Office Hours: I’m on campus most times. This allows me to be available by appointment at various alternative times. Therefore, email me if you need to see me for any reasons related to the course.

Course Description
Sociology of Minorities is designed to utilize sociological definitions and theories to broaden our understanding of the ways in which people who are categorized by race, ethnicity, religion, sex, gender, and sexuality experience and resist power. Students will watch, read as well as discuss case studies or memoirs of various “othered” members of society. Students will also get an opportunity to explore their own life experiences and choices to critically analyze and make connections between our understanding of “others” and the larger social, cultural, and historical forces that shape us. Ultimately, we will come to an understanding of how social movements are forged towards a more socially just and equitable society.

Course Objectives
There are several goals for this course. Upon completion, students are expected to:

1. understand how minority groups cope, construct meaning, and communicate within and outside the defined boundaries
2. understand the theories and methods that sociologist use to analyze how identity categories such as race / ethnicity, gender, class shape the everyday experience of individuals within a society
3. be better equipped to navigate this multicultural world in which we live
4. critically assess how structural, cultural, historical, and political contexts affect individual lives
5. learn how to effectively participate in disciplines outside one’s field
6. understand how the concept of intersectionality affect families

Required Readings
- D2L
- Documentaries and Videos
This class will be evaluated on the points collected on:

**Project Proposal (5)**
To help you get started and not become overwhelmed at the last minute, you must submit a one paragraph proposal where you identify your intended interview participant, what questions you intend to ask and why this project is important. You can also let me know if this is going to be an in-person interview or a telephone interview. Below are the requirements of the rest of the project.

**Project (15)**
Interview a classmate, a professor, coworker, neighbor, or any other adult acquaintance who is either an immigrant or the child of an immigrant or any other member who is a part of a group considered as a minority group. If you interview an immigrant or the child of an immigrant, your interview may consider questions such as what aspects of their home of origin do they remember or miss? Why did they/or their family come to the United States (i.e.) was this a pull or push factor? Have they been able to assimilate? How well (or not) were they able to assimilate? How often do they return to their home of origin? What do they think about it? Compare their experience to your own in this country (whether or not you are also a second-generation immigrant).
Regardless of the status of the person you interview, be sure you look out for themes that we discuss in class such a “normativity.” Pay attention to the ways they choose to identify themselves. Also, pay attention to how they have been able to access / or not resources such as employment, housing, health, and education. Find out if they embrace their minority status? If not, how do they resist it? Did they bring the themes up, or did you?

**Ultimately, I would like for you to consider and evaluate what purpose your assignment served towards the larger project of social justice.**
You are welcome to consider other questions if they have not been asked here…

Your grade for this paper will depend on the
  a. Project Proposal (5)
  b. In-depth analysis of interview (5)
  c. Proper use of citations, grammar, and spelling (5)
  d. Connects of topic to the Sociological Perspective (5)

Due date for this assignment is **March 22nd** via dropbox.

**General Discussions (15)**
Our weekly class discussions will consist of
1. Your original post - Here every student will raise three critical analysis questions from the readings
2. Your response to three of your classmates’ posts - Here, you will read all the posts and choose three to respond to critically and using materials from the class
3. Your final response - Here you will respond to the posts made by other students to your original post. If there happen to be no responses make a response to any other post.
Your grade for this segment will depend on
- the originality of your post
- the depth of your questions and your responses as well as your connecting the materials of the week to each other and to everyday life
- as well as the frequency of the posts

Overall, you will be graded on three posts per week for this component.

Posts are meant to gauge your understandings to the ways minority groups and their allies organize around major issues and policies as well as your critical analysis of the issues raised by readings presented.

Original responses for the readings and videos are due on Tuesdays every week by 11:30pm. Find three posts to respond to and do so by Friday at 11:30pm. Have your final responses posted by Saturday at 11:30pm as well.

**Quizzes (45)**

Every three weeks you will take a short answer quiz that addresses the main sociological concepts and themes emerging from readings, videos or PowerPoint notes presented. Quizzes will be posted by noon for 24 hrs. on D2L on a Friday to Saturday of the week quizzes are announced on the syllabus. I understand that life goes on and students face challenges thus miss quizzes for various reasons. So, while I do not offer a make-up quiz, I do offer an optional quiz at the end of the class to those students who may have missed a quiz for any reason and to those students who may have a quiz grade they wish to replace.

I will, however, allow a make-up for an officially documented medical emergency that may have occurred during the 24 hours of your quiz.

**Event Log and Discussion (20)**

Identify a blogger, local or global organization whose social justice priority is devoted to addressing issues facing minority groups. Please name that organization by Saturday, January 14th, 2017. Be sure to provide a synopsis of their goals and objectives for five (5) points. After the first week, you are to provide bi-weekly reports of what their project seeks to achieve. Highlight their successes and discuss their shortcomings. In each week, provide a log of what took place that may be connected to our class. What are their shortcomings, successes, and strategic plans? Take the week where there is not much to report on to answer questions from your classmates.

Grades on this assignment are based on
1. your weekly updates and connecting your submissions to the materials covered in class
2. your questions to your classmates and your own responses to the questions asked.

