

# SOC 3300 – Social Inequalities

Syllabus  
Anabel Stoeckle

## SOC 3300

- \* Instructor:  
Anabel Stoeckle
- \* M & W  
2:30pm - 4:10pm
- \* 328 State Hall
- \* E-mail:  
et4198@wayne.edu
- \* Office: #2262 FAB  
Faculty Administration  
Building
- \* Office hours:  
M & W  
10:00am - 12:00pm  
& by appointment

## Course Description/Objectives

There are two course objectives.

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. To understand how social institutions create and maintain a system of stratification, we critically analyze work and the economy, the family, the state, education, and the media. While primarily examining social inequality within the U.S. context, we also consider social inequality in the global system.

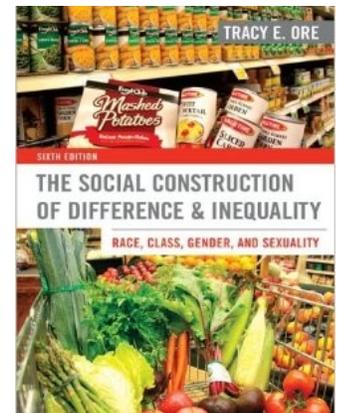
This is not an introductory sociology course; it requires extensive reading and writing. Students should be prepared to keep up with the pace of work.

### A final note:

We read some texts 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.

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## Required Text

Tracy Ore:  
*The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality*;  
ISBN-10: 0078026903  
ISBN-13: 978-0078026904

*Both the 5th or 6th edition can be used for class.*

YES, the textbook is REQUIRED.

Additional readings will be available on Blackboard → (B)

## Course Policies

### Communication

The best way to get in touch with me is via email.

**Email etiquette:** Students must use their Wayne State University email. I will not respond to any other 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. 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 the meaning received may not be what the sender has intended. Students must come to my office during office hours, or schedule an appointment to see me for all grade issues.

**Blackboard:** Blackboard is an instrumental part of this course and as such, you are expected to login to Blackboard on a regular basis to gain access to additional course materials, check email, and review announcements. If you have not familiarized yourself with Blackboard yet, please do so immediately, since you will have to take the quizzes on Blackboard. All course information is managed through Blackboard, including course announcements and other postings. Assignments and the course syllabus are also posted on Blackboard. Not checking 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/>

I will not, under any circumstances, communicate grade information via email or over the phone. Check Blackboard regularly, since your score of every assignment will be posted there.

### Attendance and Participation

Students are expected to attend lecture: preparation for class and attendance is directly correlated with success. Therefore, you are expected to participate in class and keep up with the assigned readings. If you miss a class, it is your responsibility to obtain class notes and learn the content of the class, by reading the texts and asking your classmates for notes. I will not give out lecture and discussion section notes. Attendance is part of class participation – you cannot participate if you are not there.

I will take attendance at the beginning of every class – meaning, at 2:30pm sharp. Chronically arriving late for class and/or leaving class early also will have a negative impact on your attendance grade. **Arriving late and/or leaving early three times will count as one absence.**

You may miss two (3) classes during the semester, no questions asked. After this absence, every subsequent absence will affect the final course grade. **There are NO exceptions to this policy**, unless you have a VERIFI-ABLE emergency and we work something out prior to your absence.

### Academic Dishonesty and Class Conduct

You are required to adhere to university codes of conduct and guidelines throughout this course. In particular, you must be aware of what constitutes plagiarism and cheating. For more details on university guidelines and policies, please check the Student Code of Conduct posted on Blackboard.

### Laptops, Cell Phones, etc.

Technological devices can function as a huge distraction in the classroom. Keep your cell phone in your bag or pocket and on silent (vibrate is not silent). I do not encourage students to bring laptops or tablets to class. This isn’t because I am opposed to technology in general, but they can distract you and the people around you from what is going on in the classroom. Bring a pen or pencil, highlighter, and paper to class to take notes.

## Course Policies cont.

### General Course Expectations

- \* Attend all class meetings and actively participate in class.
- \* **Read and complete all required assignments prior to coming to class.**
- \* Ask questions right away if you do not understand an assignment!
- \* Be responsible for what you have missed should you be absent from class.
- \* Get additional help from the Undergraduate Library Writing Center if necessary.
- \* **Respect everyone in the classroom.** This includes, but is not limited to, respectful means of communication, not disrupting class by using phones or other technology in ways that is not related to class, and quiet consumption of food & beverages.

### Religious Observances

It is Wayne State's policy to respect the faith and religious obligations of students, faculty and staff. Students with exams or classes that conflict with their religious observances should notify me well in advance (at least 2 weeks), so we can work out a mutually agreeable alternative.

