



## Course Requirements (instructions also on the Blackboard):

**Class Participation:** Class participation is essential to success in this course. I expect students to be prepared to engage in discussions and demonstrate their understanding of readings and concepts. Active classroom participation means voicing ideas, asking questions, and carefully listening. I expect students to respond to questions I ask in class. Students should try to create an environment that encourages everyone's participation, regardless of ideology or personality. Students who dominate the conversation will be asked to refrain from doing so to allow others to participate. Students who never participate will be called on. Regular class attendance and participation should get you most of these points. Excessive absences, tardiness, and leaving early will jeopardize the participation grade. I record attendance at all class sessions. 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 four (4) 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 readings with previous texts, and relate 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 due dates. The assignment is on the blackboard. Memo #1 is worth 15%, and memos #2, #3, and #4 are worth 20% each, for a total of 75% of your final grade. **Students must submit memos via email. I use track changes and comments in Microsoft Word to give feedback. I expect improvement 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 project:** Due on the last day of class and worth 15% of the final grade (assignment TBD).

### Final Grade:

1. Class participation	10 points
2. Memos 1-54	75 points (15 points #1; 20 for #2, #3, & #4)
3. Final examination memo	15 points
<b>TOTAL</b>	<b>100 points</b>

### 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 so students can learn; students are responsible for respecting policies and completing all assignments.

- Professor contact information:** The best way to contact me is by email. If I do not respond 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's the students' responsibility to come to me with questions, concerns, or comments related to coursework. I am always willing to discuss lectures, readings, and assignments. Do not wait until the last weeks of the semester to inquire about grade concerns. Always ask whenever you have questions about your course progress instead of ignoring the situation.

2. **Blackboard and course communication:** All course information is managed through Blackboard. Assignments and course syllabus are posted on Blackboard. Not checking Blackboard regularly is not an excuse for missing assignments or information relevant to this course. It's the student's responsibility to inquire about announcements made in class if you are absent. **There is now a WSU Blackboard app.** See: <http://computing.wayne.edu/blackboard/>
3. **Email etiquette:** All students have a WSU email account so if you decide to use a different account you need to forward the WSU email to that alternative account, or minimally make sure my emails are forwarded. **I only use WSU email for communicating.** Emails should follow a professional format, including punctuation, full sentences, correct spelling and grammar, and capital letters at the beginning of sentences or proper nouns. **DO NOT EMAIL 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 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.
4. **Cell phones, smart phones, 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 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!
5. **Assignment Format and Late Policy:** **All 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 hand-written assignments. 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.
6. **Grades:** I will not discuss grades before, during, or after class. If you have grade questions, you must come to office hours, or set up an appointment. It's the students' responsibility to keep all graded assignments until completing the course. If you believe you have been graded unfairly, you should check with me to see if it was a simple oversight. If not and you still believe you have been graded unfairly, you must submit a written explanation of why you believe the grade should be re-evaluated. Be very specific by providing evidence from course readings, along with your original graded assignment. However, a written statement of what you believe is an unfair grade does not automatically mean a grade change. If you are able to show you were graded unfairly then I will gladly change your grade, but keep in mind the grade can stay the same or go down as a result of the second review. If you are still not satisfied you must go through proper channels in the Department of Sociology. A third party reviews the assignment. Again, based on the third party review, the grade(s) may go up, remain, or decrease. **Incomplete grades are rarely given and only in very limited circumstances to students who are passing the course. DO NOT PLAN ON IT!**

7. **Plagiarism:** I expect students to abide by the academic honor code. 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 page number/citation. Do not use a "cut-and-paste" method for written assignments. I take plagiarism seriously and will follow WSU procedures if a student violates the integrity of academics. At a minimum, the student will receive a zero for the assignment (most likely failing the course); at a maximum I will enforce WSU policies on academic dishonesty. See the blackboard for proper citations and also at the end of this document.
8. **Student Disability Services:** If you have a documented disability requiring accommodations, you must register with Student Disability Services (SDS), located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department; telephone is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TTY phone is for hearing impaired students only). Once accommodations are in place, I will be glad to meet with you privately during 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 16<sup>th</sup>. After this date, students cannot add the course unless the professor and department approve it. The last day to drop the course is September 16<sup>th</sup> (with tuition cancellation). If dropped by this date, the course does not appear on the academic record. If dropped between September 17<sup>th</sup> and September 30<sup>th</sup>, the course does not appear on the academic record, but students are liable for tuition. Students can drop the course between October 1<sup>st</sup> and November 15<sup>th</sup>, but this requires professor approval (WP or WF will appear on the academic record, and students must go through SmartCheck on Pipeline). **ALL registration and withdrawals are initiated by students on pipeline.** After **November 15<sup>th</sup>** students cannot withdrawal from the course and will receive a grade. See for policies: <http://wayne.edu/students/calendar/2015-2016/>

