

SOC 311 (WI)
SURVEY OF SOCIAL INEQUALITY & STRATIFICATION (3 units)
Spring 2015
Tu/Th 12:00-1:15pm Moore 102

Instructor: Sanna King
Office: Saunders Hall 211
Office Hours: Thursdays 3pm-4pm
or by appointment

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COURSE DESCRIPTION

The study of social inequality and stratification is the study of social inequality and social divisions. In this course we will examine socially organized differences in gender, class, nation, race, and colonialism and explore their relationships to systems and processes of oppression, exploitation, and subjugation. In particular, we will examine the various intersections of inequality and criminal justice in the United States. The various ways our society is stratified has significant influence in the all aspects of the U. S. criminal justice system. In addition, we will examine the historical, material, cultural and social processes that have created and enforced massive discrepancies in peoples lived experiences and access to and enjoyment of life's resources within the context of the criminal justice system.

There are three main sections of this course that focus on different intersections of inequality and criminal justice. We begin this course by examining the relationship between racial inequality and economic inequality and how they influence crime, justice, and punishment. In the second section of the course we expand our examination of racial and economic inequality by analyzing the intersection of gender inequality with racial and economic inequality. This section adds an important component to the course in highlighting the main theoretical tenet that the lives of women and girls' are subject to unique forms of social control and violence, particularly for women of color. The third section of this course explores how colonization is tied into inequalities and the social control of crime. Social control through violent force, punishment, and criminalization of particular groups of people, has historically been used as a colonizing tool to incite fear, especially within the racialized "other" to successfully achieve colonial, political, economic, cultural, legal, and social dominance.

STUDENT LEARNING OBJECTIVES

Upon completion of the course students should be able to:

- Describe and evaluate different perspectives and ideologies of social inequality and stratification.
- Understand theoretical approaches to social stratification and inequality.
- Illustrate and discuss through written assignments concepts of social stratification and what roles gender, race, class, nation and colonialism play in processes, social structures, and systems of inequality and/or oppression.
- Describe how social stratification affects our societal framework.

REQUIRED READING

- Bakan, Joel. *The Corporation: The Pathological Pursuit of Profit and Power*
- Cole, David. *No Equal Justice: Race and Class in the American Criminal Justice System.*
- Richie, Beth E. *Arrested Justice: Black Women, Violence, and America's Prison Nation.*
- Johnson, Andrew P. *A Short Guide to Academic Writing.*
- Additional readings will be posted on Lulima

ASSIGNMENTS

As this is a writing intensive course, there will be an emphasis on writing with multiple writing assignments and extensive feedback provided.

1. Attendance and Participation (10%) - Attendance will be taken each class meeting. Participation will be graded on in-class assignments and participation in writing workshops and class discussions.
2. Journals (20%) - Students will keep a journal of responses to course readings and activities (expected 1-2 pages, typed, double spaced, per week). Typed journal entries will be due WEEK 5, WEEK 10, and WEEK 15. Further instructions on the journal entries will be provided in class.
3. Discussion Questions (20%) – All readings must be completed prior to the date reflected on the course reading schedule. For EACH class period you are required to have prepared a question for discussion. Discussion questions should reflect that you have done the reading and critically thought about the reading. The discussion questions are designed to facilitate class discussion. Questions such as “what is the point of the reading?” are unacceptable. All discussion questions must be turned in to me via Lulima message by 9am the day of class (Tuesdays/Thursdays).
4. Research Essay (10-12 pages) (50%)
For this assignment, you are expected to connect the three sections of the course using the three main books and the required journal articles. The topic for this paper will be discussed at greater length during class, but the main question for this paper is: how is the distribution of justice unequal in America? We will study four main forms of inequality in this course, be sure to describe how justice is unequal at the intersections of all four forms of inequality. Finally, using any of the readings, please describe the relationship between crime and another form of inequality that we did not cover in class. For this portion of the paper, you can use any outside resources or look within the course texts for ideas.
 - a. Research proposal including bibliography - Due January 29th (5% or 15 points)
 - b. 1st draft of paper - Due March 10th (10% or 30 points)
 - c. 2nd draft of paper – Due April 9th (10% or 30 points)
 - d. Final Paper – Due May 5th (25% or 75 points)

Notification of an extenuating conflict or absence with documentation from a relevant professional is required and a reasonable accommodation can be made for any missed papers, class participation, and/or late assignments.

If you are unable to or late in submitting an assignment, or paper, you must:

- 1) Talk with me at least 24 hours before the assignment/paper due date (email is acceptable).
AND
- 2) Have a viable reason (i.e. and emergency) for missing an assignment/paper deadline or turning assignment/paper in late.
AND
- 3) Have a note from a doctor or relevant professional explaining the nature of your emergency.

Late papers and/or late assignments will be accepted for students who meet the above three criteria. Those who do not meet the above three criteria will receive a score of 0 for the paper or assignment. Those who turn papers or assignments in late and do not meet the above three criteria will be marked down 10% if the assignment is submitted within 2 weeks of the deadline. If the assignment is submitted more than 2 weeks past the deadline, students will be marked down 20%.

