

**DRAFT SYLLABUS****SOC 311: Survey of Social Inequality and Stratification (3 credits)****Section 701; CRN: 92256**

Summer Session II: July 6, 2014 - August 14, 2014

Meeting Day & Time: Monday-Friday: 1:30-2:45 PM

Meeting Place: Saunders 244

Instructor: Katharine Hannah, M.A.

Email: [khannah@hawaii.edu](mailto:khannah@hawaii.edu)

Office: Saunders 218

Office Hours: TBD

**Course Overview:**

Is inequality necessary? Does it serve a purpose for the functioning of American society? How is inequality generated? Have you ever really sat down and thought about these questions? Inequality is visible all around us, yet we seldom stop to think about how it came about and what it means for society as a whole. Join me in discussing these questions, debating contentious topics, and exploring the meaning of inequality in our own lives.

This course will serve as an introduction to social stratification theory and research. This course will consist partly of lecture and review of key ideas and theories from the readings, partly of large-group discussion, and partly of small group discussion. Students will frequently reflect on the readings and ideas presented in journal-style writing assignments intended to promote critical thinking and writing development.

**Student Learning Outcomes:**

Upon completion of this course, students will...

- Demonstrate an understanding of how to define and measure socioeconomic status, social mobility, and other key concepts
- Be able to review and critique relevant literature on racial, ethnic and gender inequality
- Be able to evaluate different perspectives and theoretical approaches of social inequality and stratification
- Demonstrate understanding of key concepts and processes through short written assignments as well as oral communication.

**Required Textbook:**

David B. Grusky & Szonja Szelenyi (editors.). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2011. 2nd edition, Westview Press. ISBN: 9780813344843

- The textbook is available for purchase at the bookstore and online through Amazon and other outlets. I have also placed a copy on course reserve at the Sinclair Library.
- In the course schedule, reading from this textbook is marked TIR and identified by chapter.

Additional readings may be made available through Laulima as PDFs.

### **General Matters:**

- Please refrain from texting/taking calls during class time. It is disruptive to your peers and detracts from everyone's learning experience.
- Readings should be completed before the class session that we plan to discuss them. Most reading assignments are short and multiple reading assignments are grouped together based on similar content or perspective. Please be prepared to discuss the readings in class and raise questions. This will be a collaborative learning experience in which we will all learn from each other and critically evaluate what we think we know. Each student's participation is important in achieving this goal.
- Please bring the textbook to every class session.
- Reading and discussion topics may sometimes touch upon sensitive topics. I ask that we all respect the views and opinions of others and maintain a welcoming and safe learning environment. Students who are having difficulty with the subject matter are encouraged to meet with me individually to discuss.

### **Grading:**

Weekly Reflection Papers: 5 @ 5% each = 25%

In-Class Assignments: 35%

Current Event Oral Presentation: 10%

Discussion Leader: 15%

Final Exam: 15%

### **Grading Scale:**

A = 95 – 100%	B- = 80 – 82%	D+ = 67 – 69%
A- = 90 – 94%	C+ = 76 – 79%	D = 64 – 66%
B+ = 86 – 89%	C = 73 – 75%	D- = 60 – 63%
B = 83 – 85%	C- = 70 – 72%	F = 59% and lower

### **Assignments:**

1. Weekly Reflection Papers:

Students will submit 5 reflection papers in the designated weeks. These papers should be doubled-spaced, size 12 font and no more than 2 pages long. Students should reflect on the week's readings, class activities, and class discussions in a coherent, grammatically correct manner. Students may identify material of interest, critique the readings or ideas presented, and/or incorporate personal experiences and reflection. Any references made to course or outside material must be properly cited in ASA format. There will be no reflection paper in the final week of the course.

- *Late papers will lose 5% of the possible grade for each day they are late.*
- *Submit Weekly Reflection Papers to turnitin.com.*

## 2. In-Class Assignments:

These may include short reading quizzes, journal-style writing assignments, and small group responses. There will be an assignment in almost every class session. Students will receive 2 points for a thoughtful, well-developed response to the question or prompt posed. 1 point will be given for partial responses or responses that require further explanation.

- *In-class assignments cannot be made up except under extenuating circumstances.*

## 3. Current Event Oral Presentation

Students should locate a current event news article (published within the last month) that can be applied to a topic covered in the course. Students will give a 5-10 minute oral presentation to the class that briefly summarizes the event and fully explains the connection to course material. A rubric with further criteria will be distributed.

- Current Event Presentations can be given in weeks 2, 3, 4, or 5 of the course. You may choose the day on which you present (no more than 2 presenters per day). Please let me know one day prior to the day you wish to present. There will be no presentations in the last week of the course, so plan ahead to complete your presentation sooner, rather than later.

## 4. Discussion Leader:

Each student will discuss and critique one reading on the designated date that the reading is assigned. Students will be able to select an assigned reading of their choosing and will present a key summary and analysis of that reading on the designated day. In the event that two readings are assigned for a particular day, two students may each present a separate reading on that day.

