

## **SOC3300/Social Inequality FALL 2015 SEMESTERFV1**

**Instructor: Dr. Luceal J. Simon**

**Office Location: Sociology Department room 2250 Faculty Administration Bldg.**

**Office hours: Weds 1:00-1:45, before class. Please schedule appointments via email at ac3787@wayne.edu.**

**Course Name and Number: Soc3300/Social Inequality**

**Course meeting times: Weds: 01:55PM - 05:35 PM 09/02/15 - 12/22/15**

**Course Location: 0035 STATE**

**1). Required Text: Ore, Tracy E. (Ed) 2014. The Social Construction of Difference and Inequality: race, class, gender, and sexuality. 6<sup>th</sup> Edition. Boston: McGraw-Hill.**

**2). Additional reading materials will be posted on Blackboard or handed out in class**

### **Important dates:**

09/02/2015: Classes begin

09/09/2015: Weekly reflective chapter and article submissions begin

11/26-11/28: Wed Nov 25 - Sat Nov 28 NO Classes Holiday-University Closed

12/16/2015: Final Paper

**Course Description:** The course focuses on how race, class, gender, and sexuality as categories of differences as systems of structural inequality are maintained. It explores structural inequality in the United States and globally. It provides a critical analysis of the structures that create and perpetuate inequality. Sociological theories and perspectives are utilized to provide an understanding of the nature, causes, and possible solution to structural equality.

### **Expected Learning Outcomes:**

Students completing the course will develop the ability to:

1. Describe structural inequality and the impact of structural inequality on the life chances of certain individuals and groups in societies.
2. Identify incidents of structural inequality and demonstrate how social institutions maintain systems of inequality
3. Illustrate how patterns of differences of differences are transformed and maintained as systems of inequality by social institutions.
4. Discuss how thought and knowledge about inequality are influenced and affect cultural, political, and economic social structures.
5. Explore and discuss the nature, causes, and negative effects of institutional inequality, as well, as solutions to reduce the adverse effects of inequality.
6. Identify theories and methodologies used by Sociologists in the study of Inequality, as well as, the application of the appropriate sociological method (s) to circumstances deemed as institutional inequality.
7. Engage in class discussions and team work where opposing and different viewpoints and hypotheses on structural inequality are presented.
8. Research and present a Power Point Presentation on global inequality.

### **Class Organization**

You will notice there are no quizzes or tests in this course. The course is comprised of extensive reading and writing. In addition, I will show documentaries and videos that illustrate social inequalities. Some of the texts and videos explore sensitive topics and the materials and discussions may make some uncomfortable. Therefore students must be willing to struggle with the material, and its implications. It is important that students be prepared to keep up with the pace of work as falling behind will make it difficult to catch up.

### **Attendance:**

Students are expected to attend ALL classes. Excessive absences, late arrivals and or early departures will negatively affect your participation grade as well as your final grade. Students who accumulate more than 3 absences and or a combination of absences, late arrivals and early departures should consider dropping the course.

### **Missed Assignments:**

Missed Assignments: Requires the Instructor's approval and must be arranged prior to the date of the assignment. Approval of make-up work will only be allowed under the following conditions: a written note from a Physician (or other health care provider) indicating that health issues prevented you from being able to complete the course work or take the exam on the date due. No other documentation will be accepted. Physicians' notes must be submitted to the Instructor prior to but no later than the next class meeting. A hard copy of the missed assignments must be completed and submitted at the beginning of the next class.

**Late Submissions:** Must be submitted to the Instructor at the beginning of class at the next class meeting (no later than one week after the scheduled date of the assignment). Missed assignments submitted after one week will not be accepted and the student will not receive class participation points.

Late papers will be accepted with the penalty of a reduction of 1 point for each day the paper(s) is submitted late. Assignments submitted more than four days late will not be accepted. Students submitting late papers will not be given class participation (i.e. discussion) points for that class session and will not be allowed to make up class participation points.

