

Sociology 3300: Social Inequality
Fall 2014
Wednesday 1:55 to 5:35, 0035 State Hall (basement)
Professor: Dr. Krista M. Brumley

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Office Hours: Wednesdays, 10:00 to 11:00 a.m. or by appointment

Department of Sociology: 313-577-2930 (main office number; email is the best way to contact me)

Course Description/Objectives:

There are two objectives in this course. First, we explore how race/ethnicity, class, gender, and sexuality shape our experiences and understandings of society. Our social locations within these statuses influence our everyday interactions and create differential access to goods, services, resources, and opportunities in society. The resulting inequalities do not occur in isolation; rather they intersect to create a complex matrix of relationships. We critically analyze the relationships between and among the social statuses to understand the distinct experiences and opportunities individuals have in society.

Second, we examine how inequality is also a consequence of social institutions. Toward understanding how institutions *create and maintain* a system of stratification, we critically analyze social institutions like work and the economy, the family, the state, education, and the media. While primarily examining social inequality within the U.S. context, we also examine social inequality in the global system.

This is not an introductory sociology course; it requires extensive reading and writing. Students should be prepared to keep up with the pace of work. In addition to course readings, I incorporate various documentaries to illustrate social inequalities. I expect students to critically analyze the documentaries in their writings and in class discussions. I view the classroom as a learning community – both professor and students have active responsibilities. I make every effort to ensure that students learn and gain insightful knowledge; however, students must fulfill the course requirements and also adhere to the course policies in order to ensure a successful learning environment.

A final note: We read some texts and watch films that explore sensitive topics. These materials and our discussions may make you uncomfortable. It is important to be willing to struggle with this material, and its implications, while also treating one another with respect. We will work to create a space in this classroom to think about serious and difficult questions together in a respectful manner.

Required Readings:

Ore, Tracy R. (Ed.). 2013. *The Social Construction of Difference and Inequality: race, class, gender, and sexuality*. 6th Edition. Boston: McGraw-Hill. (ISBN: 9780078026904)

The **required book** is available at Wayne State University, or through online sources. **Make sure you get the 2014 edition!** I may require other articles or book chapters (available on Blackboard).

Course Requirements (instructions also on the Blackboard):

Class Participation: Class participation is essential to student success in this course. I expect students to be prepared to engage in discussions and demonstrate their understanding of the reading and concepts presented. Active classroom participation means voicing your ideas, asking questions, and carefully listening throughout the entire semester. I expect students to respond to questions I ask in class. All students should try to create a comfortable environment that encourages everyone's participation, regardless of ideology or personality. Normal class attendance and participation should get you most of these points. Please note that students who dominate the conversation will be asked to refrain from doing so in order to allow all students to participate. Students who never participate will be called on. Excessive absences will jeopardize the participation grade. Students who arrive more than 15 minutes late or leave early three times will be penalized by a deduction in the course grade. I record attendance at all class

sessions for the purpose of tracking. It is the students' responsibility to ensure I have recorded them as "present." Class participation is worth 10% of your final grade.

Memos: Students will write five (5) critical memos on the readings (and documentaries, if appropriate) assigned for this course. Each memo is one-page in length (single-spaced). Students are to reflect on the readings for that class session, connect the readings with previous texts, and relate the readings to experiences outside of the classroom. At the end of the syllabus is the memo assignment. Students are divided into two groups, so pay close attention to the due dates. The assignment is also on the blackboard. Memo #1 is worth 10%, memos #2 & #3 are worth 15% each, and memos #4 & #5 are worth 20% each, for a total of 80% of your final grade. **Students must submit memos via email. I use track changes and comments in Microsoft Word to give feedback. I expect improvements from one memo to the next. Poor writing quality severely impacts memo grades. I cannot grade on what I think you are trying to say, but rather what is written on the paper.**

Final memo: There will be a final memo based on a lecture by William Julius Wilson (Friday, October 31st; details to be confirmed). It is due on the last day of class and worth 10% of the final grade.

