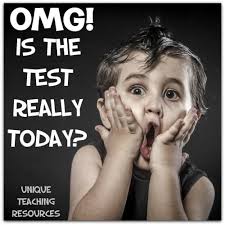
**SOC\_2300  
Social Inequality** CRN #

Fall 2019

**Office:** 2247 Faculty / Administration Building (FAB)

**Office Hours:** Tuesdays and Thursdays, 1 – 2 pm, or by appointment

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**Course Location: ONLINE**

READ THE SYLLABUS!

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

**Course Description and Learning Outcomes:**

Welcome!

The goal of this course is to provide you with an understanding of social inequality and how it operates in the United States. The course is divided into three sections. In the first section, we will start with the basics, looking at what are concepts and what is social inequality. We will also interrogate our basic understanding of four systems of social inequality: race, class, gender, and sexuality. These are not the only hierarchical dimensions of inequality that organize our social life. There is social inequality and related oppression along many other dimensions including religion, disability and ethnicity. At various points in this class you will have the opportunity to explore beyond into these other areas. However, these four dimensions of social inequality will be the main focus of this class because they are powerful organizers of social hierarchy in the United States and shapes our lives in important ways. As we delve into each system of inequality, we will interrogate the fundamental concepts (race, class, gender and sexuality) and look at the ways that these different systems of inequality intersect to shape life in the United States.

In the second section of the class we will explore the ways that social institutions operate in ways that contribute to social inequality. We will specifically look at the role of 1) the family, 2) education, 3) the economy and 4) the government. This section focuses on gaining important insights into the social structures and mechanisms that underlie social inequality and oppression in America.

The third, and final section of the course, will explore the more subtle power dynamics operating in the United States and look at how people have across history participated in social movements to struggle against inequality and oppression.

At the conclusion of the course, you will be able to:

1. Describe and discuss the four core concepts of race, class, gender and sexuality.
2. Analyze how race, class, gender and sexuality operate as systems of inequality and oppression, including how they shape social institutions and social structures.
3. Discuss the intersection of two or more of these systems of inequality.
4. You will be able to describe how intersecting systems of social inequality operate in subtle ways to impact people’s lives.
5. You will be familiar with some of the social theories that help us understand social inequality.
6. You will improve your reading comprehension skills and increase your discipline specific vocabulary to communicate your sociological knowledge.

**Required Course Materials:**

**TEXTBOOK:**

Susan J. Ferguson, editor. Race, Gender, Sexuality, & Social Class : Dimensions of Inequality. Los Angeles :SAGE Publications, 2013. (third edition) ISBN: 9781506365817

**Course Requirements and Expectations:**

|  |  |
| --- | --- |
| **SOC 1010:001**  **ASSIGNMENT** | % |
| Reading Quizzes (12) each are worth 10 points, your top 10 quiz grades will be used to calculate your grade. | 10 |
| Reading Reflections and peer review: There are (12) assignments, the reading reflection is 10 points, and the peer review is 10 points, total 20 points. The top 10 out of 12 scores will be used to calculate your grade. | 20 |
| There are six (6) Activities posted throughout the semester, you must complete 3, each are worth 10 points. | 10 |
| Exam 1  Covers materials in Part 1 | 20 |
| Exam II  Covers materials in Part 2 | 20 |
| Final Exam Covers materials in Part 3 and 4 | 20 |
| **TOTAL** | **100** |
| **Extra Credit** | **10** |
| **Total** | **110** |

**Reading Quizzes: 10%**

There are twelve reading quizzes, the top 10 grades of the 12 quizzes will count toward your grade. The quizzes are located in the corresponding Session modules (e.g., Quiz 1 is in the Session 1 module). These assignments are *open book* and *open notes.* They are designed reinforce the course materials and help you prepare for the exams. You will be allowed to take the quiz twice, the highest score will be recorded. The quizzes vary in the number of questions, usually between 4-5 questions. They are timed quizzes, given 10 minutes. Quizzes are always opened on the starting day of the session and they are due by midnight on the closing date of the session. Please see the syllabus for the starting and ending dates of each session. ***No late assignments will be accepted*, *NO EXCEPTIONS*.**

