**UNIVERSITY OF WYOMING**

**SOC 3640**

**Social Inequality, 3 CREDIT HOURS**

**100% Online**

**Fall 2019**

**Dr. Karen Straight**

**Email:** [kstraigh@uwyo.edu](mailto:kstraigh@uwyo.edu)

**Phone:** 406-201-1224

**Office hours:** Monday and Wednesday 9 – 10:30 am MST remote and by arrangement.

**Course prerequisites, co-requisites, enrollment restrictions**: Prerequisite: SOC 1000.

**Course Description**:

We will examine intertwining constructs of difference through their effects on the social and economic experiences of groups or persons in the US and cross-culturally. Aspects of difference to be studied will include race, gender, class, sexual orientation, disability, language, and place. We will analyze how these markers of difference shape individuals’ personal identities and access to institutional settings. Ideologies and achievements of diverse groups will be compared. We will look at opportunities to resist discrimination and bring about positive social change. This course will have a national and international focus.

**Student Learning Outcomes:**

* enhance communication skills through on-line class discussion and written papers.
* use sociological concepts and perspective to critically examine key concepts such as race, gender, disability, nationality, and class.
* compare and contrast the experiences of diverse communities to come to a better understanding of how social statuses become entangled in the economic class structure as markers for placement, access, and opportunity as groups are in conflict for power, privilege, property and prestige.
* critically examine our own ethnocentrism as we learn about other ways of life and belief systems.
* examine sociological studies and apply sociological research methods. The concept of objectivity will be explored and debated. Students will utilize methods of observation and interviews to gain information and understanding about other ways of life. Based upon their own reflection and critical analysis, students will come to important conclusions concerning values, diversity, and cultural appreciation.

**Required texts and readings:**

Jenny Stuber.2015. *Exploring Inequality: A Sociological Approach.* New York: Oxford University Press.

Additional articles as assigned. See our course modules within the class.

**Evaluation:**

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| --- | --- |
| **Assignment** | **Points** |
| **Ten Discussion Activities/Assignments** | **20 points each (200 Total)** |
| **Mobility Interview Write-Up** | **40 points** |
| **Final Discussion Response** | **5 points** |
| **Three exams** | **100 points each (300 Total)** |
| **Civil Rights Virtual Tour** | **32 Points** |
| **Total Points Possible** | **577** |

**Grading Scale and Grading Policies:**

The university grading system will be applied to determine your grade.

A: 90 – 100%

B: 80 – 99.99%

C: 70 – 79.99%

D: 60 – 69.99%

F: 59.99% and below

**Group Discussion:**

Participation in discussion is a critical aspect of this class. Through group discussion we will learn a great deal about others, ourselves, and different ways to perceive the world around us. When you are caught off guard by another person’s insight or perspective on an issue, you are forced to examine your own opinions, assumptions, and values. This is invaluable to the learning process. Give our discussions time and attention. Demonstrate a willingness to hear others’ ideas, play with new ideas, and show respect across our differences and similarities. If you do, you will come away from this course with new and worthwhile knowledge. ***For each discussion, you will post responses to the assignment topic on the Wednesday of the week assigned (unless otherwise indicated) and reply to two other posts by Sunday of that week unless otherwise indicated in the assignment directions.*** Because the point of the discussions is to encourage interaction, late responses will NOT receive points. I will look for definite qualities in evaluating your work.  Some expectations include the following:

1. The development of independent thinking.

2.  Utilization and specific references to course materials.

3. A willingness to play with new ideas — yours and others.

4. The development of competence at learning from others and integrating those ideas which challenge, support or simply stimulate your thinking into your work.

5. The writing of a well-formulated response.  Be deliberate and reflective in your use of language.

6. The exploration of complicated ideas, even if you find you cannot come to a neat and easy conclusion.

7. The development of competence in writing that summarizes, analyzes and argues.

**Exams:**

We will have three exams during the course of the term. Exams will be available during a set period of time. Once you enter the exam, you must complete it within the time period indicated. All assignments are individual assignments. Any unauthorized collaboration is a violation of the Academic Integrity Policy. The exams will be composed of multiple choice and/or short essay questions.

**Late Work Policy:** Assignments are due by the date indicated in the syllabus. This is a short course. Failure to stay on top of the due dates will only compound the challenges of being in an accelerated course.

**Classroom Behavior Policy:** We form a learning community. Your behavior contributes to the learning experience of your peers. Give our course materials and assignments your full attention. Stay on top of due dates and participate on time in a manner that contributes to our learning community. Keep in mind that discussion is an opportunity to reflect more deeply on course materials and learn from your peers through an exchange of ideas. While critical evaluation of course materials and key debates is required, behavior that negatively impacts the learning environment of your peers will not be tolerated. As the instructor, I have the right to dismiss you from electronic forums if behavior is inappropriate and negatively impacts the experience of others.

**My Schedule:** I check email daily during normal business days. I am offline on holidays and weekends. Please plan accordingly. Thank you!

**Classroom Statement on Diversity:** “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

**Disability Support**:

*The University of Wyoming is committed to providing equitable access to learning opportunities for all students.* *If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or*[*udss@uwyo.edu.*](mailto:udss@uwyo.edu)*It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at:*[*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

**Academic Dishonesty Policies**: Include a statement or a reference to UW Regulation 2-114 (Procedures and Authorized University Actions in Cases of Student Academic Dishonesty).

