

SOCIOLOGY OF INEQUALITY

SOCIOLOGY 3640-01

SPRING 2019

ROOM: AGRICULTURE BLDG 2018

TIME: 1:20-2:35PM T/R

PROFESSOR: JENNIFER TABLER

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OFFICE: A&S 306

HOURS: T (2:45-4:15 PM) & R (11-12:30 PM)

Pre-requisites: Sociology 1000 or equivalent

Required Textbook:

Social Inequality: Forms, Causes, and Consequences (Hurst) 9th edition

Additional readings will be posted online

COURSE DESCRIPTION:

This course exposes students to the study of social stratification, with two core frameworks—inequality and mobility—being explored in depth. In particular, we will examine how race/ethnicity, gender, sexual orientation, and immigrant status act as “axes” of stratification within the United States (US), and trace how particular social institutions (family, education, neighborhood, labour market, etc) structure and reproduce inequality and mobility within the US context:

Learning Objectives:

- The goals of this course are three-fold. At the end of the course, the learner should be able to:
- Identify social stratification within the United States, and describe the consequences of social stratification.
- Identify, describe, and evaluate social institutions and social policies that may structure and/or reproduce inequality and mobility within the US.
- Understand and critique empirical research that assesses inequality and mobility by race/ethnicity, gender, sexual orientation, class, and immigrant status.

Grading Policies:

Grades will be assigned as follows:

A:90%+

B:80-89%

C:70-79%

D:60-69%

F:59% or below

EVALUATION:

- **Six in-class activities.** Short group and/or individual assignments and pop-quizzes (based on the assigned readings for that day’s lecture) will be given throughout the course. The lowest score will be dropped at the end of the semester—**15%**
- **Five reading reflection papers.** These papers will be 2-3 pages, and up to the student to complete. I will post reflection questions for the upcoming week on the Blackboard page designed for this course. These questions are to help guide reading and to provide topics for your writing. Each paper is due before class on the day of the assigned session—**25%**
- **Three exams. Exams are not comprehensive.** The exams will have 3 sections, a multiple-choice section, a short answer section, and an essay question—**60%**

In-Class Activities-15% (3% each)

Students will participate in 6 in-class activities (lowest dropped). These activities may be discussion-based, mini-quizzes, etc. These activities are a way of evaluating your attendance, as well as your engagement with the reading.

Reflection papers – 25% (5% each)

Students will complete 6 reading reflection papers (lowest grade dropped) of their choice, for which they will provide evidence from the readings (the first three are due by the midterm). Directions for these are described in the documents.

- Follow the instructions for completing each reflection paper
- Submit a hard-copy in-class before the start of class for the specified due date

Writing Guidelines

- Use proper grammar and proofread.
- Use 12 pt., Times New Roman font.
- Use 1" margins on all sides.
- Double-space papers.
- Use proper citation techniques for all cited material (ASA or APA).
 - Plagiarism is not allowed and will result in a failing grade.
 - Choose a style and be consistent.
- Failure to follow these guidelines will result in a loss of points.
- **Late and emailed work will not be accepted.**

Exams – 60% (midterm 25% & final 35%)

Two exams will be administered online in this course to assess student learning. Each exam will consist of true/false, multiple choice and essay questions. Each exam will include material covered since the previous exam. The final exam (35%) is NOT cumulative.

- You will have 75 minutes to complete each exam once you start.
- The exam dates are listed in the course schedule.

WYOCOURSES:

As a resource for this class, a WyoCourse site is available to you. This site provides the opportunity to have all of the course materials in one place that is accessible to everyone. Assignments and announcements will be posted to this site. As part of the requirements for this class, you are expected to check and use this site regularly. **Make sure to check your UW email as this is the address that will be utilized for any posted announcements.**

UNIVERSITY-WIDE POLICIES

University excused absences

In order to be excused from an examination, a valid University excuse or doctor's excuse must be obtained. University excuses can be obtained from the Office of Student Life. The Office of Student Life (OSL) will provide the excuse, provided the students' absence meets the criteria for an authorized absence. For further information on obtaining an excused absence, contact the OSL or visit their website at: <http://uwacadweb.uwyo.edu/OSL/absences.htm>.

Students with disabilities

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability.

Scholastic integrity

As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, academic dishonesty will be dealt with according to the University guidelines (see UW regulation 2-114). In addition, grade appeals will be handled according to these same guidelines. These guidelines can be found in the University Regulations.

Sexual harassment, discrimination, and violence

The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

In accordance with University policy, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he/they becomes aware during this course through writing, discussion, or personal disclosure (see UW regulation 4-3). More information, including access to confidential resources, can be found at <http://www.uwyo.edu/reportit/policies/index.html>.

COURSE SCHEDULE:

This class consists of lectures, active learning activities, collaborative class discussions and writing assignments. It is the student's responsibility to complete each module's requirements by the due date and stay current with readings. The success of discussions depends upon each student's active engagement and participation. Students are expected to contribute to discussions through thoughtful input and attentive responses. The schedule and procedures in this course are subject to change (and probably will) at the discretion of the instructor. In order to stay current with announcements regarding the schedule, you will need to attend and be on time for class, and check WyoCourse regularly.