### Students with Disabilities

Wayne State University is working to build a community that is inclusive and welcoming to all people, including those with disabilities. 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 5155 Gullen Mall in the Undergraduate Library. SDS telephone number is 313-577-1851. 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. Please do not request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services; <http://studentdisability.wayne.edu/>

### Support Services

- \* Academic Success Center; <http://success.wayne.edu/>
- \* Academic Advisor for Sociology  
Stacie Moser, #2245 FAB  
(313) 577-2355  
[Stacie.moser@wayne.edu](mailto:Stacie.moser@wayne.edu)
- \* Wayne State Writing Center, located in the UGL, #2310; <http://clasweb.clas.wayne.edu/writing>
- \* Counseling and Psychological Services, located in the Student Center Building, #552;  
<http://caps.wayne.edu/>

### Drops/Withdraws

If you wish to drop this class, you must do so by March 26. After this point, you will be issued a withdrawal grade (WP, WF, or WN). If you fail to withdraw by March 26th, and stop attending class, you will receive an "F". If you wish to challenge your final grade, you must do so through the proper university channels; <http://www.cfpcas.wayne.edu/files/FinalGradeAppeal.pdf>

## Course Organization and Requirements

Your grade for the semester consists of the following parts:

- \* Attendance, Preparation, Participation (APP): 30%
- \* 6 Memos: 40% total
- \* Final Exam: 30%

### Attendance, Preparation, Participation (30%)

- 1) *Attendance* is mandatory because in-class interactions are built into the course design and critical to the learning experience. We will regularly do in-class group work. Working together helps to solidify concepts discussed in the textbook and in class. There will also be short homework assignments.
- 2) *Preparation*: Come to class prepared and ready to learn. **Complete the assigned readings before class and bring copies of the assigned readings** (paper or electronic) with you to class. You will need them for in-class activities. You will also submit weekly questions about the readings on BB.
- 3) *Participation*: Spend the class period focused on this class only. Take notes, ask questions, participate in class discussions. Engage in civil dialogue, always listen respectfully when others are speaking, and be aware of diverse points of view. You will also answer weekly questions of your classmates on BB.

### Memos (40%)

There will be six (6) memos, each paper will be worth 30 points. Detailed instructions will be provided.

### Final Exam (40%)

The date of the final exam: Wednesday, April 26.

### Make-up Exams

Exams may only be made up in a case of an extreme emergency. If you missed any of the exams for that reason, you may take a make-up exam only with valid official documentation to excuse your absence.

**You must e-mail me explaining the situation no later than 24hrs after the missed exam.**

### Grading Key

Grading Scale

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

### Extra Credit

I will not give extra credit assignments and I do not negotiate grades. Focus your time and energy on the learning opportunities that I have provided you with, instead of hoping to do additional work toward the end of the course. If you follow the course plan, you will not need extra credit opportunities. Students earn grades; they are not given or are they negotiated.