GRADING	Percentage	Total Points
Attendance & Participation	10%	30 points
Journals	20%	60 points
Discussion Questions	20%	60 points
Research Essay	50%	150 points
Total	100%	300 points

Grading Percentiles:

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

CLASS ETIQUETTE

Class discussions may touch on a number of sensitive topics. While students are encouraged to share their views, please do so with respect for others in the class, and respond in a respectful manner. Interruptions of or insults directed at other students will not be tolerated.

KOKUA

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 103 of the Queen Lili'uokalani Center for Student Services.

ACADEMIC DISHONESTY

Any form of cheating or plagiarism will not be tolerated. Plagiarism is a serious violation of the UH-Manoa Student Conduct Code. In it, plagiarism is defined as follows:

"The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

University of Hawai'i at Manoa Student Conduct Code (2009), E7.208, Pages 4 and 5

Course Reading and Assignment Schedule

WEEK	DATE	READINGS	ASSIGNMENTS
Section I: Intersecting Race, Class, and Criminal Justice			
1	1/13	No Readings – Course Introduction & Syllabus	
	1/15	Marger (2002) – “An Introduction to the Study of Social Inequality” [Laulima] Massey & Denton, “American Apartheid” [Laulima] Johnson, Chapter 3: “Reading Critically”	
2	1/20	Burgess-Proctor, A. “Intersections of Race, Class, Gender, and Crime Future Directions for Feminist Criminology.” [Laulima] Johnson, Chapter 2: “Writing is a Very Messy Process”	
	1/22	Acker, “Is Capitalism Gendered & Racialized?” [Laulima] Bakan, “Introduction”	

3	1/27	Bakan, Chapter 1: "The Corporation's Rise to Dominance" Johnson, Chapter 4: "Sources and Notes"	
	1/29	Bakan, Chapter 2: "Business as Usual"	Research Proposal Due
4	2/3	Bakan, Chapter 3: "The Externalizing Machine"	
	2/5	Bakan, Chapter 4: "Democracy Ltd."	
5	2/10	Bakan, Chapter 5: "Corporations Unlimited"	Journal Due
	2/12	Bakan, Chapter 6: "Reckoning"	
6	2/17	Anderson & Collins "Systems of Power and Inequality" [Laulima] Alexander "The Color of Justice" [Laulima] Johnson, Chapter 5 & 6	
	2/19	NO READINGS – LIBRARY DAY	
7	2/24	Cole, "Introduction" Johnson, Chapter 7 & 8	
	2/26	Cole, Chapter 1: "Policing Race and Class"	In class writing workshop
8	3/3	Cole, Chapter 2: "A Muted Trumpet"	
	3/5	Cole, Chapter 3: "Judgment and Discrimination" Johnson, Chapter 18 & 19	
9	3/10	Cole, Chapter 4: "The Color of Punishment"	Rough Draft #1 Due
	3/12	Cole, Chapter 5: "See No Evil, Hear No Evil"	
10	3/17	Cole, Chapter 6: "The Costs of Inequality"	Journal Due
	3/19	Cole, Chapter 7: "Remedies" Johnson, Chapter 13-15	
11	3/24 & 3/26	SPRING BREAK	SPRING BREAK
Section II: Gender, Crime, and Justice			
12	3/31	Richie, Chapter 1: "Introduction"	
	4/2	Richie, Chapter 2: "The Problem of Male Violence against Black Women"	In class writing workshop
13	4/7	Richie, Chapter 3: "How We Won the Mainstream but Lost the Movement"	

	4/9	Richie, Chapter 4: “Black Women, Male Violence, and the Buildup of a Prison Nation”	Rough Draft #2 Due
14	4/14	Richie, Chapter 5: “The Matrix: A Black Feminist Response to Male Violence and the State”	
	4/16	Richie, Chapter 6: “Conclusion”	
Section III: Colonialism, Crime, and Punishment			
15	4/21	Agozino, Biko. “Theorising Otherness, the War on Drugs and Incarceration.” (Laulima)	Journal Due
	4/23	Hawkins, Darnell F. “Things Fall Apart: Revisiting Race and Ethnic Differences in Criminal Violence Amidst a Crime Drop.” (Laulima)	
16	4/28	Bosworth and Flavin, Chapter 1 “Situating Colonialism, Race, and Punishment” Trask 2004 – “Chapter 1: Hawaiians, American Colonization, and the Quest for Independence [1984/5]” [Laulima]	
	4/30	Keahiolalo-Karasuda 2010 – “A Geneology of Punishment in Hawai‘i” [Laulima] Chesney-Lind & Bilsky 2011 – “Native Hawaiian Youth in Hawai‘i Detention Center: Colonialism and Carceral Control” [Laulima]	
17	5/5 Last day of class	Irwin & Umemoto 2012 – “Being Fearless and Fearsome: Colonial Legacies, Racial Constructions, and Male Adolescent Violence” [Laulima]	FINAL PAPER DUE LAST DAY OF CLASS