Course schedule *subject to change*

<u>Week 1: Introduction</u>	Readings:
Jan 29 th	<ul style="list-style-type: none">H: Chapter 1 <i>An Introduction to the Study Social Inequality</i>
Jan 31 st	<ul style="list-style-type: none">Online: <i>There is No Such Thing as a True Story</i> by Chandra.
<u>Week 2: Social Status</u>	Readings:
Feb 5 th	<ul style="list-style-type: none">Online: <i>Intersectionality</i> by Hancock (2007)
Feb 7 th	<ul style="list-style-type: none">H: Chapter 4 <i>Social Status</i>
<u>Week 3: Social Mobility</u>	Readings:
Feb 12 th	<ul style="list-style-type: none">H: Chapter 14 <i>Social Mobility and Status Attainment</i>
Feb 14 th	<ul style="list-style-type: none">Online: <i>Moving on Up? How Perceptions of Social Mobility...</i> Day & Fiske (2017)
<u>Week 4: Theory</u>	Readings:
Feb 19 th	<ul style="list-style-type: none">H: Chapter 9 <i>Classical Explanations</i>
Feb 21 st	<ul style="list-style-type: none">H: Chapter 10 <i>Contemporary Explanations</i>
<u>Week 5: Socioeconomic Inequality</u>	Readings:
Feb 26 th	<ul style="list-style-type: none">H: Chapter 2 <i>Class, Income, and Wealth</i>
Feb 28 th	<ul style="list-style-type: none">Online: <i>Shadowy Lines that Still Divide</i> Scott & Leonhardt (2005).
<u>Week 6: Poverty and Welfare</u>	Readings:
March 5 th	<ul style="list-style-type: none">H: Chapter 3 <i>Poverty and Welfare</i>
March 7 th	<ul style="list-style-type: none">Online: <i>Pathways: The Next Round of Welfare Reform</i>
<u>Week 7: Racial and Ethnic Inequality</u>	Readings:
March 12 th	<ul style="list-style-type: none">H: Chapter 8 <i>Racial and Ethnic Inequality</i>
March 14 th	<ul style="list-style-type: none">Online: <i>Race as Class</i> by Gans (2005)MIDTERM ONLINE-Due March 17th

MARCH 18TH- 22ND SPRING BREAK

Week 8: Racialized Experiences	
March 26 th	<ul style="list-style-type: none"> H: Chapter 8 <i>Racial and Ethnic Inequality</i>
March 28 th	<ul style="list-style-type: none"> Online: <i>Color-Blind Privilege & I Hate when People Treat me Like a Fuck-Up</i>

Week 9: Gender Inequality	Readings:
April 2 nd	<ul style="list-style-type: none"> H: Chapter 6 <i>Sex and Gender Inequality</i>
April 4 th	<ul style="list-style-type: none"> Online: <i>The Myth of Latin Women</i> Online: <i>Raising Zoomer</i>

Week 10: Sexualities & Intersectionality	Readings:
April 9 th	<ul style="list-style-type: none"> H: Chapter 7 <i>Sexual Orientation, Gender Identity, and Inequality</i> Online: <i>The Invention of Heterosexuality</i>
April 11 th	<ul style="list-style-type: none"> Online: <i>Rape, Racism & the Law</i> Online: <i>Interpreting and Experiencing Anti-Queer Violence</i> Online: <i>Sex and Gender through the Prism of Difference</i>

Week 11: Political Inequality	Readings:
April 16 th	<ul style="list-style-type: none"> H: Chapter 5 <i>Political Inequality</i>
April 18 th	<ul style="list-style-type: none"> Online: <i>Who Rules America</i> Domhoff excerpt Online: <i>Is this a White Country or What?</i> Online: <i>A Dream Deferred: Undocumented Students at CUNY</i>

Week 12: Consequences of Inequality	Readings:
April 23 rd	<ul style="list-style-type: none"> H: Chapter 11 <i>The Impact of Inequality on Life Chances</i>
April 25 th	<ul style="list-style-type: none"> H: Chapter 12 <i>Social Consequences of Inequality</i>

Week 13: Social Movements	Readings:
April 30 th	<ul style="list-style-type: none"> H: Chapter 13 <i>Social Movements</i>
May 2 nd	<ul style="list-style-type: none"> Online: TBD

Week 14: Stability of Inequality	Readings:
May 7 th	<ul style="list-style-type: none"> H: Chapter 15 <i>Justice and Legitimacy</i>
May 9 th	<ul style="list-style-type: none"> Online: <i>We are not Ophelia</i> Online: <i>Women's Rights as Human Rights</i>

Week 15: FINALS	Readings:
May 13-17 th	<ul style="list-style-type: none"> FINAL EXAM ONLINE-Due May 17TH