Final Grade:

1. Class participation	10 points
2. Memos 1-5	80 points (10 points #1; 15 for #2 & #3; 20 for #4 & #5)
3. Final examination memo	10 points
TOTAL	100 points

Grade Chart:

100% = A+	88-89% = B+	78-79% = C+	68-69% = D+	0-59% = F
95-99% = A	84-87% = B	74-77% = C	64-67% = D	
90-94% = A-	80-83% = B-	70-73% = C-	60-63% = D-	

Course Policies:

Course policies are designed and implemented to ensure a quality learning environment. As your professor, my responsibility is to create an environment where students can learn, but it is also the students' responsibility to respect the policies.

1. **Plagiarism:** I expect all students to abide by the academic honor code. You may use statistical data or paraphrase other published works, but ONLY if you provide the complete citation. This means, even if you use your own words, but the ideas are from someone else, you must give credit to the author(s). If you use someone's exact words, you must use quotation marks and provide the citation. Under no circumstances should you use a "cut-and-paste" method for written assignments. I take plagiarism seriously and will follow the appropriate procedures if a student violates the integrity of academics. At a minimum, the student will receive a zero for the assignment (and thus most likely fail the course) and at a maximum I will enforce Wayne State University policies on academic dishonesty. See the blackboard for proper citations and also at the end of this document.
2. **Blackboard and course communication:** All course information is managed through Blackboard, including course announcements and other postings. Assignments and the course syllabus are posted on the Blackboard. All students have a WSU email account so if you decide to use a different account you need to figure out how to forward any email to that alternative account. **I only use your WSU email for communicating.** Not checking your Blackboard or not getting your email is no excuse for missing assignments or other information relevant to this course. It is the student's responsibility to inquire about announcements made in class as well as the subject material if you are absent from class. See: <http://computing.wayne.edu/blackboard/>
3. **Professor contact information:** The best way to contact me is by email. If you do not get an email response from me within 24 hours, assume I did not receive your email and send it again. You can leave a message in the department, but the ONLY number to call is a central number for the sociology

department. If you need a quick response, use email. It is the students' responsibility to come to me with questions, concerns, or comments related to coursework! I am always willing to discuss the results of an assignment, readings, or lectures. Do not wait until the last weeks of the semester to inquire about grade concerns. You should always ask whenever you have a question about how you are doing in the course instead of ignoring the situation.

4. **Email etiquette:** When corresponding with me, use the WSU email. I will not respond to emails from other accounts (i.e., gmail or yahoo). Emails should follow a professional format, including using punctuation, full sentences, correct spelling and grammar, and capital letters at the beginning of sentences or proper nouns. **DO NOT EMAIL ME AS IF YOU WERE SENDING A TEXT MESSAGE.** Students must indicate their name and what course they are enrolled in so that I know who is sending the email. Do not address me as "Ms." or "Mrs." – these are titles for teachers in K thru 12. Use either "doctor" or "professor." I will not engage in discussions of substance via email, particularly if there is a question regarding grades and class issues. It is too easy for emails to be taken out of context and the "tone" and meaning received may not be what the sender intended.
5. **Cell phones, smart phones, iPhones, Laptops, etc.:** Turn them off when you enter the classroom. If you have specific needs (i.e., child care or elder care needs), set your phone to vibrate and simply walk out of the classroom to take the call. I expect students to be attentive in class. **I deduct 10 points from the total final participation grade each time you use a cell phone during class.** NO LAPTOPS MAY BE USED in the classroom!
6. **Assignment Format and Late Policy: All memos and other assignments must be computer-generated. Students must submit an electronic version to my email address BEFORE class begins. A paper version must also be turned in during class.** I accept no assignments if hand-written. See assignments for format guidelines and late policy – all assignments are subjected to a grade reduction if late. If you miss class, it is your responsibility to come by my office to retrieve the graded assignment or wait until the next class session. I will not leave assignments on my door in envelopes because I cannot guarantee student confidentiality.
7. **Grades:** I will not discuss grades before, during, or after class. If you have grade questions, you must come to my office hours, or set up an appointment. It is the students' responsibility to hold on to all graded assignments after they are handed back, until completing the course. If you believe you have been graded unfairly, you should check with me during office hours to see if it was a simple oversight. If it was not and you still believe you have been graded unfairly you are to give me a written explanation of why you believe the grade should be re-evaluated. You should be very specific by providing evidence from the course or the readings as evidence for your statement. I also need a copy of the graded assignment so be sure to hang on to a copy of all your work until the semester ends. Please note that just because you provide a written statement of what you believe is an unfair grade, changing your grade is not automatic. If you are able to show you were graded unfairly then I will gladly change your grade, but keep in mind that the grade can stay the same or go down as a result of the second review. If you are still not satisfied you will have to go through proper channels in the Department of Sociology. A third party would review the assignment. Again, depending on the third party's review, the grade(s) may go up, stay the same, or decrease. **"Y" grades are not given for this class. Incomplete grades are rarely given and only in very limited circumstances to students who are passing the course. DO NOT PLAN ON IT!**
8. **Student Disability Services:** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TTY: telecommunication device for the deaf; phone is for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services'

mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU.

9. **Changes to the syllabus:** I reserve the right to make adjustments to the syllabus throughout the course. Please pay close attention to all announcements in class and on the Blackboard.

10. **WSU Registration/Withdrawal policies:** Students must complete registration by **September 10th**. Students cannot add courses after this date unless the professor and department approve it. The last day to drop the class is September 10th (with tuition cancellation). Classes dropped by this date do not appear on the transcript. After this date, students must initiate a course withdraw through pipeline; a “withdraw pass” or “withdraw fail” will appear on the transcript. After **November 9th** students cannot withdrawal from the course and will receive a letter grade.

COURSE SCHEDULE – SOCIAL INEQUALITY 3300 (subject to change)

Date	Readings and Assignments
August 27	Introduction to the course
September 3	Constructing Inequality <ul style="list-style-type: none"> ▪ Ore, “Constructing Differences” (pp. 1-18)
Constructing Difference: Race & Ethnicity	
September 10	<ul style="list-style-type: none"> ▪ Omi & Winant, “Racial Formation” (pp. 19-29) ▪ Waters, “Optional Ethnicities” (pp. 29-41) ▪ Ngyuen, “Becoming Suspects” (pp. 42-55) ▪ Almaguer, “Race, Racialization, and Latino Populations in U.S.” (pp. 56-74) <p>ESSAY #1 FOR GROUP ONE DUE (10%) ESSAY #1 FOR GROUP TWO DUE (10%)</p>
Constructing Difference: Social Class	
September 17	<ul style="list-style-type: none"> ▪ Shapiro, “Race, Homeownership, and Wealth” (pp. 74-91) ▪ Mantsios, “Media Magic” (pp. 91-100) ▪ Lui, “Doubly Divided: The Racial Wealth Gap” (pp. 100-107) ▪ Hargittai, “The Digital Reproduction of Inequality” (pp. 419-430) ▪ Sheehan, “Not Poor Enough” (pp. 669-678) <p>FILM: Class Dismissed: How TV Frames the Working Class (to be confirmed) ESSAY #2 FOR GROUP ONE DUE (15%)</p>
Constructing Difference: Sex & Gender	
September 24	<ul style="list-style-type: none"> ▪ Lorber, “The Social Construction of Gender” (pp. 112-121) ▪ Fausto-Sterling, “The Five Sexes” (pp. 121-127) ▪ Griffin, “Ain’t I a Woman?” (pp. 128-143) ▪ Fair, “Constructing masculinity through penetration discourse” (pp. 143-157) ▪ Armstrong, et al., “Sexual Assault on Campus” (pp. 532-553) <p>FILM: Hip-Hop: Beyond Beats and Rhymes (to be confirmed) ESSAY #3 FOR GROUP ONE DUE (15%) ESSAY #2 FOR GROUP TWO DUE (15%)</p>
Constructing Difference: Sexuality	
October 1	<ul style="list-style-type: none"> ▪ Bornstein, “Naming all the Parts” (pp. 157-169) ▪ Renold, “If you don’t kiss me you’re dumped” (pp. 169-187) ▪ Ray & Rosow, “Getting off and getting intimate” (pp. 188-210) ▪ Kaufman, “The Construction of Masculinity” (pp. 554-570) <p>FILM: Documentary on Harvey Milk (to be confirmed) ESSAY #3 FOR GROUP TWO DUE (15%)</p>