Your first report will be due by Sunday, January 21st, 2017 @ 11:30 pm. Responses from your classmates and your own responses to other’s will be due on the Wednesday January 25th, 2017 @ 11:30 pm. Responses to your classmates will be due on Saturday, January 28th, 2017. This trend will continue every two weeks.
Grading Scale:

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Course Policy

D2L: There will be no formal textbook for the course. The syllabus, videos, notes, and other course materials will be posted on D2L.

Email: If you do need to email me, please allow 24hrs for email responses and up to 48hrs during weekends and holidays.

Paper submissions: All written assignments submitted ought to be Times New Roman, size 12 fonts; one inch margins all around; paragraphs indented half an inch; heading in upper right corner (name, date, assignment name); page number in bottom right corner; single spaced. Also, be mindful to use proper citation for any work you use that is not your own.

Academic honesty: You are expected to demonstrate complete academic honesty. Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarizing will result in failing the assignment and will be reported. If you use a direct quote (i.e. someone else’s written or spoken words), you must include it in quotation marks. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source and include a references section at the end of the paper. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment, and possibly the course, and will be reported.

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 DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, http://www.pdx.edu/drc. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

Title IX reporting: As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.
Conduct
It is required that you act appropriately and demonstrate mutual respect for everyone involved in this course, including the instructor, mentor/assistants, and your classmates. Disruptive behavior including, but not limited to, allowing online access by unauthorized guests, profanity, verbal abuse, or threats directed to others, general disrespect of others, will negatively impact your grade and may result in an F in the course. I reserve the right to delete any posts that I or your classmates find to be non-academic and offensive. Please review the University’s Student Code of Conduct and the Acceptable Use Policy that you agreed to when you received your PSU network access. These policies will be strictly adhered to and enforced should the situation arise. www.pdx.edu/dos/codeofconduct

IMPORTANT:
You should think of your weekly discussion posts and essay responses (on exams) as short, formal writing assignments. As in all academic writing, you should make sure the tone is professional and not too casual. AND, you must properly cite your sources. Here are a few rules that are often forgotten:

- Any direct quote, whether a phrase or a full sentence or more, must be indicated with quotation marks.
- All direct quotes require that you cite the author and page number
- All ideas that are not your own, original ideas must be properly cited, indicating the author. This applies to both paraphrasing and quoting.
- Failure to follow these rules will result in 0 scores and a conduct complaint filed with the Dean of Student Life.

ACADEMIC AND OTHER CAMPUS SUPPORTS
- Center for Student Health and Counseling (SHAC): University Center Building 200, 503-7252800, www.shac.pdx.edu/
- Multicultural Center: Smith 228, 503-725-5342, http://culture.pdx.edu/
- Queer Resource Center (QRC): Smith 458, 503-725-9742, qrc@pdx.edu, www.qrc.pdx.edu/
- Student Legal Services: Smith Center M343 (on the mezzanine), 503-725-4556, www.pdx.edu/sls/
- Writing Center: Cramer 188, 503-725-3570, www.writingcenter.pdx.edu
SOC 337U Course Outline

WEEK ONE
Jan 9 - 15
Introduction to the Sociology Perspective
Five Faces of Oppression
What Can Be Done? - Alan G. Johnson
Androcentrism - Joanne Baker
Minority Activist Group due

WEEK TWO
Jan 16 – 22
Introduction to the Sociology Perspective Cont.
RACE AND CLASS - What are Minority Groups and How they are Created
"Gender and Race: (What) Are They? (What) Do We Want Them To Be?" - Haslanger, Sally
https://www.youtube.com/watch?v=uijHALR75Ls

WEEK THREE
Jan 23 – 29
Sociological Perspectives on the Construction of Race
How our skins Got Their Color - Marvin Harris
AAA Statement on Race
Minority Report Due
Quiz 1

WEEK FOUR
Jan 30 – Feb 5
Sociological Perspectives on the Construction of Race / Ethnicity
Colonized and Immigrant Minorities - Robert Blauner
Social Stratification and the Body: Gender, Race, and Class - Katharine
https://www.youtube.com/watch?v=Na-FTVOjOoQ
Interview Proposal Due

WEEK FIVE
Feb 6- 12
Sociological Perspectives on Construction of Race / Ethnicity / Gender
Intersectionality
Privilege - Peggy McIntosh
Black Feminist Thought - Pat Hill Collins
What On Earth Makes Us Want to Wear High Heels? Well, Here’s Your Answer - Prins, Kaila
http://everydayfeminism.com/2015/06/why-wear-high-heels
Minority Reports Due

WEEK SIX
Feb 13 - 19
Sociological Perspectives on Construction of Race / Ethnicity / Gender /Sexuality
Cis Privilege and Identity Policing in the Bi and Pan Community: 3 Harmful Tropes - Adrian Ballou
“Social Stratification and the Body: Gender, Race, and Class” Soc Compass
Quiz 2

WEEK SEVEN
Feb 20 - 26
Sociological Perspectives on Construction of Race / Ethnicity / Gender /Sexuality
Third Gender
Sex Redefined - Claire Ainsworth
http://www.nature.com/news/sex-redefined-1.16943
https://www.youtube.com/watch?v=qK1GQRoto9E
Minority Report Due
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<td>Social Justice Movements</td>
<td>Mar 13 - 19</td>
<td>Asexual Activism Interview Project Due, March 22th Minority Report Due Optional Quiz 4</td>
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