

Social Inequalities
Soc 329
DePauw University
Spring 2015

Kelley J. Hall
Office: Union Building 200
Phone: 658-6599
email: khall@depauw.edu

Office Hours:
T 10-noon, W 1-3
or by appointment

Required Readings:

- Claremont, Christopher and John Byrne. 1980. *X-Men: Days of Future Past*. New York: Marvel Comics.
- Claremont, Christopher and Brent Anderson. 1994. *X-Men: God Loves, Man Kills*. New York: Marvel Comics.
- Collins, Patricia Hill. 2000 or 2009. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd or 3rd edition. NY: Routledge.
- Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. 2nd edition. Los Angeles: University of California.
- Perry, Barbara. 2001. *In the Name of Hate: Understanding Hate Crime*. NY: Routledge.
- Sernau, Scott. 2010 or 2014. *Social Inequality in a Global Age*. 3rd or 4th edition. Sage.

Course Description:

We live in a diverse society, with diverse forms of social inequality. In this class we will explore: 1) theories and concepts related to social stratification and inequality; 2) the construction of difference through the categories of class, race, ethnicity, gender, and sexuality; 3) the complexity within these social categories; 4) how these social categories intersect with one another; and 5) how the continual construction of these categories perpetuates inequality among groups of people, both in their everyday experiences and within social institutions. It is my hope that by the end of the semester you will be acquainted with some of the differences (and similarities) among groups of people in our society.

Requirements:

1. Daily Participation and Preparation (40 points): Class participation, which means active and thoughtful involvement in the class discussions and activities, is an important part of your grade. I expect that you will have completed the daily reading assignments when you come to class. Good discussions depend on participants being prepared.

While you will have personal experiences that are relevant to the discussion, I want you to think about how your experiences can be understood in relation to the theoretical perspectives, social history, structures and processes we discuss. My goal is that you demonstrate critical thinking about social stratification and inequality based on the readings.

To aid in class discussion, this course will use the social bookmarking tool Diigo, to post, annotate, share and discuss online materials such as academic and pop culture articles, YouTube videos, cartoons, advertisements, historical documents and more. Each student will be assigned to a group that is required to post materials to Diigo before 7pm the day before class (Monday or Wednesday). Each group member should post at least one item with relevant insights for their assignment. Class members should respond, comment or otherwise engage in dialogue about those posts. Everyone in the class is responsible for checking and responding thoughtfully to Diigo entries. Like Facebook, Instagram, Pinterest or Tumblr, checking Diigo should be easy to do. The minimum requirement for responding is once per week, although I would like to see more than that from each student. At the same time, one insightful post is better than several unrelated junky posts. I will announce Diigo discussion topics in class. These topics will serve as in-class activities or short homework assignments. Diigo participation and short writing assignments will be assessed on their critical insight and connection to course topics.

My goal is that class members will supply relevant, insightful research, information or examples that we can critique, connect and apply to the course and beyond. The larger goal is that we will create a learning community where we share information and resources—relevant tags (or keywords) will help us achieve this. This is a rubric for social bookmarking, for examining the process of recording and remembering key sites and URLs. The activity is in its simplest form at **remembering** level but as we add detail, explanations and structure it advances into **understanding**.

Level	Bookmarking
1	The user adds site to Bookmarks (Firefox, Chrome) or adds URL to social bookmarking site. The user does not add tags (keywords) or comments. These locally stored bookmarks lack structure or organization.
2	The user adds a site to the Bookmarks. The bookmarks are organized into appropriately-named folders. Or the user adds the URL to social bookmarking site. The user sometimes adds either tags or comments. The resources are added regardless of their validity or connection to course content or topics.
3	The user adds URL to a social bookmarking site. The student adds tags or comments. Tags are mostly well-constructed and suitable keywords. There is some shared/common use of tags (e.g. singular and plural keywords). There is some limited filtering on basis of validity to the course and unique disciplinary background (attempts validation). The comments or notes are simple. The user shares the bookmark with all members of their network
4	The user adds URL to a social bookmarking site and adds detailed, insightful comments and appropriate tags. The comments summarize the resource well and there is consistent use of shared/common tags with solid connection and validity to the course content and disciplinary background. The student shares the bookmark with appropriate members of their network.

2. Midterm Exam (40 points): There will be an in-class midterm exam.

3. Synthesizing Essays (30 points each): Critical thinking and writing are essential for your success in this course. You will be required to write two essays synthesizing the reading materials and class discussions. The questions will be provided in advance so that class readings and discussions can aid in your responses. I will provide specific evaluation criteria with the first essay question.

4. Research Paper (90 points total): This paper is an application of course content to a topic or issue of your choice. The primary objective of this paper is to get you thinking about social inequalities with regard to an issue or topic that is important (or at least interesting) to you. To assure your progress on this assignment, I will collect sections of this paper at different points during the semester as noted on the syllabus. I will hand out instructions for this assignment in class.

Grading Scale:

94-100% = A	80-83 = B-	67-69 = D+
90-93 = A-	77-79 = C+	64-66 = D
87-89 = B+	74-76 = C	60-63 = D-
84-86 = B	70-73 = C-	0-59 = F

Add it up:

Participation and Preparation, including Diigo (10pts)	40
Midterm Exam	40
Synthesizing Essays (2 x 30 points)	60
Research Paper (10, 30, 50 point sections)	<u>90</u>
	230

Grading criteria:

These criteria apply to all writing assignments and correspond to the percentages above.