Social Institutions: Family	
October 8	<ul style="list-style-type: none"> ▪ Introduction to Part II: Maintaining Inequalities (pp. 211-236) (not for memo inclusion as an article) ▪ Hill, “Why won’t African Americans Get (and stay) married? (pp. 237-253) ▪ Rubin, “Families on the Fault Line” (pp. 253-263) ▪ Pyke, “An intersectional approach to resistance and complicity” (pp. 263-276) ▪ Stacey, “Gay and Lesbian Families are Here” (pp. 277-289) FILM: Our House (to be confirmed) ESSAY #4 FOR GROUP ONE DUE (20%)
Social Institutions: Education	
October 15	<ul style="list-style-type: none"> ▪ Kahlenberg, “The Return of ‘Separate but Equal’” (pp. 290-297) ▪ Sadker & Sadker, “Missing in Interaction” (pp. 305-317) ▪ Miceli, “Schools and the social control of sexuality” (pp. 318-328) ▪ Kessel, “Cyberbullying, School Bullying...” (pp. 571-585) FILM: Waiting for Superman ESSAY #4 FOR GROUP TWO DUE (20%)
Social Institutions: Work and Economy	
October 22	<ul style="list-style-type: none"> ▪ Wilson, “Jobless Ghettos” (pp. 328-339) ▪ Pager, Western, & Bonikowski, “Discrimination in a Low-Wage Labor Market” (pp. 364-388) ▪ Wingfield, “Racializing the Glass Escalator” (pp. 363-380) ▪ Cose, “A Dozen Demons” (pp. 598-607) ▪ Ehrenreich “Nickel-and-Dimed...” (pp. 655-668) FILM: Wal-mart: The High Cost of Low Prices (to be confirmed) ESSAY #5 FOR GROUP ONE DUE (20%)
Social Institutions: State and Public Policy	
October 29	<ul style="list-style-type: none"> ▪ Burnham, “Welfare Reform, Family Hardship, and People of Color” (pp. 389-399) ▪ Western & Pettit, “Beyond Crime and Punishment” (pp. 400-407) ▪ Wessler, “The Treacherous Triangle” (pp. 407-418) ▪ Southern Poverty Law Center, “Climate of Fear” (pp. 525-531) ▪ Thompson, “How the Right Made Racism Sound Fair” (pp. 490-500) FILM: Hijacking Catastrophe (to be confirmed) ESSAY #5 FOR GROUP TWO DUE (20%)
October 31	HUMANITIES CENTER FALL SYMPOSIUM (details to follow) KEY NOTE SPEAKER: WILLIAM JULIUS WILSON PLEASE NOTE: THIS IS A FRIDAY; plan ahead!
Social Inequality, Resistance, and Social Change: Thinking Globally	
November 5	<ul style="list-style-type: none"> ▪ Global social issues: Argentina ▪ Reading to be decided
November 12	<ul style="list-style-type: none"> ▪ Global social issues: Mexico ▪ Reading to be decided
November 19	<ul style="list-style-type: none"> ▪ Global social issues: to be decided (country to be decided) ▪ Reading to be decided

December 3	LAST DAY OF CLASS – PLAN ON A FULL CLASS SESSION FINAL MEMO DUE FOR GROUPS ONE AND TWO: WSU Humanities Fall Symposium scheduled for Friday, October 31st (10%) (to be confirmed once final details are available)
December 10	Final Exam? Only if we need an extra day!

NOTE: I grade memos based on how effectively students address the specific criteria and writing style. Plagiarism is not tolerated. Because memos are ONLY on readings from the course textbook, students do not need to cite the author(s) UNLESS providing a direct quote. In this case, cite as follows: (Omi & Winant 2014:35). However, keep direct quotes to a minimum; students will lose points if too many.

Guidelines for bibliography/reference list (if assignment requires other readings):

Books:

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press.

Chapters in an edited Book:

Pye, Lucian W. 1998. "Democracy and Its Enemies." Pp. 21-36 in *Pathways to Democracy: The Political Economy of Democratic Transitions*, edited by James F. Hollifield and Calvin Jillson. New York: Routledge.

Journal Articles:

Jafar, Afshan. 2007. "Engaging Fundamentalism: The Case of Women's NGOs in Pakistan." *Social Problems* 54:256-273.

