound to find something that piques their interest so that they feel comfortable participating in the course discussions online and when completing assignments. Using course readings drawn from a variety of disciplines, you will learn how to apply and understand them sociologically. It is important to post weekly and complete the assignments because they can help you to better grasp and gain deeper insight into the material. I have noticed that those who consistently participate in online discussions AND submit the course assignments on time do better in my courses than those who do not.

HOW MUCH TIME SHOULD I PUT INTO THE COURSE?

In the hectic world that we live in, we are hard-pressed to find someone who is not busy. However, this does not mean that there are no expectations regarding how much work should go into a course. If you are using your time wisely (turn off the cellphone and get off of TikTok!) you can complete the work in a reasonable amount of time. I have taken into consideration how much time it takes on average to complete the readings and each video includes its running time. These should help you when it comes to managing your time.



Given the advice on [PSU's Academic Planning page](#), the amount of time allotted for classroom instruction (including for this course, the instructor-created videos) and out-of-class work for a 4 credit course breaks down to about 4 hours of instruction per week and 8-12 of out-of-class time per week which includes studying, reading, and assignments. It may seem like a lot, but managing time using a calendar or alarm can help determine when there are periods when there is a lot to do and times when there is less to do. The course calendar and to-do list on Canvas show when assignments are due.

PSU DISABILITY STATEMENT

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. I have already been notified by DRC if you receive accommodations. If you have or think you may have, a disability that may affect your work in this class and believe accommodations are required, contact the [PSU Disability Resource Center](#) site to schedule an appointment and initiate a conversation about reasonable accommodations. You may also contact the DRC by calling 503-725-4150 or via email drc@pdx.edu.

PSU IX REPORTING OBLIGATIONS

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on [PSU's Sexual Misconduct Response](#) site or you may call a confidential IPV Advocate at 503-725- 5672.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX, please visit the [PSU Sexual Assault Student Code of Conduct](#) site.

EXPERIENCING PROBLEMS THAT MIGHT IMPACT YOUR PERFORMANCE IN THIS CLASS?

Please be sure to let me know if you begin to encounter problems understanding the material. If you need assistance, ask for it. Do not feel you are alone. There is help available. If you are dealing with a matter that requires your professors to be notified or where you need help and need to talk to someone on the CARE Team, contact the [Dean of Student Life](#) for assistance. They are located in 433 Smith, by phone at 725-4422, or by email at askdos@pdx.edu. There are deadlines for requesting permission for a late withdraw and they are only given for extenuating circumstances. However, prior to this deadline, there is the ability to withdraw from a course without permission. Deadlines are on the [Office of the Registrar website](#).

SOME RULES OF THE ROAD

- Please refer to me as either "Dr. Jackson" or "Prof. Jackson".
- Adhere to all deadlines. Use a calendar (physical or virtual) to help keep you organized. Submit assignments early if you believe you will have a problem conforming to deadlines. If you are not checking in to the course site regularly, you will likely miss announcements or assignments. If you miss an assignment, you have missed it. (You can, however, earn points through the Point Pond.)
- Professors are asked to report students' progress midway through the term to the Registrar's Office and I will be responding to their request for all undergraduate students. In addition, progress reports will be sent to Student athletes or students in the TRIO Student Support Services program.

