

Intersections of Privilege

Dr. Abby Ferber
719-255-4139; afferber@uccs.edu

“The nature of privilege is such that you cannot relinquish it but you can use it to the benefit of those who have none.” Kathleen Saadat

Note: this syllabus applies to all students registered through Women’s and Ethnic Studies, Sociology, or the College of Education, at either the undergraduate or graduate level. (High school students in the Youth Institute or Youth Action Project have a different syllabus, posted on the WPC website.)

Depending on your course of study, we offer the same course in two different colleges, and recommend you check with your academic advisor to ensure credits will transfer.

Attending the national, award-winning White Privilege Conference is a unique opportunity to hear from some of the leading scholars and activists in this field. This course is designed to allow you to fully participate in the conference, and reflect upon the new knowledge you learn there.

This is an independent course experience. Students should make their own travel arrangements, hotel arrangements, register for the conference, etc. Hotel and conference registration information is at: www.whiteprivilegeconference.com

Register for the Course:

Academic credit is \$100 per credit hour for undergraduates and \$150 for graduates, plus \$2 per credit hour “SIS Administrative fee” service charge. The credits can be transferred to most colleges and universities as elective credits. For academic credit, students must register with the University of Colorado, Colorado Springs. This course may also be applied to the Graduate Certificate offered by the Matrix Center.

Registration Deadline: April 13, 2012

Download registration instructions from the WPC web site

College: Letters, Arts, and Sciences

Department: Women’s and Ethnic Studies, undergraduate credit

Course Information for registration: WEST 4900-701, “Intersections of Privilege”

1-4 credit hours: \$100/credit hr tuition + \$2/credit hr “SIS Fee” service charge

Class Number 39252

Department: Sociology, graduate credit

Course Information for registration: SOC 5010-701, “Intersections of Privilege”

1-3 credit hours: \$150/credit hr tuition + \$2/credit hr “SIS Fee” service charge

Class Number 39238

College: Education

Department: Curriculum & Instruction, graduate credit

Course Information for registration: CURR 5598-705, "Intersections of Privilege"

1-3 credit hours: \$150/credit hr tuition + \$2/credit hr "SIS Fee" service charge

Class Number 40348

Required Background Readings:

Required Readings to be selected from:

1. *Privilege, Power and Difference*, Allan G. Johnson, Mayfield Press, most recent edition. (recommended for beginners)
2. *Undoing Privilege: Unearned Advantage in a Divided World*. Bob Pease. Zed books. 2010.
3. *Privilege: A Reader*, edited by Michael Kimmel and Abby L. Ferber, Westview Press, 2003.
4. *Black Sexual Politics*, Patricia Hill Collins, Routledge, 2005.
5. *Whiteness of a Different Color*, Matthew Frye Jacobson, Harvard University press, 1999.
6. *Making Whiteness* by Grace Elizabeth Hale, Vintage, 1999.
7. *Racism Without Racists* (second edition) by Eduardo Bonilla-Silva, Rowman and Littlefield, 2009 (third edition).
8. *The White Racial Frame*, Joe Feagin, Routledge, 2010.
9. *Breaking the Code of Good Intentions*, Melanie E. L. Bush, Rowman and Littlefield, 2004.
10. *Fire in the Heart: How White Activists Embrace Racial Justice*, Mark R. Warren, Oxford University Press, 2010.
11. *Promoting Diversity and Social Justice: Educating People From Privileged Groups*, by Diane J. Goodman, Sage Publications, second edition.

Course Requirements:

Attendance at the White Privilege Conference, March 28-31, 2012.

Details are at: www.whiteprivilegeconference.com

All assignments are due via email to afferber@uccs.edu by May 4, 2012.

Students are required to attend the conference for 13 hours for each undergraduate credit hour registered for, and 15 hours for each graduate level credit registered for. This should be reflected in the session log. Attendance may include keynotes, workshops, and films.

Ethical Conduct: The responsibility for ethical conduct, academic honesty and integrity rests with each individual member of the UCCS community. The Student Codes and Academic Policies (which may be found at:

<http://www.uccs.edu/~dos/studentconduct/index.html>) are followed in this class. In general, academic dishonesty includes, but is not limited to, cheating on assignments or examinations, plagiarism (which means misrepresenting as your own *any* work done by another), misuse of academic materials, or interfering with another student's work. Violations of the honor code may result in dismissal from the program.