**Readings, Reading Reflections and Peer Review: 20%**

Each session you are assigned several short readings. Most readings are about 10 pages long and most sessions have between 3-4 readings (there are a few shorter readings and a few longer, there are a few sessions with more or less readings). In total, your readings for the session are usually about 30-45 pages. All readings deal with the topic(s) listed for that session. You are expected to complete all of the readings each week.

After you complete the readings, you must complete a reading reflection. The reading reflection assignment includes 1-3 questions from the end of the chapter. If there is more than one question, you will pick which question to reflect on and write a reflection/answer. Choose one question and answer it. Your answer should follow these criteria: 1) clearly identify what question you are answering. 2) Type your answer into the space provided, it should be no shorter than 120 words and no longer than 375 words, 4) It should be typed using proper grammar, spelling and punctuation, and 5) it should clearly and fully answer the question (s). The reading reflections are **DUE MONDAYS** (generally speaking). Please see the syllabus for exact due date for the reading reflections in each session. ***No late assignments will be accepted*, *NO EXCEPTIONS*.**

IF and only if you complete your reading reflection time by the deadline, you will be randomly assigned another students assignment for peer review. IF you do not post your reading reflection before the deadline, YOU WILL NOT be assigned a peer review. Your review of your fellow student assignment **(peer review) is DUE by the end of the session, which is usually on Wednesday at midnight. Please see the syllabus for the exact due dates for the peer reviews.** There are instructions which include grading using the rubric provided and giving at least one comment. You should complete 12 peer reviews, the top 10 grades will be used to calculate your final grade for peer reviews.

**Activities (Understanding Inequality): 10%**

In six of the twelve weekly assignment sessions there are activities posted. The activity assignment vary from asking you to watch some multimedia and write answers to questions to asking you to go into your community and make observations. The top 3 grades for these assignments will be used to calculate your grade. Activities are worth 10 points and are **due at the close of the session (usually Wednesday at midnight)** ***No late assignments will be accepted*, *NO EXCEPTIONS*.**  Please see Canvas for more details on each activity.

**Exams: 60%**

Three *online* exams will be given in this course. Exams I and II and your final exam. They will cover the content in the readings covered immediately prior to the exam. Exam I covers (part 1), Exam 2 covers (Part 2) and the Final Exam covers (part 3 and 4). All exams are in multiple choice format worth 100 points each. Each exam will have 25 questions and will be timed (90 minutes). The exam will include questions from the weekly reading quizzes. Each exam is worth 20 percent of your grade, making the exams worth a total of 60 percent of your grade.

The exams will be open for four days, usually Sunday thru Thursday (please see the syllabus for the exact dates). You are responsible for planning ahead to account for any technological glitches. Since you have four days to plan to take the exams, please plan ahead. If you run into technical difficulties, it is your responsibility to contact Wayne State University tech support department. Please noted that they close at 8:00 pm. Please begin your exam well before the time it is due to allow for technical difficulties and time to speak with tech support. Do not contact me about technical difficulties unless you have already contacted them and have a support ticket that shows that you contacted support in enough time to complete the exam, extensions will not be given. Tech support can be reached at <https://tech.wayne.edu/helpdesk>.

*Make-up exams will be given only when there are compelling circumstances.* Such circumstances must be discussed and elaborated upon *as soon as they arise.*

**Extra Credit: 10%**

You can earn extra credit points, up to 10 percent of your total grade, throughout the semester. One of the ways to earn extra credit is to answer (correctly) questions posted on the “There is no such thing as a stupid question” discussion board. There will be additional opportunities for extra credit throughout the course. Doing the extra credit or not doing it cannot hurt your grade.