*Example: “Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.”*

**Duty to Report under Title IX:**

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.*

*For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200,* [*report-it@uwyo.edu*](mailto:report-it@uwyo.edu)*,* [*www.uwyo.edu/reportit*](http://www.uwyo.edu/reportit)*). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (*[*stopviolence@uwyo.edu*](mailto:stopviolence@uwyo.edu)*,* [*www.uwyo.edu/stop*](http://www.uwyo.edu/stop)*, 766-3296) (or SAFE Project (*[*www.safeproject.org*](http://www.safeproject.org)*,* [*campus@safeproject.org*](mailto:campus@safeproject.org)*, 766-3434, 24-Hour hotline: 745-3556).*

*Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to* [*www.uwyo.edu/dos/uwyocares*](http://www.uwyo.edu/dos/uwyocares)*.*

*Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.*

**Substantive changes to syllabus**:

*All deadlines, requirements, and course structure is subject to change if deemed necessary by the instructor. Students will be notified in our online class shell through the announcements of these changes. It is your responsibility to regularly review the announcements.*

**Schedule of Readings, Topics, and Assignments**

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| --- | --- | --- |
| **Readings\***  **from Class Text** | **Activity/Discussion\*** | **Exam/Assignment** |
| **Unit 1**  **Constructing Differences**  **9/4 – 9/15**  **Stuber Chapter 1**  **\*\*\*For each unit, you are also accountable for reviewing the items posted in our online course unit for the week.** | **Discussion:**  **Circles of My Multicultural Self –Due 9/6. Reply to two more posts by 9/11.**  **Unit One Discussion Your response to the assignment is due Wednesday, 9/11. Reply to two more post is due Sunday, 9/15.**  **\*\*\*We will follow this Wednesday/Sunday cycle throughout the term unless otherwise indicated.** |  |
| **Unit 2**  **Class and Inequality**  **9/16 – 9/22**  **Stuber Chapter 5** | **Discussion** |  |
| **Unit 3**  **Social Mobility**  **9/23 – 9/29**  **Stuber Chapter 9** | **Discussion** |  |
| **Unit 4**  **Social Construction of Race and Ethnicity**  **9/30 – 10/6**  **Stuber Chapter Four and Eight** | **Discussion** |  |
| **Unit 5**  **Segregation and Mobility**  **10/7 – 10/13**  **Chapter 14** |  | **Exam One** |
| **Unit 6**  **Education and Inequality**  **10/15 – 10/20**  **10/14 is a holiday**  **Stuber Chapter 12** | **Discussion** |  |
| **Unit 7**  **10/21 – 10/27**  **Education Continued** | **Discussion** |  |
| **Unit 8**  **Gender and Inequality**  **10/28 – 11/3**  **Stuber Chapters 2 and 7** | **Discussion** |  |
| **Unit 9**  **Gender Inequality Continued**  **11/4 -11/10**  **Stuber Chapter 13** |  | **Exam Two** |
| **Unit 10**  **Sexuality and Inequality**  **11/12 -11/17**  **11/11 is Veteran’s Day**  **Stuber Chapter 3** | **Discussion** |  |
| **Unit 11**  **Disabilities and Inequality**  **11/18 – 11/24**  **Stuber Chapter 6** | **Discussion** |  |
| **Unit 12**  **Social Change**  **11/25 – 11/26** |  | **Civil Rights Virtual Tour due by 11/26** |
| **Unit 13**  **Immigration and Latinos Beyond the Reel**  **12/2 -12/8** | **Discussion** | **Exam Three** |
| **Unit 14**  **Final Thoughts**  **12/9-12/13** | **Discussion Due 12/13**  **Replies to peers are not required.** |  |
| **We do not have a final exam.** |  |  |

**Student Resources:**

***Example: CAMPUS RESOURCES***

*DISABILITY SUPPORT SERVICES:* [*udss@uwyo.edu*](mailto:udss@uwyo.edu)*, 766-3073, 128 Knight Hall,* [*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

*COUNSELING CENTER:* [*uccstaff@uwyo.edu*](mailto:uccstaff@uwyo.edu)*, 766-2187, 766-8989 (After hours), 341 Knight Hall,* [*www.uwyo.edu/ucc*](http://www.uwyo.edu/ucc)

*ACADEMIC AFFAIRS: 766-4286, 312 Old Main,* [*www.uwyo.edu/acadaffairs*](http://www.uwyo.edu/acadaffairs)

*DEAN OF STUDENTS OFFICE:* [*dos@uwyo.edu*](mailto:dos@uwyo.edu)*, 766-3296, 128 Knight Hall,* [*www.uwyo.edu/dos*](http://www.uwyo.edu/dos)

*UW POLICE DEPARTMENT:* [*uwpd@uwyo.edu*](mailto:uwpd@uwyo.edu)*, 766-5179, 1426 E Flint St,* [*www.uwyo.edu/uwpd*](http://www.uwyo.edu/uwpd)

*STUDENT CODE OF CONDUCT WEBSITE:* [*www.uwyo.edu/dos/conduct*](http://www.uwyo.edu/dos/conduct)