One credit hour: Select one of the above books to read (two for graduate students); complete journal, and privilege paper assignments. (minimum 13 hours attendance for undergrads, 15 for grads).

Two credits requires completing two of the books above (three for graduate students); journal; privilege paper; and 8-10 page research paper for undergrads, 10-15 for grads. (minimum 26 hours attendance for undergrads, 30 for grads).

Three credits requires completing three of the above books (four for graduate students); journal; privilege paper; and 12-15 page research paper for undergrads, 15-20 for grads. (minimum 39 hours attendance for undergrads, 45 for grads).

May 4, 2012: All written work is due. Send via e-mail to: aferber@uccs.edu

Note: Computer problems, internet access, and difficulty with attachments are NOT considered valid excuses for missing the deadline window. Submit assignments via email to: aferber@uccs.edu

Journal/Session Log:

Workshop attendees must engage in active participation in the conference. Attendees must complete and submit a formal session log that lists the title of the presenter, the title of the session(s), and the time length of each session. Additionally, a brief journal entry/description (approx. two-three paragraphs) discussing one major concept presented at the session. What was the most important take-home message for you? Make sure you take notes at the conference to use for your journals.

The Personal Privilege Paper:

This paper should be 5-7 pages for undergraduate students and 8-10 pages for graduate students. In this paper, explore your own life from the perspective of privilege. For example, you might examine any of the following issues: how has privilege, in any/all forms, shaped your life? (consider race, class, gender, sexuality, disability, etc.) Have you been aware of privilege in your life as you were growing up? Why or why not? As you learn more about privilege, and examine your life, what do you find most interesting or surprising? How has privilege shaped your life opportunities, life chances, experiences, etc. Will your new understanding of privilege change your life, your actions, your behaviors in the future in any way? How do privilege and oppression interact in your life? Are there certain forms of privilege that have been more visible to you than others? This paper is your opportunity to relate what you are learning at the

conference and in your readings, to your own life, your previous coursework, and to your independent research for the final paper.

Guidelines for Research Paper:

Begin working on your paper immediately. Choose an issue related directly to privilege that interests you. Think about a specific issue tied to race, gender, sexuality and/or class dynamics, and analyze the issue by bringing privilege into focus. How does focusing on privilege change our understanding of the issue? Has research in the field examined the dynamics of privilege? Your bibliography should include both academic books and journal articles, and sources that are as recent and up to date as possible. Limit use of websites.

The central purpose of this paper is to make a cogent case for a particular point of view: this is your thesis. There may be no single correct answer to the issue you address. There are, however, better and worse answers. This is a function of how well you articulate and defend your position. You must, at every step, provide reasons for your position and for your particular interpretation, occasionally backing up your arguments with quotes. The following suggestions should help you produce a thoughtful and well-written paper.

1. Begin every paper with an introduction that includes your thesis and a careful exposition of the key points you will make.
2. Make sure you support your points and arguments with sources, and you may also incorporate examples from your internship experience where relevant.
3. Provide a conclusion summarizing your arguments.
4. Provide page references or footnotes for quotes, and a bibliography with a complete list of sources. Your paper should include quotes from your sources, but you should not rely too heavily upon quotes.
5. Follow either APA or MLA format guidelines, and use them consistently.
6. Go through as many drafts as necessary: no one writes a perfect paper on the first try. Be sure to carefully proofread your paper!
7. Plagiarism will result in an automatic F. Read the plagiarism policy on the UCCS LAS website, and the student academic honor code and make sure you understand what plagiarism is. *This is your responsibility!*

Option for Educators: If you are a teacher or educator, you may substitute the education action plan for the research paper.

Education Action Plan:

The attendee will submit an action plan that describes in detail what he/she will apply to his/her current educational setting in terms of knowledge and skills learned at the conference and from readings. The action plan must identify the outcome of the activity (WHAT you want to do differently in the classroom), the specific tasks to reach the outcome (HOW you are going to do it differently), specific resources you will use, and a description of the evaluation plan (how you might EVALUATE your changes) plus the hours estimated for developing, implementing, and evaluating the action plan.