

SOCIAL INEQUALITY (SOC 3300:002)
Fall 2015

Instructor: Dr. Michelle R. Jacobs
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<i>Course</i>	<i>CRN</i>	<i>Section</i>	<i>Day</i>	<i>Time</i>	<i>Location</i>
3300	16111	[002]	M	3:00 – 6:40 pm	0208 STATE

***You are responsible for the information in this syllabus. Read it carefully & ask questions if necessary.*

Course Description

This semester we will look at several key categories of difference – race/ethnicity, social class, sex, gender, sexuality, and dis/ability – and explore how these categories are constructed and transformed into systems of inequality. Using sociological theories and intersectional analysis, we will examine how social structures maintain and perpetuate systems of inequality that create differential access to resources for the members of diverse groups. We will look at individual experiences of inequality in the United States and across the globe, and use a social justice framework to explore strategies for resisting oppression and transforming society.

Learning Outcomes

This course is designed to introduce you to the basic concepts in sociology and their fundamental theoretical interrelations. At the conclusion of the course, you will be able to define, give examples, and demonstrate the relevance of culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age, and class.

Required Course Materials

Textbook: *The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality* (6th edition), by Tracy Ore. □ ISBN 10: 0078026903 □ ISBN 13: 9780078026904

*Additional readings and assignments will be posted on *Blackboard*. You are expected to log in to Blackboard regularly to access course materials (e.g., readings and homework assignments), check email, and review announcements.

Teaching Philosophy & Course Expectations

This course emphasizes knowledge and skills that are relevant to daily life. Learner initiative and self-direction are key. The instructor occupies the role of a more informed and experienced co-learner with leadership responsibilities. Participants in this course are expected to be active and engaged learners: pursuing questions of interest; contributing to class and group discussions; supporting and challenging each other in the learning process; welcoming challenges as opportunities for reflection and growth; coming to class each week, on time and prepared; and seeking additional support outside class as needed (e.g. help from the WSU Writing Center, located in room 2310 of the Undergraduate Library, 313-577-2544). In light of the emotionally evocative topics that we will discuss in this course, participants are expected to demonstrate respect for themselves and others. Additional mutual expectations will be negotiated in class.

Course Requirements

Assessment	%
Attendance, Preparation, & Participation (APP)	20
Media Analysis I	15
Media Analysis II	20
Group Presentation	15
Final Paper	30
	100

Attendance, Preparation, & Participation (APP)

High APP scores will be earned by students who 1) attend class regularly; 2) prepare for class rigorously; 3) participate in class respectfully; and 4) submit comprehensive APP materials.

1) *Attend class:* Information that is critical to your understanding of course materials will be provided during class time, so it is necessary that you attend. I will take attendance at the beginning of every class. It is *your* responsibility to ensure that I have recorded you as “present.” Chronically arriving late for class and/or leaving class early is disrespectful and disruptive and will have a negative impact on your attendance grade. Students arriving more than 30 minutes late will be counted as absent. Because we meet only 15 times during the semester, more than two absences will result in a reduced grade and each subsequent absence will reduce your grade further. Please note that I do not make arbitrary judgments regarding “excused” or “unexcused” absences. In the case of an emergency that will result in more than two absences, please contact me immediately. If you miss class for any reason, *you are responsible* for the following: submitting homework assignments on time; obtaining class notes from a classmate; continuing with the reading; and scheduling a meeting with me if you have specific questions about the materials you missed.

2) *Prepare for class:* You are expected to complete all assignments (readings, homework) prior to class so you are able to contribute *knowledgeably* to class discussions. Your performance on in-class assignments, homework assignments, and unannounced quizzes will be used to assess your preparation for class. Other indicators of adequate preparation include asking thoughtful questions and responding thoughtfully to verbal and written questions, as well as participating actively in group work. Your opinion is valuable, but you must be able to critically assess the

readings and relate them to your personal experiences and broader social phenomena to demonstrate that you understand and can apply the sociological perspective. The more actively you engage in class, the more everyone will gain from this experience.

It is expected that you will bring hard copies of course readings with you to class. You will need them for in-class activities and assignments.

3) *Participate respectfully:* You are expected to treat all members of the class and the broader community with *respect*. This means *listening attentively* when others are speaking and using *inclusive language* when it is your turn to speak. We will discuss sensitive topics in this course. Everyone is encouraged to participate in these discussions, but personal opinions should be presented in a way that does not marginalize any person or group. Respectful participation also means refraining from participating in private conversations (in person, on the phone, etc.) during class time.