**COURSE SCHEDULE – SOCIAL INEQUALITY 3300 (subject to change)**

<b>Date</b>	<b>Readings and Assignments</b>
September 2	<p>Introduction to the course: Constructing Inequality</p> <ul style="list-style-type: none"> <li>▪ Ore, “Constructing Differences” (pp. 1-18)</li> </ul>
September 9	<ul style="list-style-type: none"> <li>▪ Race, Ethnicity, Gender, and Class Inequalities: social media assignment (details to be posted on blackboard)</li> </ul>
<b>Constructing Difference: Race &amp; Ethnicity</b>	
September 16	<ul style="list-style-type: none"> <li>▪ Omi &amp; Winant, “Racial Formation” (pp. 19-29)</li> <li>▪ Waters, “Optional Ethnicities” (pp. 29-41)</li> <li>▪ Ngyuen, “Becoming Suspects” (pp. 42-55)</li> <li>▪ Almaguer, “Race, Racialization, and Latino Populations in U.S.” (pp. 56-74)</li> </ul> <p><b>ESSAY #1 FOR GROUP ONE DUE (15%)</b></p>
<b>Constructing Difference: Social Class</b>	
September 23	<ul style="list-style-type: none"> <li>▪ Shapiro, “Race, Homeownership, and Wealth” (pp. 74-91)</li> <li>▪ Mantsios, “Media Magic” (pp. 91-100)</li> <li>▪ Lui, “Doubly Divided: The Racial Wealth Gap” (pp. 100-107)</li> <li>▪ Hargittai, “The Digital Reproduction of Inequality” (pp. 419-430)</li> <li>▪ Sheehan, “Not Poor Enough” (pp. 669-678)</li> </ul> <p>FILM: Class Dismissed: How TV Frames the Working Class (to be confirmed)</p> <p><b>ESSAY #1 FOR GROUP TWO DUE (15%)</b></p>
<b>Constructing Difference: Sex &amp; Gender</b>	
September 30	<ul style="list-style-type: none"> <li>▪ Lorber, “The Social Construction of Gender” (pp. 112-121)</li> <li>▪ Fausto-Sterling, “The Five Sexes” (pp. 121-127)</li> <li>▪ Griffin, “Ain’t I a Woman?” (pp. 128-143)</li> <li>▪ Fair, “Constructing masculinity through penetration discourse” (pp. 143-157)</li> <li>▪ Armstrong, et al., “Sexual Assault on Campus” (pp. 532-553)</li> </ul> <p>FILM: Tough Guise or The Mask I Live In (Miss Representation) (to be confirmed)</p> <p><b>ESSAY #2 FOR GROUP ONE DUE (20%)</b></p>
<b>Constructing Difference: Sexuality</b>	
October 7	<ul style="list-style-type: none"> <li>▪ Bornstein, “Naming all the Parts” (pp. 157-169)</li> <li>▪ Renold, “If you don’t kiss me you’re dumped” (pp. 169-187)</li> <li>▪ Ray &amp; Rosow, “Getting off and getting intimate” (pp. 188-210)</li> <li>▪ Kaufman, “The Construction of Masculinity” (pp. 554-570)</li> </ul> <p>FILM: Documentary on Harvey Milk, Southern Comfort, or Middle Sexes (to be confirmed)</p> <p><b>ESSAY #2 FOR GROUP TWO DUE (20%)</b></p>
<b>Social Institutions: Family</b>	
October 14	<ul style="list-style-type: none"> <li>▪ Introduction to Part II: Maintaining Inequalities (pp. 211-236) (not for memo)</li> <li>▪ Hill, “Why won’t African Americans Get (and stay) married? (pp. 237-253)</li> <li>▪ Rubin, “Families on the Fault Line” (pp. 253-263)</li> <li>▪ Pyke, “An intersectional approach to resistance and complicity” (pp. 263-276)</li> </ul> <p>FILM: Our House or Southern Comfort (to be confirmed)</p> <p><b>ESSAY #3 FOR GROUP ONE DUE (20%)</b></p>