- If you are not submitting assignments or not checking the course site, I may ask you to withdraw so that you do not fail the course.
- Ethical and professional behavior is standard in all classroom settings (face-to-face and remote). Students must adhere to the university's academic honesty policy and to the professional standards required in all courses in the Department of Sociology.
- If you are a student who is already receiving accommodations through the Disability Resources Center (DRC), I have this information. If you require accommodations but have not requested them, please contact DRC immediately.
- The course videos, while not always correct, have closed captions.
- If you do not understand a word or phrase I am using in the course videos, assignments, or on the course site, please ask. Someone else may be wondering the same thing!
- Get help when you need it. Do not ignore a problem because you feel embarrassed. You all come from different backgrounds and have different experiences based on your education system. If you have trouble with note-taking or writing papers, please visit the Writing Center for help. See the [Helpful Resources](#) link on Canvas.
- I expect you to do well in the course and you should expect to do well too. If I recommend that you do something (i.e., edit your work before submitting it, write more, read the comments provided in graded assignments and/or rubrics, read more, participate more frequently, etc.), it is because I believe it will help you, not because I am mean or do not like you (it is sad that I have to add this, but students often use these claims to make themselves feel better. Unfortunately, they are not only untrue but unhelpful). Try to adjust your habits so you are more productive. I want you to be successful not only in this course but in every course.
- Do not hesitate to see me or the TA during office hours or by email if you are having a problem with the class. If you want advice about applying to graduate school, looking for internships, etc., please feel free to contact me.
- If you need help with things issues that are not related to the class, please seek help from your advisor, the counseling office, DRC, your coach, or whoever is there to assist you.

OFFICE HOURS – GROUP and ONE-ON-ONE OPTIONS

✓ **Group office hours** are non-mandatory open meetings that give students an opportunity to discuss topics with which they may be struggling. I may ask students to attend if they appear to be struggling with the material or are missing multiple assignments. There may be one student or three students in attendance—it all depends on who wants to show up. The day and times are at the top of the syllabus. The Zoom link to group office hours is on Canvas in the calendar. You have the option of turning your camera off or on (I tend to have my camera off) and for some students, this is a better option if their Wi-fi is unstable. There is also a chat box option for you to type your questions if you do not want to speak in the meeting. It is rare that I will not be available during scheduled office hours. If something comes up, I will post a message under Announcements on Canvas or through email.

✓ **One-on-one meetings are individualized office hours** that give students an opportunity to discuss anything of a more private nature (i.e., DRC-related, confusion about an assignment, clarification about a grade, advising, and other types of personal concerns or issues). You can request a one-on-one meeting in one of the available slots as noted at the top of the syllabus. You will receive a confirmation of the appointment that will take place on Google Meet. Although individual office hour time slots are limited, the meeting may be extended if no one else is scheduled in the next time slot. If you cannot make one of these office hours, contact me for other options.

TECHNOLOGY

Pay attention to assignment deadlines. Do not wait until the last minute. Submitting assignments early is a much better tactic than waiting five minutes before you hit the upload or send button.

TIMELINESS

Early assignments are not penalized, but late assignments are heavily penalized. Thus, you are encouraged to start assignments early and submit them early on Canvas where indicated. If you need a “nudge” to get you to focus on due dates, I highly recommend [Focusmate.com](https://www.focusmate.com) and [TomatoTimer.com](https://tomatotimer.com), writing and time management accountability sites. You should also watch Tim Urban’s TED Talk video, [Inside the Mind of a Master Procrastinator](https://www.ted.com/talks/tim_urban_the_procrastinator). It is entertaining and the speaker makes some very good observations. All of the above can be found on Canvas under the Helpful Resources tab.



COURSE REQUIREMENTS AND DUE DATES (Read carefully!)

The distribution of the course assignments allows each student to know where they stand during the semester. Please review the course calendar on Canvas for the due dates. They are also in the syllabus and [To-Do list](#) on the right side of the page on Canvas. **The assignments total 100 points.** This is important to understand as some students may erroneously and needlessly panic because they are assuming this is the same as percentages. It is not. Maximize your point earnings by completing the non-mandatory “**Point Pond**” assignments (described on the next page). These provide a “cushion” for missed points or assignments during the term.

I aim to help you optimize your grade by assigning you projects that are varied such as the weekly review and reflection posts and the more in-depth essay assignment and exams. This avoids the problem of students relying on one or two large projects to determine their final grades. When writing essays for exams or for an essay assignment, remember that **content matters as much as quantity**. If you submit work that is last-minute, superficial when it comes to delving into the content, or you are weak in your analysis, it will show. It will particularly stand out if you have peers who are doing a deeper analysis of the course materials.