Fitzgerald, Kathleen J. and Diane M. Rodgers. 2005. "Radical Social Movement Organizations: A Theoretical Model." *The Sociological Quarterly* 41(4):573-592.

NOTE: Do not include the internet site when referencing journal articles. You are only using the internet (i.e., JSTOR) as a tool to access these journals.

Internet:

The World Bank. 2000. "Income Inequality." Retrieved January 15, 2006. (www.worldbank.org).

Newspapers:

Breen, Michael. 1999. "Parents, Peers Big Reasons for Image Obsession." *Chicago Sun-Times*. December 19, p. 46. (see Internet above for online articles)

Magazines:

Lemonick, Michael, Dan Cray, Deborah Fowler, Julie Grace, Alison Jones, Durham Thompson, and Dick Thompson. 2000. "Teens Before Their Time." *Time*. October 30, 156:66-73. (see Internet above for online articles)

Guidelines for citations in the text:

Paraphrasing an author(s):

Scholars of social sciences have begun to recognize the importance of non-governmental organizations, particularly as advocates for citizenship rights (Alvarez 1998; Lind 2000).

Direct quote using author's name in the sentence:

As Segarra (1997:489) argues the "apparent failure of the state-centered model of development has provoked increasing interest in the role that associations in civil society can play."

Direct quote NOT using the author's name in the sentence:

Former President Salinas (1988-1994) actively sought to diminish the power of NGOs by changing fiscal laws to allow the government "to treat NGOs as private profit-making corporations" (Piester 1997:486).

Social Inequality 3300: Memos*

You will turn in 5 memos throughout the semester. The memos are to cover *every* reading assigned for a date. The memos are one single-spaced page (about 4 to 5 paragraphs – **use only Times New Roman 11 or 12-point font**). Students must submit memos by email before class and bring a copy to class.

Memo #1	❖ September 10 for Group One / September 10 for Group Two
Memo #2	❖ September 17 for Group One / September 24 for Group Two
Memo #3	❖ September 24 for Group One / October 1 for Group Two
Memo #4	❖ October 8 Group One / October 15 for Group Two
Memo #5	❖ October 22 Group One / October 29 for Group Two

Students write essays according to assigned group number on the dates listed above. Students will be penalized if memos are not submitted on the due date. See late policy below.

Memos not in the following format will be returned unread and with a failing grade.

Put your name and the date at the top of each memo (put in the header to save space). In the memo, discuss the readings for that day's class. You are to connect the readings to one another and to previous course materials, and relate the readings to experiences outside of the class. The memos should not be difficult, but you must be systematic in your approach. **Memos must follow these steps:**

1. Read all of the readings listed in the syllabus for the date you will turn in your memo.
2. First paragraph - summarize the major arguments of the readings (one to two sentences for each reading). Make sure you clearly articulate the authors' arguments, not just a description of the topic. **Do not discuss each reading in a separate paragraph!**
3. Second paragraph - connect the readings to one another. Do they make similar arguments or do they disagree with one another? What do these readings taken as a group suggest about race, ethnicity, class, sexuality or gender in society? This paragraph should be about four to six sentences, including the paragraph topic sentence that states the overall connection among the readings.
4. Third paragraph - connect the readings to previous course materials. How do these readings contribute to the larger issues we are addressing? Try to make connections across a wide array of the materials we discuss in this class. Be very specific in the connections with other readings. It is not enough to state that the arguments are similar; you must explain HOW they are similar. This paragraph should be about five sentences.
5. Fourth paragraph - connect the readings to your experiences outside of class (lived experience, newspaper or magazine articles you've read, films you've seen outside of the classroom). How do these other experiences seem to confirm or deny the arguments made in this set of readings? You must reference at least 2 readings from the designated week's readings. Write a concluding sentence that brings the paragraphs of the memo together. This should be the last sentence of the application paragraph. This paragraph should be about four to five sentences.
6. Recheck the memo to make sure it is organized clearly.
7. Keep your memo to one single-spaced page. Write in the first person. Use active voice whenever possible (For example, "Banks refused to make mortgage loans in poor urban neighborhoods" is a statement in active voice. "Poor urban neighborhoods were discriminated against" is in passive voice, and leaves us wondering who was doing the discriminating). If you have a direct quote, put the author's last name and page number in parenthesis. Use quotes sparingly – only 1 or 2 maximum; learn to paraphrase. Re-read the paper, revise the spelling and grammar (try running the spell- and grammar-checker), and ensure that it covers all of the criteria. **Students lose points for spelling, incomplete or run-on sentences, missing words like pronouns, verbs, & prepositions, too many quotes, and any other English grammar errors.**
8. Save the memo with your last name, memo #, and group #. For example: BrumleyMemo1Group1. Send via email to: kbrumley@wayne.edu. **See below for late policy.**