<b>Social Institutions: Education</b>	
October 21	<ul style="list-style-type: none"> <li>▪ Kahlenberg, “The Return of ‘Separate but Equal’” (pp. 290-297)</li> <li>▪ Sadker &amp; Sadker, “Missing in Interaction” (pp. 305-317)</li> <li>▪ Miceli, “Schools and the social control of sexuality” (pp. 318-328)</li> </ul> FILM: Waiting for Superman (to be confirmed) <b>ESSAY #3 FOR GROUP TWO DUE (20%)</b>
<b>Social Institutions: Work and Economy</b>	
October 28	<ul style="list-style-type: none"> <li>▪ Wilson, “Jobless Ghettos” (pp. 328-339)</li> <li>▪ Pager, Western, &amp; Bonikowski, “Discrimination in a Low-Wage Labor Market” (pp. 339-362)</li> <li>▪ Wingfield, “Racializing the Glass Escalator” (pp. 363-380)</li> <li>▪ Cose, “A Dozen Demons” (pp. 598-607)</li> <li>▪ Ehrenreich “Nickel-and-Dimed...” (pp. 655-668)</li> </ul> FILM: Wal-mart: The High Cost of Low Prices or ENRON (to be confirmed) <b>ESSAY #4 FOR GROUP ONE DUE (20%)</b>
<b>Social Institutions: State and Public Policy</b>	
November 4	<ul style="list-style-type: none"> <li>▪ Burnham, “Welfare Reform, Family Hardship, and People of Color” (pp. 389-399)</li> <li>▪ Western &amp; Pettit, “Beyond Crime and Punishment” (pp. 400-407)</li> <li>▪ Wessler, “The Treacherous Triangle” (pp. 407-418)</li> <li>▪ Southern Poverty Law Center, “Climate of Fear” (pp. 525-531)</li> <li>▪ Thompson, “How the Right Made Racism Sound Fair” (pp. 490-500)</li> </ul> FILM: Hijacking Catastrophe or The Shape of Water (to be confirmed) <b>ESSAY #4 FOR GROUP TWO DUE (20%)</b>
<b>Social Inequality, Resistance, and Social Change: Thinking Globally</b>	
November 11	<ul style="list-style-type: none"> <li>▪ Global social issues: Human Rights (film on Argentina)</li> </ul>
November 18	<ul style="list-style-type: none"> <li>▪ Global social issues: Immigration</li> </ul>
November 25	<b>NO CLASS – Thanksgiving Break</b>
December 2	<ul style="list-style-type: none"> <li>▪ Global social issues: Global Economy (Maquilapolis: City of Factories)</li> </ul>
December 9	<b>LAST DAY OF CLASS – PLAN ON A FULL CLASS SESSION FINAL PROJECT DUE FOR ALL STUDENTS</b>
December 16	<b>Final Exam? Only if we need an extra day!</b>

**NOTE:** I grade memos based on how effectively students address the memo criteria and writing quality. Plagiarism is not tolerated. However, citation guidelines for the memos are different than a regular course paper. Because memos are based ONLY on readings from the course textbook, students do not need to cite the author(s) when paraphrasing the text or provide a reference list. If using a direct quote, students must cite the author name(s) and page number. Use this format after the direct quote: (Omi and Winant, p. 25). Keep direct quotes to a minimum, no more than 1-2 per memo and only short phrases; do not use a full sentence as a direct quote. **Students will lose points if too many direct quotes!**



## Social Inequality 3300: Memos\*

You will turn in 4 memos throughout the semester. The memos are to cover *every* reading assigned for a date. The memos are one single-spaced page (4 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 16 for Group One / September 23 for Group Two
- Memo #2 ❖ September 30 for Group One / October 7 for Group Two
- Memo #3 ❖ October 14 for Group One / October 21 for Group Two
- Memo #4 ❖ October 28 Group One / November 4 for Group Two

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

### **Memos not in the correct format are returned unread and with a failing grade (52%).**

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

1. Read all 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 arguments, not just a description of the topic. **Do not discuss each reading in a separate paragraph; integrate all arguments in the first paragraph!** Be sure to have a topic (first) sentence introducing the memo. **This paragraph is crucial because it sets up the rest of the memo.**
3. Second paragraph - **connect readings to one another.** Do they make similar arguments or do they disagree with one another? What do the readings taken as a group suggest about the week's topic (i.e., race, class, gender, or sexuality)? **Use evidence** (examples) from the readings to show these points. Paragraph should be about five to six sentences, including the topic (first) sentence that states the overall connection among the readings.
4. Third paragraph - **connect readings to previous course materials.** How do the readings contribute to the larger issues we are addressing? 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 **and provide evidence** that shows the connections. Paragraph should be about five sentences, including topic (first) sentence introducing paragraph.
5. Fourth paragraph - **connect 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? Be sure to have a topic (first) sentence. Write a concluding sentence that brings the memo together. This should be the last sentence of the application paragraph. This fourth and final paragraph should be about four to five sentences.
6. Recheck the memo to make sure it is **organized clearly**. You will lose points if more than four paragraphs.
7. Keep your memo to one single-spaced page. Write in 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 (run spell- and grammar-checker), and ensure the memo covers all 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](mailto: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 on Wednesdays at 2:00 pm electronically). If submitted late that day, the highest grade students can earn is 90%. Thereafter, students lose 1 point for each day the memo is overdue. **I will not accept any memos that are more than four days late (after midnight on Sundays).**

\*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 topic and all arguments)	Covers all readings listed for a date thoughtfully (mostly explains topic and arguments correctly)	Covers all readings listed for a date (explains topic, but not the arguments)	Covers all readings listed for a date briefly	Leaves out one or more readings
Connections	Connects readings to one another <u>effectively</u> 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 arguments of 3 or more previous readings using examples)	Connects readings to other course materials (connects arguments of 2 previous readings using examples)	Connects readings to other course materials (connects arguments of 1 previous reading using examples)	Connections to other course materials are attempted but not clear (indicates connection, but does not explain arguments)	Lack of connection to other course materials
Application	Connects readings to experiences outside the classroom effectively (from 3 or more 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