**Grades:**

You will be graded according to the following scale:

|  |  |
| --- | --- |
| 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 | 63 – 66 |
| D- | 60 – 62 |
| F | 59 and below |

**Grades and reviews**: If for any reason you think there is a problem with a grade, which can happen given that teachers are not perfect humans relieved of making errors, there is a process you should follow to have the issue addressed. You should write up a request to have the grade reviewed. This should include your name, the assignment due and date due. You should write what you think was mis-graded, specifically why you think it was mis-graded, and what you think the grade should have been. You should then email the professor with this written request, along with a copy of the original assignment submitted, and ASK to set up a meeting to discuss the grade. If the meeting is in person, please bring printed copies of all materials, if it is a Skype call or other form of digital call, please make sure they have been attached to an email sent through Canvas.

**Final grades are *FINAL*!** No points will be added to *any* student’s grade (including yours) at the end of the semester. Please do *not* ask me to give you a higher grade than you earned because you are on academic probation or need it to maintain a scholarship or have any other special circumstance. I do not give grades; rather, you earn the grade you receive.

**Student Responsibilities:**

* This is an online course, thus, you are expected to have the proper equipment to participate and you are expected to a secure stable and reliable internet connection. If you have technical difficulties or you are unfamiliar with Canvas or other software used in the course, you are expected to contact the WSU technical and training offices to make sure your questions are answered.

* Treat all members of the class and the broader community with *respect***. Make sure you are careful with your comments and** use thoughtful language that adheres to the Student Code of Conduct (see below for a link).
* 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 on Canvas or in email communications. Not checking Canvas and/or not checking your WSU email account are not legitimate excuses for missing assignments and other information relevant to this course.
* **It is YOUR responsibility to check Canvas regularly to ensure that grades are posted accurately.**
* This is an online class. It is designed around holiday breaks in the official university academic calendar. Each session is a week. Since it is an online class, it will not be canceled due to weather, power outage, etc. **The sessions are open for a week, so if there are any such disruptions, you have the flexibility to move your work to another day during that week.**
* *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.” See the previous point.
* *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. The SDS telephone number is 313-577-1851 or 313-202-4216 for videophone use. Once you have met with your disability specialist, I will be glad to meet with you privately during my office hours to discuss your accommodations. 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.” You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.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>. ***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.*

**Communication Expectations:**

* *Communication with Instructor:*
  + Emailing your instructor is NOT the fastest way to get a response. **The instructor could take up to a WEEK to respond to emails and rarely provides same day responses.**
  + The **quickest way** to get a response from your instructor is to actually go to **OFFICE HOURS** and meet **face-to-face** with the professor.
  + If you cannot meet face-to-face you can call the Professor using **SKYPE during office hours.**
  + The professor, in some cases, may also be on **CHAT in CANVAS during office hours**.

EMAILS

* + *If you decide to email the instructor you MUST follow the following protocol, failure to do so means you will NOT get a response.* 
    - *Emails must be sent to the professor’s WSU email account or through Canvas.*
    - *Emails* must have a clear and informative subject line that includes your full name and the name of the course(SOC 2300) in which you are enrolled.
    - *Emails* should be written in a manner that 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.”
    - *Emails* should be respectful and professional, make sure to include all relevant details and leave out unnecessary commentary or emotional declarations or threats. Please do not send any emails that are rude or threatening, and if you do, please do not expect a response.

**Important Dates (Please check WSU registration website and academic calendar for updated and correct information)**

Thurs, August 29: Classes begin

Mon, September 2: *Labor Day* (university closed)

September 11: Last day to drop with 100% tuition cancellation

Tues, October 16: Early assessment period ends

Sun, November 10: Last day to withdraw from a class *with instructor permission*

Wed, November 21: *Fall holiday* (no classes); university closed November 22 & 23

Mon, December 10: Classes end

Tues, December 11: Study day

**Course Schedule**

This class is arranged around weekly sessions. Generally speaking, the weekly sessions are arranged as outline below in the week Guide. However, there are some weeks that slightly deviate and it is marked in the schedule. Finally, the course schedule is below is *tentative* and it is possible that it will be adjusted throughout the semester.