- Cell phone use is not permitted when class is in session (barring extraordinary circumstances, of which I must be informed before class begins). I will reduce your course grade by 2% for each unauthorized use of your cell phone. The same rule applies to tablets.
- You may use a laptop computer in class, but if I discover that you are not using your computer for class purposes, I will reduce your course grade by 2% and revoke your computer use privileges.

4) *Submit comprehensive APP materials:* A large portion of your APP grade will be based on your APP materials. You might think of these accumulated materials as a continuing log or journal of in-class activities and homework assignments completed throughout the semester. You are responsible for keeping and assembling them. APP assignments cannot be made up, so class attendance is crucial to receiving a high APP score. I will collect APP materials on Monday, December 7th (second to last regular class meeting). ***I will not accept late APP materials.*** Do not submit APP materials in a folder or binder. Simply staple the components together in the order they were assigned – from the beginning of the semester to the end. The first page must have your name and a “table of contents” that lists *only* the assignments you are submitting. Do not include incomplete assignments, and do not list missing assignments. I will drop one assignment when tabulating your APP materials grade. (In other words, you get one freebie.)

Media Analysis #1 and #2

You will identify, summarize, and analyze a news article about (#1) inequalities resulting from discrimination on the basis of race, ethnicity, or class, and (#2) inequalities resulting from discrimination on the basis of sex, gender, or sexuality. You will use readings and concepts discussed in class to center your analysis (3 page maximum per analysis). You also will briefly present your summary and analysis in class. More detailed instructions and a grading rubric will be discussed in class and posted to Blackboard.

Media Analysis #1 (race, ethnicity, class) *due* October 12th.

Media Analysis #2 (sex, gender, sexuality) *due* November 2nd.

Group Presentation

Students will be assigned to cooperative learning groups that will remain constant throughout the semester. In addition to working on in-class group assignments, each group is responsible for teaching

one assigned reading. (Reading options are denoted by this symbol ☐ on the course schedule.) In short, each group will deliver an interactive and informative presentation that highlights the main ideas, encourages class participation, and engages the class in critical dialogue about the phenomenon discussed in the reading. Some class time will be set aside for groups to work on their presentations, but group members will need to work individually and/or collectively outside of class, too. More detailed instructions and a grading rubric will be discussed in class and posted to Blackboard.

Final Paper

You will submit a final, six page (maximum) research paper in which you explore the relationship between “history and biography” with respect to an *individual* social changemaker and the *structural* conditions of their lives. After identifying someone who worked (or works) to alleviate inequalities of race, ethnicity, class, sex, gender, sexuality, or disability, you will investigate *both* their personal biography *and* the conditions of society that inspired them to work for social change. You will describe their strategies of resistance and reflect on how similar strategies continue (or not) to be useful today. This assignment will be submitted in four parts.

- i. Statement identifying social changemaker and explaining your choice *due* Monday, October 5th.
- ii. Annotated bibliography with a minimum of three scholarly, peer-reviewed sources that discuss the specific aspect of inequality investigated in your paper *due* Monday, November 9th.
- iii. Final paper *due* Monday, December 14th.
- iv. Presentation *due* Friday, December 18th.

More detailed instructions will be provided in class and posted to Blackboard.

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Please note: Clear and concise writing is an essential aspect of college-level work. All written work should be properly punctuated, grammatically correct, and clearly written. If you need writing assistance, please contact the WSU Writing Center (2310 Undergraduate Library, 313-577-2544). For more information about the Writing Center, visit <http://www.clas.wayne.edu/writing>.
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Grades | the following grading scale will be used in this course:

Grade	Percentage
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	60 – 66
F	59 and below

Final grades are FINAL! No points will be added to any student’s grade at the end of the semester. *Do not ask me to make an exception on your behalf.*

Additional Student & Instructor Responsibilities

Student Responsibilities:

- I (the instructor) reserve the right to make adjustments to the syllabus. As such, you (the student) are responsible for keeping up with any changes that are announced in class, on Blackboard, or in email communications. Not attending class, not checking Blackboard, and/or not checking your WSU email account are not legitimate excuses for missing assignments and other information pertinent to this course.
- You are *strongly encouraged* to communicate with me (the instructor) through email and/or in person if you have any comments, questions, or concerns. I cannot assist you if you do not let me know that you need assistance. *Please schedule an appointment to meet with me*, whether you would like to meet during office hours or at another designated time.
- *Emails* must have a clear and informative subject line that includes your full name and the name of the course in which you are enrolled. Emails without this information in the subject line will be promptly returned to sender. I also ask that you send emails that are appropriate for the university setting, meaning that they should have a salutation and should be written in complete sentences with real words – i.e., “you” instead of “u.”
- *Religious holidays*: “It is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.”
- *Accommodative 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 or 313-577-3365 (TDD 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 Wayne State University.” *Please refer to the SDS website for further information: <http://studentdisability.wayne.edu/>*
- *Academic dishonesty*, which includes cheating, plagiarism, and any other form of unethical academic behavior, *will not be tolerated*. Cheating and plagiarism are forms of academic theft that destroy the integrity of academic communities. It is expected that all students enrolled in this class support the letter and the spirit of the Student Code of Conduct. It is your responsibility to review the Code of Conduct, which is available for download at the Dean of Students Office website: <http://www.doso.wayne.edu/student-conduct-services.html>. Ignorance is not a viable defense against allegations of student conduct violations.