### **Class Participation**

Class participation is essential in this course. Classroom participation means voicing ideas, asking questions, and carefully listening. Students are given weekly reading assignments to facilitate discourse and to incorporate learning into active participation in class discussions. Therefore ALL students are expected to complete the assigned readings prior to each class session and come to class prepared to actively participate in class discussions. Students are also expected to respond to questions asked by myself and their classmates and students who never participate will be called on. Note: Students who dominate the conversation of the assigned readings will be asked to refrain from doing so to allow others to participate.

### **Chapter and Article Reflective Papers**

Reflective chapter and article papers are due at the beginning of each class, starting week#2. Each student is expected to submit a full 3 page typed written summary of the assigned readings for the week. Each paper must include the following: 1) Typed in essay format 2) reflect on the readings for that class session, connect readings with previous texts, and relate readings to experiences outside of the classroom and 4) contain 3 questions that the student would like to discuss during class. Summaries that

are poorly written, less than 3 full pages, and do not contain 2 questions will receive reduced points. SEE FORMAT BELOW

### **Guidelines and Format for Reflexive Papers**

Put your name, paper #, and date on each paper (use header to save space). In the paper, discuss the readings for that day's class. In your paper connect readings to one another, to previous course materials, and to experiences outside class. The papers 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 paper.
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 your paper to make sure it is organized clearly. You will lose points if your paper is not clearly organized clearly.

7. Keep your paper 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 paper 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 Reflective Paper with your last name and Paper#.

IMPORTANT NOTE: Papers in the incorrect format are returned unread and with a failing grade. \* must be present to hand in reflective papers. Students who are not in attendance will not be allowed to submit papers via email on the date the paper is due or leave them in my office mailbox the following day. (Revised from an assignment developed by Dr. Krista Brumley).

### **Power Point Presentation**

Each student is to prepare a 10 minute Power Point Presentation (PPT) on a topic of inequality of their choice. The presentation must focus on a country other than the United States. Presentations must include: 1) 3 scholarly articles, 2) at least one sociological perspective, and 3) a reference page showing article citations.

### **Classroom Behavior**

This course maintains an environment that encourages full participation thus students are encouraged to create an environment that assures everyone’s participation, regardless of ideological differences or personal beliefs.

- Students are expected to carry themselves in a manner respectful not only to the instructor, but to fellow students.
- Students are to treat each other with respect, refrain from personal attacks during class discussions, and maintain decorum while in class.
- Any disruptive behavior will result in the disruptive student being asked to leave the classroom for the day and/or Public Safety will be alerted for removal and full disciplinary action will be brought against the student.

### **Grading:**

I will rate your assignments in 5 areas –a thorough understanding of the subject matter, a thoughtful understanding of the subject matter, a basic understanding of the of the subject matter, a limited understanding of the subject matter, and little or no understanding of the subject matter (5 points for exemplary, 4 for very good, 3 for acceptable, 2 for needs improvement, and 1 for unacceptable). Note: if you earn only 1 point in each category it is a failing grade; earning 4 points in each category (very good). Sociology majors must pass with a “C” which means earning at least a “3” in each category. To earn an “A” you must earn some 5 evaluations.

### **Discussing Grades:**

Grades are discussed during scheduled office visits only. If you have questions or concerns on a graded assignment (i.e. If you believe you have been graded unfairly or there was an oversight in grading) feel free to contact me via email to schedule an appointment for a second evaluation. Please note that a reexamination may or may not result in an improvement in your grade on that assignment. If after the second evaluation you still believe that you have been graded unfairly, you must submit a written explanation of why you believe the grade should be evaluated for a third time. In your request for a third evaluation you must 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. (Revised from Dr. Brumley’s syllabus)

### **Rules on failing the course:**

Students must complete all assignments by the end of the semester as time extensions request via incompletes cannot be granted for the Fall 2015 semester. Withdrawals: Students who are not doing well should withdraw from the course. It is the responsibility of the student to initiate action for a formal withdrawal. According to university rules students who do not officially withdraw but stop attending class and/or do not take scheduled exams will receive a failing grade.

**Electronic Devices:** Cellular phones, computers and all other electronic devices must be turned off for the entire class session. Students will not be allowed to be online, text message, play computer games, talk on their cell phones (or leave the class room to talk on the cell phone) while class is in session, do homework for other classes, write

papers, engage in side conversations with fellow students during class discussion, browse through magazines and newspapers, or be disrespectful to other students, during class sessions. Anyone caught engaging in the aforementioned activities will be asked to leave class and will receive an absence for the day and 0 class participation points.