A- to A: means that the piece successfully captured the main points of the readings and that they were connected to the assignment. The paper illustrates clear and relevant insights and understanding and shows that the writer thought carefully about what he or she was going to write. The paper is exceptionally thought-provoking, original, and lucid in content and organization. The paper has

something to say, and says it clearly and gracefully to an appropriate audience; it is supported fully by sources and appropriate examples. This grade also indicates exceptional writing skills in terms of clarity, grammar, and punctuation.

B- to B+: means that the piece accurately captured the main points of the readings and that they were connected to the assignment. The paper illustrates that the writer thought about the readings (and what they meant) and that he or she made an attempt to connect it to course concepts and issues. The paper is solid and well-organized but not striking; the writer has a definite point to make and makes it in an organized and competent way. This grade also demonstrates good writing skills in terms of clarity, grammar, and punctuation.

C- to C+: means that the piece did not quite capture the main points of the readings accurately and/or didn't attend carefully to the requirements of the assignment. It seems from the piece that the writer did not understand the readings and/or think carefully about linking it to course concepts and issues. The content and organization is weak, fuzzy, or illogical. Examples are given for their own sake or to demonstrate that the writer read the text, not to make a point. This grade may also indicate writing problems in terms of clarity, grammar, and punctuation.

D- to D+: means that the paper shows blatant inaccuracies regarding the readings, the writer did not complete part of the assignment, and/or that writing problems impede my ability to understand the piece. The paper is much shorter than the assigned length and appears as though there isn't a point to the paper. This grade may also indicate serious writing problems in terms of clarity, grammar, and punctuation.

F: means that the paper is plagiarized in part or as a whole (see Academic Integrity Policy below), or it shows general weaknesses ever graver than those of a D paper.

Course policies:

Consistent tardiness and unexcused absences will negatively affect your final grade. Excused absences must be discussed with me in advance, and that does not guarantee your absence will be excused.

All writing assignments must be sent/turned in on their announced due dates. Without a reasonable excuse discussed with me in advance, failure to turn in assignments on time will result in a three-point reduction in the score per class day late. I will not accept late overnight, take-home assignments.

You are responsible for material discussed and/or assigned when you are absent. If you are absent, contact a classmate to double check reading or homework assignments.

We will use laptop computers almost daily for in-class discussions and activities. Please bring it to class. If there is no obvious reason for you to be using your laptop, resist the temptation: keep it closed. I can tell when students are reading email or dinking around. I will call you out.

Academic accommodations:

DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). If you feel need an accommodation based on the impact of a disability or learning challenge is encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Student Disability Services is located at 408 S. Locust Street, suite 200, in The Memorial Student Union Building ([765-658-6267](tel:765-658-6267)).

Academic integrity:

I will not tolerate academic dishonesty (and you shouldn't either). Cheating, plagiarism, presenting another person's work as your own, etc. violates DePauw University's policy on academic integrity and will result in penalties ranging from a zero on the assignment to course failure or expulsion. Presenting your own work as something new (i.e., "recycling" a paper from another course) is also unacceptable. See the policy and discussion of students' obligations and rights in the Student Handbook. Be sure to follow guidelines for proper citation of sources in your writing. If you are unsure what constitutes plagiarism, representing another's work as your own, "recycling," etc., see me.

Schedule and Reading Assignments (tentative):

Jan. 27	Introductions and Course Overview
Jan. 28	DePauw Dialogue: Neil Fieldhouse
Jan. 29	Roots of Inequality Sernau, Chap. 1 (Chap. 3 if using 3 rd edition) Johnson, "Privilege, Oppression, and Difference" Moodle Write-up due: Difference and Inequality Autobiography
Feb. 3	Sernau, Chaps 2-3 Vargas "My Life as an Undocumented Immigrant" Diigo
Feb. 5/10	Class Sernau, Chaps. 4, 10, 11

Statement of Topic Due (Feb. 5)

Feb. 12/17	Race and Ethnicity Sernau, Chap. 5 Moore, "Racism in the English Language" Diigo NPR, Native American Foster Care/Adoption, 3-part series. Diigo
Feb. 19/24	Gender and Sexuality Sernau, Chap. 6 Johnson, "Patriarchy, The System" Moodle Lucal, "Building Boxes and Policing Boundaries" Moodle
Feb. 26	Status, Power, and Politics Sernau, Chaps. 7-8
Mar. 3	In-class Midterm Exam
Mar. 5/10	<i>X-Men: God Loves, Man Kills</i> <i>X-Men: Days of Future Past</i>

Synthesizing Essay 1 Due (5pm, Mar. 10)

Mar. 12	Race, Class, and Gender Studies Collins Prefaces and Chapters 1-2
Mar. 17	Collins Chapters 3-5
Mar. 19	Collins Chapters 6-8
	Last day to drop class with grade of W (Mar. 20)
Mar. 24/26	Spring Break
Mar. 31	Collins Chapters 9-12
Apr. 2	Education and Mobility Sernau, Chap. 9

Review of Topic Due (5pm)

Apr. 7	Family Life
--------	-------------

Lareau Chaps. 1-5, appendices A and B

Apr. 9 Lareau Part II (Chaps. 6-7)

Apr. 14 Lareau Part III (Chaps. 8-12)

Apr. 16 Lareau Part IV (Chaps. 13-15)

Apr. 21 Hate Crimes and Violence
Perry Introduction, Chaps. 1-2

Apr. 23 Perry Chaps. 3 and 5

Apr. 28 Perry Chap. 4

Apr. 30 Perry Chap. 6

Synthesizing Essay 2 Due (5pm)

May 5 Perry Chaps. 7-8

May 7 Social Change
Sernau, Chap. 12

May 14 **Research Paper Due at 4pm**