M	Schedule	W	Schedule
Jan 9	<b>First day of class</b> Get your textbook!	Jan 11	<u>Constructing Differences</u> ◊ Part I (p. 1-18) <b>(B)</b> ◊ <i>An Introduction to Sociology</i> (1.1; 1.2; 1.4) <b>(B)</b>
Jan 16	MLK DAY—NO CLASS	Jan 18	<u>Race &amp; Ethnicity</u> ◊ Omi & Winant: Racial Formation ◊ <i>Brodkin: How Did Jews Become White Folks?</i> <b>(B)</b>
Jan 23*	<u>Race &amp; Ethnicity</u> ◊ Waters: Optional Ethnicities ◊ Ngyuen: Becoming Suspects	Jan 25	<u>Social Class</u> ◊ Shapiro: Race, Homeownership, and Wealth ◊ Mantsios: Media Magic
Jan 30 **	<u>Social Class</u> ◊ Lui: Doubly Divided: The Racial Wealth Gap ◊ Hargittai: The Digital Reproduction of Inequality <b>(B)</b> ◊ Sheehan: Not Poor Enough <b>(B)</b>	Feb 1	<u>Sex &amp; Gender</u> ◊ Lorber: The Social Construction of Gender ◊ Fausto-Sterling: The Five Sexes
Feb 6 ***	<u>Sex &amp; Gender</u> ◊ Griffin: Ain't I a Woman? <b>(B)</b> ◊ Fair: Constructing masculinity through penetration discourse <b>(B)</b>	Feb 8	<u>Sexuality</u> ◊ Bornstein: Naming all the Parts <b>(B)</b> ◊ Renold: 'If you don't kiss me you're dumped' ◊ Ray & Rosow: Getting Off and Getting Intimate
Feb 13	<u>Family</u> ◊ Part II (p. 211-236) <b>(B)</b> ◊ Hill: Why won't African Americans Get (and stay) married? <b>(B)</b> ◊ Rubin: Families on the Fault Line	Feb 15	<u>Family</u> ◊ Pyke: An Intersectional Approach to Resistance & Complicity <b>(B)</b> ◊ Stacey: Gay and Lesbian Families are here
Feb 20	<u>Education</u> ◊ Kahlenberg: The Return of 'Separate but Equal' ◊ Dog & Erdoes: Civilize Them with a Stick	Feb 22	<u>Education</u> ◊ Sadker & Sadker: Missing in Interaction ◊ Miceli: Schools and the Social Control of Sexuality
Feb 27	<u>Work &amp; Economy</u> ◊ Wilson: Jobless Ghettos ◊ Pager et al.: Discrimination in a Low-Wage Labor Market ◊ Wingfield: Racializing the Glass Escalator <b>(B)</b>	Mar 1	<u>Work &amp; Economy</u> ◊ Cose: A Dozen Demons ◊ Ehrenreich: Nickel-and-Dimed ◊ Evans et al.: Stressing Out the Poor <b>(B)</b>
Mar 6	<u>State &amp; Public Policy</u> ◊ Burnham: Welfare Reform, Family Hardship, and People of Color ◊ Western & Pettit: Beyond Crime and Punishment ◊ Wessler: The Treacherous Triangle <b>(B)</b>	Mar 8	<u>Media</u> ◊ Merskin: Winnebagos, Cherokees, Apaches, and Dakotas ◊ Eitzen: Names, Logos, Mascots, and Flags: The Contradictory Uses of Sports Symbols ◊ Cameron: 'Gee, you don't Seem Like an Indian'
Mar 13	SPRING BREAK—NO CLASS	Mar 15	SPRING BREAK—NO CLASS
Mar 20	<u>Media</u> ◊ Alsutany: The Prime-Time Plight of Arab Americans after 9/11 <b>(B)</b> ◊ Tierney et al.: Metaphors Matter	Mar 22	<u>Language &amp; Culture</u> ◊ Thompson: How the Right Made Racism Sound Fair <b>(B)</b> ◊ Zola: Self, Identity, and the Naming Question
Mar 27	<u>Violence &amp; Social Control</u> ◊ Southern Poverty Law Center: Climate of Fear ◊ Schneider et al.: Cyberbullying, School Bullying, and Psychological Distress <b>(B)</b>	Mar 29	<u>Violence &amp; Social Control</u> ◊ Armstrong et al.: Sexual Assault on Campus ◊ Kaufman: The Construction of Masculinity and the Triad of Men's Violence
Apr 2	<u>Difference &amp; Inequality in Everyday Life</u> ◊ Part III (p. 586-588) ◊ Wildman & Davis: Making Systems of Privilege Visible ◊ El Sawy: 'Yes, I Follow Islam, But I'm Not a Terrorist'	Apr 5	<u>Difference &amp; Inequality in Everyday Life</u> ◊ Rodriguez: Always Running ◊ Nguyen: Separated by Deportation ◊ Ortiz Cofer: The Story of my Body
Apr 10	<u>Difference &amp; Inequality in Everyday Life</u> ◊ Milczarek-Desai: Living Fearlessly ◊ Canada: Learning to Fight ◊ Chase: Square Pigs: Affronting Reason	Apr 12	<u>Global Perspectives</u> ◊ <i>India's Reproductive Assembly Line</i> <b>(B)</b> ◊ <i>International Sexual Trafficking</i> <b>(B)</b> ◊ <i>Poisoning the Planet</i> <b>(B)</b>
Apr 17	<u>Resistance &amp; Social Change</u> ◊ Part IV (p. 699-710) ◊ Hill Collins: Toward a New Vision ◊ Martinez: Seeing More Than Black and White	Apr 19	<u>Resistance &amp; Social Change</u> ◊ Bullard: Dismantling Environmental Racism in the USA ◊ Harris: Young Women, Late Modern Politics, and the Participatory Possibilities of Online Cultures <b>(B)</b> ◊ Hernández: Feminisms Future
Apr 24	<b>Last day of class</b> Wrap-up material, exam review	Apr 26	<b>FINAL EXAM</b>

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## Important Dates

\***Mon Jan 23**: Last day to drop with tuition cancellation. You are contractually liable for tuition of dropped classes during this period.

\*\* Tue Jan 24 - Sun Feb 5: Classes dropped will not appear on your academic record.

\*\*\***Mon Feb 6 - Sun Mar 26**: Instructor approval required to withdraw from classes.

## Changes to the Syllabus

I reserve the right to make adjustments to this syllabus throughout the semester.  
Please pay close attention to all announcements in class and on blackboard.

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