**Violations of Academic integrity:** Wayne State University violations of academic integrity Plagiarism, cheating on exams and other forms of academic dishonesty will not be tolerated. I will adhere to the university guideline for dealing with acts of dishonesty by taking the following course of action: (a) giving a failing grade on the assignment; (b) giving a failing grade for the course; or (c) suspension or exclusion. Information on procedures is available in the Office of the Dean.” The Student Code of Conduct can be found online at the Dean of Students Office (DOSO) website at: [www.doso.wayne.edu/](http://www.doso.wayne.edu/) under Student Judicial Services. Information on procedures is also available in the Office of the Dean.”

**Special Needs & Accommodations:** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) 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).

**Final Grade: 1. Class participation=10 total points (1 points per class session)  
2.Reflective papers=15 (5 pts each) = 75 points 3. Power Point Presentation (5 pts per PPT) 4. Final Exam: Course Reflective Paper= 10 pts TOTAL points= 100 points**

#### Grade Chart

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

Date	Readings and Assignments *Note: Revisions may be made to the assigned readings and documentaries shown.
Sept 02	Introduction to course, syllabus review, student expectations, and question and answers.
Sept 09	Readings: OMI and Winant "Race and Ethnicity" (pp 19-27) Waters "Optional ethnicities (pp.29-40) Nguyen " Becoming suspects' (pp42-53) Almaguer " Race, Racialization, and Latino population in the United States <a href="https://www.youtube.com/watch?v=RywVbXx5uoo">https://www.youtube.com/watch?v=RywVbXx5uoo</a> Tim Wise Understanding Racism
Sept 16	Constructing Difference: <u>Social Class</u> Shapiro, "Race, Homeownership, and Wealth" (pp 74-91) Mantsios, "Media Magic" (pp. 91-99) □ Lui, "Doubly Divided: The Racial Wealth Gap" (pp. 100-107) Wolff " Capitalism hits the fan" (pp108-111)  Youtube Video Tim Wise " White Privilege
Sept 23	Difference: Sex & Gender Lorber, "The Social Construction of Gender" (pp. 112- 119) Fausto-Sterling, "The Five Sexes Revisited" (pp. 120-127 Griffen" AIN'T I A Women (pp128-142) Fair " Constructing masculinity through penetration discourse :the intersection of misogyny and homophobia in high school wrestling (pp143-155) Bornstein" Naming all parts"(pp157-169) Henold " "If you don't kiss me, you're dumped" (pp169-185)Ray and Rosow " Getting off and getting intimate" (pp 188-206)
Sept 30	Part II Maintaining Inequalities: Systems of Oppression and Privilege (pp211-234) Social Institution of family: Hill "Why won't African Americans get and stay married? Why should they (pp237-249)Rubin "Families on the fault line" (pp253-262) Pyke" An intersectional approach to resistance and complicity (pp 263-274) Stacey " Gay and lesbian families are here" (pp 277-286)

Date	Readings and Assignments
Oct 07	Constructing Difference: Social institution education: Kahlenberg " The return of separate but equal (pp 290- 304) Dog and Erdoes " Civilize them with a stick" (pp297-304) Sadker and Sadker" missing in interaction" (pp305-317) Miceli "School and the social control of sexuality(pp318-327)  Documentary"" <a href="http://www.pbs.org/wgbh/pages/frontline/education/separate-and-unequal/a-return-to-school-segregation-in-america/">http://www.pbs.org/wgbh/pages/frontline/education/separate-and-unequal/a-return-to-school-segregation-in-america/</a> <a href="http://www.pbs.org/wgbh/pages/frontline/criminal-justice/locked-up-in-america/justice-department-probes-another-school-to-prison-pipeline/">http://www.pbs.org/wgbh/pages/frontline/criminal-justice/locked-up-in-america/justice-department-probes-another-school-to-prison-pipeline/</a>
Oct 14	Social Institutions: Work and Economy Wilson, "Jobless Ghettos" (pp. 328-339) Pager, Western, & Bonikowski, "Discrimination in a Low-Wage Labor Market" (pp. 339-359) Wingfield, "Racializing the Glass Escalator" (pp. 363-378) Brooks-Gunn and Klebanov" " Stressing out the poor" (pp 380-388) Daniel Kreisman and Marcos Range (2015) "On the blurring of the color line: wages and employment for males of different skin tones (article will be posted on blackboard or handed out in class)