GRADE SCALE

A+*	97-100 points	C+	77-79 points	F	59-0 points
A	94-96 points	C	74-76 points		
A-	90-93 points	C-	70-73 points		
B+	87-89 points	D+	67-69 points		
B	84-86 points	D	64-66 points		
B-	80-83 points	D-	60-63 points		

*Unfortunately, Banner does not accept A+ grades, but you should nonetheless know where you stand if at the top range.

ASSIGNMENTS

Weekly Review and Reflections - 25 points

During the term, you will be responding weekly to questions or comments found under [Discussions](#) in Canvas and responding to a post by a peer. The purpose of these is to have you digest the material by reviewing and reflecting upon it. These weekly posts may be helpful in preparing for the exams, writing the essay, and digesting the material. The discussions involve providing one weekly post that is 500 words minimum (due on Saturday by midnight) and one “substantive” post that answers or asks a question about a post by a peer. The peer response post is a way for you to have a conversation with someone from the class who perhaps made a poignant observation about the readings or one of the videos or podcasts. Perhaps the individual said something that you disagreed with or perhaps agreed with unequivocally. In either case, responses should not be superficial, but meaningful. The TA and I will often make responses to your posts to congratulate you on your insight or thoughtful comments, encourage you to write more, ask questions, or simply let you know we

enjoyed reading them. **Tip! Try to avoid waiting until the last minute to post. You will not receive full credit for extremely brief or weak responses.**

Three Exams - 60 points

Participation in the weekly review and reflection posts can contribute to your understanding of the material. However, there are other assignments to help you learn the material. Exams are opportunities to stay engaged, check your understanding of the material, and ensure you are not falling behind. There are three exams, worth 20 points each. Two will be due at the end of **Weeks 3 and 7**, and the third exam is due by midnight, **finals week, Thursday, December 8, 2022**. The three exams will consist of any or all of the following: essays, true-false, matching, and multiple-choice questions. Help is available at the Writing Center for those who need help taking objective exams.

Essay Assignment - 15 points

There is one essay assignment worth 15 points *due by midnight Saturday in Week 9*. This will range from 5-6 pages (excluding the reference page). Detailed instructions on the assignment will appear on Canvas two weeks before the due date. This gives you ample time in which to begin and finish. You are encouraged to attend group office hours if you need help with this (or any other) assignment. **Tip! Carefully read the instructions and the rubric on Canvas for the essay assignment so that you understand how it will be graded.**

“Point Pond” – Non-mandatory Assignments

There are opportunities to earn extra points (they vary in frequency and points) during the term by completing low-stakes non-mandatory assignments. This is what I consider to be the fairest way to offer “extra credit.”

COURSE OUTLINE

In addition to the course readings, there are also videos created by the professor that must be reviewed. If changes are made, these will appear in the course *Syllabus* and *Modules* on Canvas. Please note the assignment due dates for each week. If you have a problem accessing any of the videos or readings, please contact me or the TA immediately.

Week 1: Race and Prejudice – Reality

- Allport, [“Chapter 1: What is the Problem?”](#) and [“Chapter 12: Stereotypes in Our Culture”](#) from Gordon Allport’s, *The Nature of Prejudice* (1954)
- Kennedy, Preface: “Why This Guide?”, “Chapter 1: No Room for Redskins”, “Chapter 4: Who is Coloured Where”, and “Chapter 5: Who May Marry Whom” from Stetson Kennedy’s *Jim Crow Guide to the U.S.A.: The Laws, Customs and Etiquette Governing the Conduct of Nonwhites and Other Minorities as Second-Class Citizens* (1959)
- View the Instructor Video
- Submit weekly posts

Week 2: Race and Privilege - Theories

- Omi and Winant “The Theory of Racial Formation” from Michael Omi and Howard Winant’s *Racial Formation in the United States* (2015)
- Rodriguez, Tumin, and Campbell, [“Sharing the Power of White Privilege to Catalyze Positive Change in Academic Medicine”](#)
- View the Instructor Video
- Submit weekly posts