My policy on academic dishonesty: Suspected academic dishonesty will be evaluated on a case by case basis. Students suspected of academic dishonesty may receive a score of 0 on the assignment or a score of 0 in the course, depending on the magnitude of the offense. Moreover, *I am obligated to report all instances of suspected academic dishonesty to university administrators.*

Instructor Responsibilities:

- I will come to class prepared to facilitate the educational process.
- I will be available to answer questions you have about course materials during class times, office hours, independently scheduled meetings, or by email. I will do my best to answer emails received Monday through Thursday within 48 hours. I will also make every effort to respond to emails received Friday through Sunday by the following Monday. If you do not receive a response from me within these time frames, you should assume that I did not receive your email and resend it.
- I will explain class assignments and outline my expectations for graded work.
- I will grade your work as consistently and fairly as possible.
- I will grade and return your written assignments in a timely fashion.
- I will treat all students with respect.
- I will acknowledge and correct my mistakes.

Important Dates:

Wed, September 2: Classes begin
 Mon, September 7: *Labor Day* (no class)
 Wed, September 16: Last day to add a course or drop a course with full tuition reimbursement
 Wed, September 30: Last day to drop a course with no grade reported (no tuition reimbursement)
 Fri, October 2: Degree applications due
 Tue, October 20: Early assessment period ends
 Sun, November 15: Last day to withdraw from a class *with instructor permission*
 Wed, November 25 through Sat, November 28: *Fall holiday* (no class)
 Mon, December 14: Classes end
 Tues, December 15: Study day
 Wed, December 16 through Tues, December 22: Final Exams

COURSE SCHEDULE

The course schedule is tentative and (inevitably) will be adjusted throughout the semester.

Key: (O) → Ore textbook; (B) → Blackboard; ☐ → Option for group presentation

<i>Date</i>	<i>Topic</i>	<i>Assigned Readings</i>
09/14	Welcome ☺; syllabus; rules of engagement; working groups	
09/21	Constructing differences and maintaining inequalities	(O) Part I (p. 1-18) and Part II (p. 211-236)

09/28	Race, class, and the matrix of domination	(O) <i>Racial Formations</i> (p. 19-29); (B) <i>Capitalism, Class, and the Matrix of Domination</i> ; (B) <i>Class Matters</i>
10/05	Race, class, and the matrix of domination	(O) <i>Doubly Divided: The Racial Wealth Gap</i> (p. 100-107); (B) <i>The Case for Reparations</i> <i>*Final Paper, Part I DUE</i>
10/12	Focus on Detroit	(B) <i>Driving Detroit</i> (excerpt); (B) <i>America's Biggest Problem Is Concentrated Poverty</i> ; (B) <i>Black Owned Businesses Are Quietly Powering Detroit's Resurgence</i> ; (B) <i>additional readings to be determined</i> <i>*Media Analysis #1 DUE</i>
10/19	Sex, gender, and sexuality	(O) <i>The Social Construction of Gender</i> (p. 112-120); (O) <i>The Five Sexes, Revisited</i> (p. 120-127); (O) <i>Square Pegs: Affronting Reason</i> (p. 685-698); (O) <i>Naming All the Parts</i> (p. 157-169)
10/26	Sex, gender, and sexuality	(O) <i>Construction of Masculinity and the Triad of Men's Violence</i> (p. 554-570); (O) <i>Getting Off and Getting Intimate: ... Fraternity Men's Approaches toward Women</i> (p. 188-210); (B) <i>Trading on Heterosexuality</i>
11/02	Theorizing the intersections	(B) <i>Mapping the Margins</i> (B) <i>Integrating Disability, Transforming Feminist Theory</i> ; (O) <input checked="" type="checkbox"/> <i>An Intersectional Approach to Resistance and Complicity: Case of Racialized Desire ...</i> (p. 263-276) <i>*Media Analysis #2 DUE</i>
11/09	Media, language, and culture	(O) <input checked="" type="checkbox"/> <i>Media Magic: Making Class Invisible</i> (p. 91-100); (O) <input checked="" type="checkbox"/> <i>The Prime-Time Plight of Arab Americans after 9/11</i> (p. 443-463); (O) <input checked="" type="checkbox"/> <i>Self, Identity, and the Naming Question ... Language of Disability</i> (p. 500-512); (O) <input checked="" type="checkbox"/> <i>Names, Logos, Mascots, and Flags</i> (p. 512-525) <i>*Final Paper, Part II DUE</i>