***Weekly Session Guide:***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Thursday | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday |
| 12 weekly sessions with assignments | Weekly Sessions  **Start** |  |  |  | Reading Reflections due |  | * Peer Review Due * Readings Quiz Due * Activity Due * Weekly session **Ends** |
| 2 weekly sessions with exams |  |  |  | EXAMS **OPEN** in AM |  |  | EXAMS  **CLOSE** in PM |

***Course Schedule:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Session /Week | Start  Date | Readings | Quizzes/assignment | Due Date |
|  |  | **Part 1: Intro to Race, Class, Gender and Sexuality** |  |  |
| Session 1 | 8/ 29 | **Intro, Concepts, and Race**  Syllabus (10 pages)  1. Introduction and Weber, Lynn. 2010. “Defining Contested Concepts” in Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework”, 1-18  2. What Is Racial Domination?  Matthew Desmond and Mustafa Emirbayer 20-29 | Quiz 1  Reflection 1  Peer Review 1  Activity 1 | **9/4**  **9/2**  **9/4**  **9/4** |
| Session 2 | 9/5 | **Race and Gender**  6. Racial Domination and the Evolution of Racial Classification Tukufu Zuberi 65-77  3. Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages, Sara L. Crawley, Lara J. Foley, and Constance L. Shehan , 31-43  11. The Social Construction and Institutionalization of Gender and Race: An Integrative Framework  Evelyn Nakano Glenn 119-130 | Quiz 2  Reflection 2  Peer Review 2 | **9/11**  **9/9**  **9/11** |
| Session 3 | 9/12 | **Social Class**  5. Rethinking the Paradigm: Class Gerda Lerner , 51-64  9. Foundations of Class Analysis: A Marxist Perspective Erik Olin Wright 100-108  10. Is Capitalism Gendered and Racialized? Joan Acker 110 -117 | Quiz 3  Reflection 3  Peer Review 3 | **9/18**  **9/16**  **9/18** |
| Session 4 | 9/19 | **Sexuality and Intersectionality**  8. The Invention of Heterosexuality Jonathan Ned Katz 88-99  12. Critical Thinking about Inequality: An Emerging Lens Bonnie Thornton Dill and Ruth Enid Zambrana 131- 139  13. Queer as Intersectionality: Theorizing Gay Muslim Identities Momin Rahman 141-148 | Quiz 4  Reflection 4  Peer Review 4  Activity 2 | **9/25**  **9/23**  **9/25**  **9/25** |
| Session 5 | 9/26 | **Exam 1 opens** |  | **10/2** |
|  |  | **Part 2 Social Institutions and the Perpetuation of Inequality (part 3 in book)** |  |  |
| Session 6 | 10/3 | **Family**  30. It’s All in the Family: Intersections of Gender, Race, and Nation Patricia Hill Collins 319-327  31. An Intersectional Approach to Resistance and Complicity: The Case of Racialized Desire Among Asian American Women Karen Pyke 329 – 337  32. The Home and the Street: Violence Against Queer People Doug Meyer 339-347  39. Social Determinants and Family Health  Janet R. Grochowski 405-413 | Quiz 5  Reflection 5  Peer Review 5 | **10/9**  **10/7**  **10/9** |
| Session 7 | 10/10 | **Education**  33. How Tracking Undermines Race Equity in Desegregated Schools Roslyn Arlin Mickelson 349-357  34. The Schooling of Latino Children Luis C. Moll and Richard Ruiz 359-365  35. Class Matters Peter Sacks 367-376 | Quiz 6  Reflection 6  Peer Review 6  Activity 3 | **10/16**  **10/14**  **10/16**  **10/16** |