Week 3: Race and Power – Studies and Theories

- Dockery and Bedeian, “Attitudes versus Actions’: LaPiere’s (1934) Classic Study Revisited”
- Cox, “When Color-conscious Meets Color-blind: Millennials of Color and Color-blind Racism”
- View the Instructor Video
- Submit weekly posts
- **FIRST EXAM DUE THIS WEEK**

Week 4: Sex and Gender and Prejudice – Reality

- West and Zimmerman, “Doing Gender”
- Brown, “Uncomplimentary Things’: Tennis Player Althea Gibson, Sexism, Homophobia, and Anti-Queerness in the Black Media”
- View the Instructor Video
- Submit weekly posts

Week 5: Sex and Gender and Privilege – Theories

- Zarrinjooee and Kalantarian, “Women’s Oppressed and Disfigured Life in Margaret Atwood’s *The Handmaid’s Tale*”
- Hooks, “Feminism: A Movement to End Sexist Oppression” and “Ending Female Sexual Oppression” from *Feminist Theory: From Margin to Center* (1984)
- View the Instructor Video
- Submit weekly posts

Week 6: Sex, Gender and Power – Studies and Theories

- Sebring, “Towards a Sociological Understanding of Medical Gaslighting in Western Health Care”
- Sweet, “The Sociology of Gaslighting”
- WYNC Studios video, The Takeaway: [“Medical Gaslighting and Why It’s a Problem”](#) (21 mins)
- NPR, [“Two months after the Dobbs ruling, new abortion bans are taking hold”](#) (3 mins)
- View the Instructor Video
- Submit weekly posts

Week 7: Age, Prejudice, Privilege, and Power

- Nelson, “The Age of Ageism”
- Cecco (*The Guardian*) [“Anger as Lisa LaFlamme Dropped as Canada TV anchor after Going Grey”](#)
- Chonody, “Positive and Negative Ageism”
- View the Instructor Video
- Submit weekly posts
- **SECOND EXAM DUE THIS WEEK**

Week 8: Class, Prejudice, Privilege, and Power

- Geetha, “Entrenched Fissures: Caste and Social Differences among the Devadasis”
- Miller, et al (*New York Times*) [“Vast New Study Shows a Key to Reducing Poverty: More Friendships Between Rich and Poor”](#)
- *Social Capital Atlas*, [“Opportunity Insights”](#)
 - [\(To optimize your viewing experience, review the tutorial for this site\)](#)
- View the Instructor Video
- Submit weekly posts

Week 9: The Politics of Prejudice, Privilege, and Power

- Kennedy, “How White Americans Became Irish: Race, Ethnicity and the Politics of Whiteness”
- Douglas, Saenz, and Murga, “Immigration in the Era of Color-Blind Racism”
- View the Instructor Video
- Submit weekly posts
- **ESSAY ASSIGNMENT DUE THIS WEEK**

Week 10: Culture, Prejudice, Privilege, and Power

- Disha, Cavendish, and King, “Historical Events and Spaces of Hate: Hate Crimes against Arabs and Muslims in Post-9/11 America”
- Berg-Brousseau (*Human Rights Watch*), [“NEW REPORT: Anti-LGBTQ+ Grooming Narrative Surged More than 400% on Social Media Following Florida’s ‘Don’t Say Gay or Trans’ Law, As Social Platforms Enabled Extremist Politicians and their Allies to Peddle Inflammatory, Discriminatory Rhetoric”](#)
 - Full report found [here](#) (not required reading)
- Decker, “Sex and Sexuality” from Sarah Decker’s *Jewish Women in the Medieval World: 500-1500 CE* (2022)
- View the Instructor Video
- Submit weekly posts

Finals week

THIRD/FINAL EXAM due by midnight, Thursday, December 8