11/16	Work and family	<p>(B) Hierarchies, Jobs, Bodies: ... Gendered Organizations;</p> <p>(O) <input checked="" type="checkbox"/> Racializing the Glass Escalator: Reconsidering Men's Experiences ... (p. 363-380);</p> <p>(B) <input checked="" type="checkbox"/> Maid in LA;</p> <p>(O) <input checked="" type="checkbox"/> Why Won't African Americans Get (& Stay) Married? Why Should They? (p. 237-253);</p> <p>(O) <input checked="" type="checkbox"/> Families on the Fault Line: America's Working Class... (p. 253-263)</p>
11/23	The state: criminal justice	<p>(O) <input checked="" type="checkbox"/> Beyond Crime and Punishment: Prisons and Inequality (p. 400-407);</p> <p>(B) 1.5 Million Missing Black Men;</p> <p>(B) How to Cut the Prison Population;</p> <p>(B) The Prison Population Forecaster;</p> <p>(B) Women and Wrongful Conviction</p>
11/30	The state: immigration policy	<p>(B) The Real Hispanic Challenge;</p> <p>(B) <input checked="" type="checkbox"/> Revisiting the Americano Dream;</p> <p>(O) <input checked="" type="checkbox"/> How the Right Made Racism Sound Fair ... (p. 490-500);</p> <p>(O) <input checked="" type="checkbox"/> The Treacherous Triangle: Justice, Immigration ... (p. 407-418);</p> <p>(B) "My parents were deported";</p> <p>(O) <input checked="" type="checkbox"/> Climate of Fear (p. 525-531)</p>
12/07	Global perspectives	<p>(B) <input checked="" type="checkbox"/> India's Reproductive Assembly Line;</p> <p>(B) <input checked="" type="checkbox"/> Poisoning the Planet;</p> <p>(B) <input checked="" type="checkbox"/> International Sexual Trafficking of Women and Children</p> <p style="text-align: right;">*APP Materials DUE</p>
12/14	Resistance and social change	<p>(O) Toward a New Vision: Race, Class, & Gender as Categories of Analysis and Connection (p. 711-725);</p> <p>(B) <i>additional readings to be determined</i></p> <p style="text-align: right;">*FINAL PAPER (Part III) DUE</p>

FINAL EXAM WEEK:

→ **FRIDAY, December 18th from 1:20 to 3:50 pm, *FINAL PAPER PRESENTATIONS (Part IV) DUE**

Engaged Reading*

Reading provides opportunities to create new knowledge. An author writes to communicate ideas or share experiences, but cannot possibly say all there is to say about any given topic. Readers must bridge the gaps of meaning; as they do, they contribute their own assumptions, experiences, and ways of perceiving “reality.” In this way, every act of engaged reading is a process of meaning creation.

Moreover, engaged reading is *active* reading. You should take notes as you read and reread an author’s work, paying careful attention to the author’s arguments. Doing so will help you judge the strength of the author’s claims.

Think about the following questions as you read:

- What is the author’s primary focus &/or primary research question?
- What key terms contribute to your understanding of this work? How are these terms defined by the author?
- What are the author’s key claims &/or findings?
- What evidence is used to support the author’s claims/findings?
 - Which theory/theories does the author use?
 - Are data used to support the author’s claims?
 - If so, what are the data and how are they analyzed?
- Does the author acknowledge arguments that contradict her claims? What are they?
- What are the strengths of this piece?
- What are the weaknesses of this piece?
- What is the most interesting part of the author’s work?
- What assumptions / life experiences do you bring to this process that lead to your unique interpretations?

Tips for highlighting and annotating during the active reading process:

- A pencil works as well as a pen or marker; try both and see which you like best.
- Underline each claim an author makes.
- Circle or box definitions or essential terms.
- Use arrows or lines to show connections.
- Use vertical lines in the margins to mark entire passages.
- Star the most important items.
- Use question marks for confusing places.
- Use the margins to:
 - Summarize key terms, sections, or ideas in your own words.
 - Articulate disagreements with the author’s arguments.

* Material adapted from: <http://www.slideshare.net/UCEW/engaged-reading-and-writing>