| Session 8 | 10/17 | **The Economy and Unemployment** 36. Inequality Regimes: Gender, Class, and Race in Organizations Joan Acker 378-387  37. Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination Marianne Bertrand and Sendhil Mullainathan 389-395  38. Families on the Frontier: From Braceros in the Fields to Braceras in the Home Pierrette Hondagneu-Sotelo 396-404  42. Framing Class, Vicarious Living, and Conspicuous Consumption Diana Kendall 433-440. | Quiz 7  Reflection 7  Peer Review 7  Activity 4 | **10/25**  **10/23**  **10/25**  **10/25** |
| Session 9 | 10/24 | **Politics and Government**  41. A Slow, Toxic Decline: Dialysis Patients, Technological Failure, and the Unfulfilled Promise of Health in America Keith Wailoo 423-431  45. Race, Legality, and the Social Policy Consequences of Anti-immigration Mobilization Hana E. Brown 465-476  46. The New Jim Crow Michelle Alexander 478-480  47. The Roots of American Decline Richard Lachmann 482-488 | Quiz 8  Reflection 8  Peer Review 8 | **10/30**  **10/28**  **10/30** |
| Session 10 | 10/31 | **EXAM 2** | Exam 2 | **11/6** |
|  |  | **Part 3: Part Four Power and Privilege Unmasked (part 4 in book)** |  |  |
| Session 11 | 11/7 | 48. The Culture of Privilege: Color-Blindness, Postfeminism, and Christonormativity Abby L. Ferber 495-503  49. Five Faces of Oppression Iris Marion Young 505-414  50. Rage of the Privileged Ellis Cose 515-522  51. The Many Costs of Anti-Asian Discrimination  Rosalind S. Chou and Joe R. Feagin 524-530 | Quiz 9  Reflection 9  Peer Review 9 | **11/13**  **11/11**  **11/13** |
| Session 12 | 11/14 | 52. How Environmental Decline Restructures Indigenous Gender Practices: What Happens to Karuk Masculinity When There Are No Fish? Kari Marie Norgaard, Ron Reed, and J. M. Bacon 532-544  53. Criminalized Masculinities: How Policing Shapes the Construction of Gender and Sexuality in Poor Black Communities Forrest Stuart and Ava Benezra 545-556  54. Sexual Harassment and Masculinity: The Power and Meaning of “Girl Watching”Beth A. Quinn 558-568  55. The Intersections of Class, Gender, Sexuality, and Race: The Political Economy of Gendered Violence  Floya Anthias 570-581 | Quiz 10  Reflection 10  Peer Review 10  Activity 5 | **11/20**  **11/18**  **11/20**  **11/20** |
|  |  | **Part 3 continue: Empowerment and Social Change**  **(part 5 in book)** |  |  |
| Session 13 | 11/21 | 56. Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection Patricia Hill Collins 587-597   57. How White People Can Serve as Allies to People of Color in the Struggle to End Racism Paul Kivel 598-603  58. Doing Anti-Racism: Toward an Egalitarian American Society Jacqueline Johnson, Sharon Rush, and Joe Feagin 605-613 | Quiz 11  Reflection 11  Peer Review 11  Activity 6 | **12/4**  **12/2**  **12/4**  **12/4** |
| Session 14 | 12/5  (week of Nov 25 is holiday) | 59. It’s Getting Better: Queer Hope, Queer Courage  Jean Halley and Amy Eshleman 614-622  60. Policy Steps Toward Closing the Gap Meizhu Lui, Barbara J. Robles, Betsy Leondar-Wright, Rose Brewer, and Rebecca Adamson 624-632 | Quiz 12  Peer Review 12  Reflection 12 | **12/9**  **12/7**  **12/9** |
|  | 12/11-14th | **FINAL EXAM**  Open 12/12 closes 12/15 |  | **12/15** |