- Students should summarize key points from the reading and critically discuss strengths and limitations associated with the author's argument. Students are also encouraged to make outside or personal connections to the material to make it more accessible for peers. Visuals such as

handouts, PowerPoints, short and relevant video clips, etc. are also encouraged.

- Each student should plan to spend about 15 minutes critically discussing the reading and any visuals presented.

#### 5. Final Exam:

This exam will consist of short answer questions and will cover all material covered in the course, including readings, lecture material, and any film/video clips shown.

- The final exam will be completed in class within the scheduled class time. It will be open book and open notes (paper only - no laptops).

#### Extra Credit:

The only extra credit offered for this course will be available as bonus or extra questions on the final exam.

#### Kokua:

Any student in need of additional help, due to disability, can contact me personally and the KOKUA program officer to discuss ways to accommodate specific needs. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 or by email ([kokua@hawaii.edu](mailto:kokua@hawaii.edu)).

#### Plagiarism:

*“Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results.”*

University of Hawai`i at Manoa Student Conduct

< <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm> >

**Furthermore, It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.**

A brief summary of the American Sociological Association’s Style Guide, which explains the rules clearly, can be found at: [www.buffalostate.edu/library/docs/asa.pdf](http://www.buffalostate.edu/library/docs/asa.pdf)

This course will utilize Turnitin.com to help identify instances of plagiarism. Turnitin is also a useful tool to help students self-edit their work before the final assignment due date. Written work that is severely plagiarized will receive a 0.

**Schedule** (subject to change at the instructor's discretion):

Week One: Introduction; Does Inequality Serve a Purpose?

7/6: Introductions, Syllabus Review

7/7: Reading: TIR Ch.3: "Inequality By Design"

7/8: Continued discussion of Ch. 3

7/9: Reading: TIR Ch.2: "Some Principles of Stratification"

*Selection of Discussion Leader topics*

7/10: Reading: TIR Ch.4: "Inequality, Too Much of a Good Thing"

**Reflection Paper 1 due 7/12 by 11:59 PM**

Week Two: The Structure of Social Inequality; Inequality at the Extremes

7/13: Reading: TIR Ch.6: "Class Counts" and TIR Ch.7: "Class, Status, Party"

7/14: Continued Discussion of Ch. 6 and Ch. 7

7/15: Reading: TIR Ch.12: "Who Rules America? Power and Politics"

7/16: Continued Discussion of Ch. 12

7/17: Reading: TIR Ch.9: "Striking it Richer: The Evolution of the Top Incomes in the United States" and TIR Ch.15: "Nickel-and-Dimed: On (Not) Getting By in America"

**Reflection Paper 2 due 7/19 by 11:59 PM**

Week Three: Racial and Ethnic Inequality

7/20: Reading: TIR Ch.24: "Racial Formation in the United States" and TIR Ch.30: "The Continuing Significance of Race"

7/21: Continued Discussion of Ch. 24 and Ch. 30

7/22: Reading: TIR Ch.28: "Are Emily and Greg More Employable Than Lakisha and Jamal?" and TIR Ch.29: "Marked"

7/23: Continued Discussion of Ch. 28 and Ch. 29

7/24: Reading: TIR Ch.33: "Black Wealth/White Wealth" and TIR Ch.25: "Racial Identities in 2000"

**Reflection Paper 3 due 7/26 by 11:59 PM**

Week Four: Gender Inequality

7/27: Reading: TIR Ch.26: "The Social Construction of Gender" and TIR Ch.40: "The Time Divide"

7/28: Continued discussion of TIR Ch. 26 and 40

7/29: Reading: TIR Ch.44: "Egalitarianism and Gender Inequality"

7/30: Continued discussion of TIR Ch. 44

7/31: Reading: TIR Ch.45: "Detours on the Road to Equality: Women, Work, and Higher Education" and Ch.48: "The Gender Pay Gap: Have Women Gone as Far as They Can?"

### **Reflection Paper 4 due 8/2 by 11:59 PM**

#### Week Five: Generating Inequality

8/3: Reading: TIR Ch.54: "It's a Decent Bet That Our Children Will Be Professors Too" and TIR Ch.57: "Family Background and Income in Adulthood, 1961-1999"

8/4: Continued discussion of TIR Ch. 54 and 57

8/5: Readings: TIR Ch.62: "Social Networks and Status Attainment", TIR Ch.64: "Networks, Race, and Hiring"

8/6: Continued discussion of TIR Ch. 62 and 64

8/7: Readings: TIR Ch.59: "Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood"; Eitzen: "Upward Mobility Through Sport?" (Laulima)

### **Reflection Paper 5 due 8/9 by 11:59 PM**

#### Week Six: Globalization and Inequality; Consequences of Inequality

8/10: Readings: TIR Ch.17: "Poorer by Comparison: Poverty, Work, and Public Policy in Comparative Perspective" and TIR Ch.70: "Globalism's Discontents"

8/11: Continued discussions of TIR Ch. 17 and 70

8/12: Readings: TIR Ch.66: "Health, Income, and Inequality" and TIR Ch.68: "Unequal Childhoods: Class, Race, and Family Life"

8/13: Course wrap-up and review

8/14: **Final Exam (during class time)**