Grading: I rate your memo in six areas – coverage, connections, integration, application, organization, and writing style (5 points for exemplary, 4 for very good, 3 for acceptable, 2 for needs improvement, and 1 for unacceptable). Total points are 30. Grades translate as follows: 30=100, 29=98, 28=96, 27=94, 26=92, 25=90, 24=88, 23=86, 22=84, 21=82, 20=80, 19=78, 18=76, 17=74, 16=72, 15=70, 14=68, 13=66, 12=64, 11=62, 10=60, 9=58, 8=56, 7=54, 6=52. Note: if you earn only 1 point in each category it is a failing grade at 52%; earning 4 points in each category (very good) is an 88%. Sociology majors must pass with a "C" which means earning at least a "3" in each category for a 76%. To earn an "A" you must earn some 5 evaluations.

Late submissions: Students lose five points (*from the total 30 points*) if the memo is late (memos are due by 2 pm electronically). This means the highest grade students can earn is 90%. Thereafter, students lose 1 point for each day the memo is overdue.

*This paper is revised from an assignment developed by Joya Misra.

Memo Evaluation Criteria

	5—Exemplary	4—Very good	3—Acceptable	2—Needs improvement	1—Unacceptable
Coverage	Covers all readings listed for a date thoroughly and thoughtfully (correctly articulates the arguments and topics of each reading)	Covers all readings listed for a date thoughtfully (mostly explains the topic of the readings, and the authors' arguments correctly)	Covers all readings listed for a date (explains the topic of the readings, but not the authors' arguments)	Covers all readings listed for a date briefly	Leaves out one or more readings
Connections	Connects readings to one another effectively using examples (from all readings)	Connects readings to one another (three examples)	Connects readings to one another (or only 1-2 connection examples)	Attempts to connect readings to one another but not clear	Lack of integration across readings
Integration	Connects readings to other course materials effectively (connects the specific arguments of 3 or more previous readings using examples from readings)	Connects readings to other course materials (connects the arguments 2 previous readings using examples)	Connects readings to other course materials (connects the arguments of 1 previous reading using examples)	Connections to other course materials are attempted but not clear (just indicates there is a connection, but does not explain the arguments)	Lack of connection to other course materials
Application	Connects readings to experiences outside the classroom effectively (from more than 2 readings)	Connects readings to experiences outside the classroom (from 2 readings)	Connects readings to experiences outside the classroom (from 1 reading)	Connections to outside experiences are attempted but not clear	Lack of connection to experiences outside the classroom
Organization	Very clearly organized, including conclusion statement (systematic organization – topic sentences & paragraph transitions)	Organized, including conclusion statement, good transitions, and coherent paragraphs	Some organization, attempts conclusion statement, but weak transitions (too many ideas in one paragraph)	Organization less explicit, no conclusion paragraph, and no transitions (too many ideas in one paragraph)	No conclusion, no logical organization, no transitions, &/or one paragraph for each reading
Writing Style	Adheres to writing guidelines completely or almost completely (spelling, grammar, format, & paragraph order)	Author makes one or two mistakes in a particular category, but writes correctly elsewhere	Author makes several mistakes in one or two categories, or makes consistent errors in one category	Author makes several mistakes in more than two categories, or makes consistent errors in two categories	Multiple patterns of errors

Grade translation: 30=100, 29=98, 28=96, 27=94, 26=92, 25=90, 24=88, 23=86, 22=84, 21=82, 20=80, 19=78, 18=76, 17=74, 16=72, 15=70, 14=68, 13=66, 12=64, 11=62, 10=60, 9=58, 8=56, 7=54, 6=52