<p>Oct 21 Social Institutions: The State and Public Policy Burnham, “Welfare Reform, Family Hardship, and People of Color” (pp. 389-397) Western &amp; Pettit, “Beyond Crime and Punishment” (pp. 400-406) Wessler, “The Treacherous Triangle” (pp. 407-417) Explaining the Great Racial Divide: Perceptions of Fairness in the U.S.Criminal Justice System Jon Hurwitz &amp;Mark Peffley THE JOURNAL OF POLITICS, Vol. 67, No. 3, August 2005, Pp. 762–783 © 2005 Lisa L. Miller “The Invisible Black Victim: How American Federalism Perpetuates Racial Inequality in Criminal Justice. Law &amp; Society Review, Volume 44, Number 3/4 (2010) 2010 Law and Society Association. Inequality in the criminal justice system Video <a href="http://www.pbs.org/wgbh/pages/frontline/criminal-justice/locked-up-in-america/new-report-slams-unprecedented-growth-in-us-prisons/">http://www.pbs.org/wgbh/pages/frontline/criminal-justice/locked-up-in-america/new-report-slams-unprecedented-growth-in-us-prisons/</a></p>
<p>Oct 28 Social Institution: Media Hargittal: The digital reproduction of inequality (pp419-428) Merskin “ Winnebagos, Cherokees, Apaches, and Dakotas (pp431-441) Alsultany “ The prime-time plight of the Arab American after 9/11 (pp 443-461) Tierney, Bevc, and Kuligowski “ Methaphors matter (pp464-484) Thompson “ How the right made racism sound fair-and changed immigration politics (pp490-499) Social Institution: Language and Culture Zola “Self, Identity, and the Naming question (pp500-508) Eitzen”Names, logos, mascots, and flags (pp512-522)</p>
<p>Date Readings and Assignments</p>
<p>Nov04 Social Institution: Violence and Social Control Southern Poverty Law Center “Climate of fear (pp525-531) Armstrong et al” Sexual Assault on Campus” (pp532-549) ” The construction of masculinity and the triad of men’s violence”(pp 534-568) Schneider et al “Cyberbullying, school bullying, and psychological distress” (pp 571-582) Canada “Learning to fight” (pp679-684)</p>
<p>Nov11 Social Institutions: Experiencing Difference and Inequality in Everyday Life:Wildman and Davis”Making systems of Privilege visible (pp589-594) El Sawy” Yes I follow ISLAM but I’m not a terrorist (pp596-598) Cose” A Dozen Demons”(pp 598-607)Rodriquez “Always Running” (pp608-613) Cofer “ The story of my body”(PP614-621) Nguyen “Separated by deportation” (pp623-637) ) Frontline watch on line growing up trans<a href="http://video.pbs.org/progam/frontline">http://video.pbs.org/progam/frontline</a> <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a> Tim Wise White Privilege</p>
<p>Nov18 Social Institutions: Experiencing Difference and Inequality in Everyday Life Contd: Cameron ”Gee, you don’t seem like an Indian from the reservation” (pp639-644) Milczarek- Desai” Living fearlessly with and within differences” (pp645-654) Ehrenreich”Nickel-And –Dimed on (not) getting by in America(pp655-668) Sheehan”Not poor enough”(pp669-678) Chase”Square Pegs: Affronting Reason” (pp685-695)</p>
<p>Wed Nov 25 - Sat Nov 28 NO Class No assignment</p>

Date	Assignments
Dec 02	Student PPT Presentations
Dec 09	Student PPT Presentations Student PPT Presentations
Dec 16	Final exam

\*Note: Revisions may be made to the assigned readings and documentaries shown.