

Sociology 337U Prejudice, Privilege, & Power

Fall Quarter 2022

Dr. José A. Padín, Course Instructor

Contact me: Please use **Canvas mail**

Please put "SOC 337" in the subject of your email

Office Hours:

For meetings times, you will need to sign up for a time-slot (or two). There is a **sign-up sheet** in **Canvas**, in the "Content" section. S

Tuesdays, 12-2 pm – In-person, Sociology Department, Cramer 217, Office G

Wednesdays, 12-2 pm – Remote, Zoom (link will be posted on Canvas)

Course Description and Goals

This course is an exploratory journey into what makes for good and bad human relationships. Prejudice, privilege, and power have a significant influence on the quality of relations between humans, and we use this trilogy as a general vantage point to understand (1) how things can go wrong and (2) how things that have gone wrong can be repaired.

Prejudice, privilege, and power can combine in what can seem like an *infinite number of ways* to influence the quality of human relationships – in our communities, in our country, and across societies. Although we can't study them all, we will take a "deep dive" into some of the ways they have combined to shape the society we live in and the air we breathe in the United States of America. Given we have 10 weeks to become wise, we need to have a *focus*, and the focus this term will be on some key constellations of prejudice, privilege, and power that made "race" a powerful force.

Course Objectives

- To understand when, why, and how "race", became an important "social force" shaping how we relate to one another in the United States.
- To understand division and inequality plays out across many specific areas of our lives: social status, culture, religion, law, housing, voting, education, environment, etc.
- To develop the capacity to envision why and how we can overcome the negative impact of racism on our lives — if we choose to do so.

Required Books

You will need to get the following three books. Purchase them locally, or order them online, either as paper or e-books.

Isabel Wilkerson, *Caste: The Origins of Our Discontents*

Robert P. Jones, *White Too Long: The Legacy of White Supremacy in American Christianity*

Heather McGhee, *The Sum of Us: What Racism Costs Everyone and How we can Prosper Together*

We will use the books in the order in which they appear above. You will need the Wilkerson book, *Caste*, by October 7.

Other Course Materials

Other than the books you are getting, any other materials that we use, either reading, audio, or video, I will share on our Canvas course page.

Important Note on my Legal Obligation as an Instructor

As an instructor, one of my responsibilities is to help create a safe learning environment for you, the students, and for the campus as a whole. Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. Similarly, PSU faculty are required to file a report if they have reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom they come into contact has abused a child. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this [link](#)):

- Women's Resource Center (503-725-5672)
- Queer Resource Center (503-725-9742)
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion and, guided by those values, I am committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, inclusive, and welcoming. If any aspects of 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.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a

conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Your Role and Responsibilities

- Organize a plan and keep a steady weekly routine to meet all the following obligations.
- Keep up with the reading and come prepared to class
- Contribute to class discussion and come to learn from one another.
- Attend **class** and *arrive on time*.
- Complete all the required assignments to the best of your ability.
- Come to office hours at least 3 times during the term.
- If you are facing a challenges or difficulties, don't remain silent. Reach out to me early so I can support you. Your request for support is a gift for me as a professor.
- Bring your best attitude, your full imagination, your deepest compassion, and your inherent intelligence and creativity to all that we do.

Course Work and Grades

20% — In-class quizzes / Participation in class discussion

50% — Reflection Journals

You will need to get a notebook and start a journal to write reflections on what you read (the reading assignments, and some listening assignments) and on class discussion.

Write 4 journal entries a week:

- two reflections on the assigned reading/listening material for Tuesday and Thursday class, and
- two reflections on class discussion (classes that you miss are a missed opportunity for reflection!)

I will collect your journal notebooks four (4) times during the term:

- October 11
- October 27
- November 15
- December 6

30% — Take-Home Essay Assignments

- Oct. 25, due Oct. 27
- Nov. 10, due Nov. 15
- Dec. 1, due Dec. 6

Schedule and Topics

Sept. 27 – Oct. 6

Let's Build Some Foundations

- Sept. 27 - **Socratic Dialogue: Prejudice, Privilege, Power**
Assignment Before Class: Before coming to class, spend some time thinking about these three concepts and reflect on what you know about them based on what you have seen first-hand in your life. **Remember to write a reflection in reflection journal.**
- Sept. 29 - **Socratic Dialogue: What Causes What?**
Assignment Before Class: Before coming to class, spend some time thinking about how *Prejudice, Privilege, and Power* interconnect and shape relationships. Reflect primarily on what you know based on what you have seen first-hand in your life. **Remember to write a reflection in your journal.**
- Oct. 4 - **Conversation: What is Status? Why is it Everywhere? How does it shape human lives?**
Assignment Before Class:
- Listen to the conversation between Ezra Klein (podcast host) and sociologist Cecilia L. Ridgeway on the topic of [“We Build Civilizations on Status. But We Barely Understand It.”](#) To access the podcast, simply click on the title, or, you can find this, the Sept. 13 episode of the Ezra Klein show, in your favorite podcast platform (Apple, Google, Spotify, etc.). This Podcast lasts 90 minutes.
 - **Write a reflection in your journal.**
- Oct. 6 - **Conversation: What is the right attitude we need to cultivate in order to make our course journey fruitful, constructive, and motivating?**
Assignment Before Class:
- Listen to [this conversation with adrienne maree brown](#). REQUIRED: From minute 27 to the end. OPTIONAL: The first 27 minutes
 - Read [this short piece by adrienne maree brown](#).
 - Read [this second conversation with adrienne maree brown](#).
 - **Write a reflection in your journal.**

Deadline: Oct. 11, turn in your journal in class

Oct. 11 - 25

Caste: The Origins of our Discontent

- Oct. 11 – *Reading:* Chapters TBA Oct. 6.
Write journal reflection before class.
- Oct. 13 – *Reading:* Chapters TBA.

- Write journal reflection before class.*
- Oct. 18 – Reading: Chapters TBA.
Write journal reflection before class.
- Oct. 20 – Reading: Chapters TBA.
Write journal reflection before class.
- Oct. 25 – Reading: Required chapters TBA.
Write journal reflection before class.

Deadline: Oct. 27

- Turn in your journal in class
 - Turn in your first Take-Home Essay
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Oct. 27 – Nov. 10

White Too Long: The Legacy of White Supremacy in American Christianity

- Oct. 27 – Reading: Chapters TBA by Oct. 25
Write journal reflection before class.
- Nov. 1 – Reading: Chapters TBA.
Write journal reflection before class.
- Nov. 3 – Reading: Chapters TBA.
Write journal reflection before class.
- Nov. 8 – Reading: Chapters TBA.
Write journal reflection before class.
- Nov. 10 – Reading: Required chapters TBA.
Write journal reflection before class.

Deadline: Nov. 15

- Turn in your journal in class
 - Turn in your second Take-Home Essay
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Nov. 15 – Dec. 1

The Sum of Us: What Racism Costs Everyone and How We can Prosper Together

- Nov. 15 – Reading: Chapters TBA by Nov. 10
Write journal reflection before class.
- Nov. 17 – Reading: Chapters TBA.
Write journal reflection before class.
- Nov. 22 – Reading: Chapters TBA.
Write journal reflection before class.

Nov. 29 – Reading: Chapters TBA.
Write journal reflection before class.

Dec. 1 – Reading: Required chapters TBA.
Write journal reflection before class.

Deadline: Dec. 6

- Turn in your journal in class
 - Turn in your third Take-Home Essay
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