

SOC 335
Social Inequality: Race, Gender, and Class
TTh 2-3:15 p.m. Evans 207

Course Description: This class offers an empirical and theoretical exploration into the causes and consequences of inequality in contemporary America. Emphasis is placed on the economic and cultural disadvantages of racial and ethnic minorities, women, and the poor.

Teacher Information: Dr Sarah Allred. Office in Evans 221A. Phone 706-368-6998.
Office Hours: TTh 11-12, TH 3:30-4:30, M 9:30-1:45 AND by appointment E-mail:
sallred@berry.edu

Purposes, Promises, and Specific Objectives. The readings and required activities provide an opportunity to engage the head, heart, and hands in the examination of social inequality in America from a sociological perspective. The class explores the social construction racial, ethnicity, and gender, the ways in which we learn about human differences, and the implications of terms and categorizations such as race, class, and gender on life chances and day-to-day experiences. Students will learn about the nature and degree of social inequality in America and the multifaceted ways identity characteristics structure social relationships and advancement. Students are required to participate in a relevant out-of-class community activity for the purpose of integrating course readings in an applied setting and learning firsthand about social inequality.

Objectives. Students will acquire a theoretical and empirical understanding of the nature and significance of social inequality in contemporary America. They will demonstrate this understanding through the course paper.

Method of Teaching. This class is a *seminar* on inequality; readings will be covered through class discussion rather than summarized by the professor. Our class time will be devoted to the discussion of weekly readings and community activities, films, class exercises. .

Course Opportunities and Guidelines.

1. Class Attendance, Performance, and Participation. Class attendance is required, and will be taken daily. If more than two classes are missed for unapproved reasons (professor's discretion), a student's final grade will be penalized as much as half of a letter grade (e.g., B+ to a B-). Students are required to be on time for all classes, and to enter discretely when this is not possible. If you are unable to take a test as scheduled you must contact the professor 24-hours or more prior to the deadline. Otherwise, you will receive a zero on the test. Assignments that are turned in late without prior permission will receive a 10% grade reduction on that assignment for each day the assignment is late. All assignments, tests, and the paper must be submitted and community engagement performed as required and on schedule in order to be eligible to receive an A for a final grade. Because this is a seminar rather than a lecture course, students are required to participate regularly in class in a meaningful and respectful manner. Such engagement must reflect that the student has completed the daily reading(s).

2. Community Engagement (CE) Activity.

How Much. You will provide 12-15 hours of volunteer community services with a designated nonprofit agency or institution. Engagement must involve a minimum of 3 separate visits to the same facility.

Why. The objective for CE learning in this course is summarized in a Chinese Proverb, “Tell me and I will forget. Show me and I will remember. Involve me and I will understand.” The CE course requirement is an integral component of this class. Through CE, you will have a unique opportunity to integrate your academic study of social inequality with community engagement in a way that brings the readings to life in the fullest manner possible.

Approach. The services provided are an opportunity for reciprocity. You will enter the engagement contract with the explicit intention to give and to receive in the learning experience. The services you will provide will be meaningful from the perspective of the agency/clientele and directly benefit the ongoing long term needs of both. You are expected to act in a responsible and respectful manner, to keep scheduled work hours, to complete assigned duties to the best of your ability, and to keep good working relationships with supervisors, peers, and all others on location. Student conduct that is deemed inappropriate or unacceptable to the agency may result in you receiving a failing grade on this aspect of the course.

Requirements. By the week of Sept, 17th, you must select a CE location and submit your desired placement location to the professor in writing (include agency name, supervisor, and supervisor contact information). Students are responsible for completing any required training/orientation associated with the facility and any required confidentiality agreements. Altogether, all CE hours must be completed by November 12th. You are required to allocate your CE time over a minimum of 3 visits to the facility. If applicable, document important problems and bring them to the immediate attention of the agency supervisor and professor. Students are expected to share CE experiences in class discussion, but must maintain the confidentiality of their host agency and clients and customers: use first names only when referring to people in the CE setting.

3. Required Texts.

A. MacLeod, Jay. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. West View Press. 2009.

B. Manza, Jeff and Michael Sauder. *Inequality and Society: Social Science Perspectives on Social Stratification*. W.W. Norton and Co., New York. 2009.

C. Memorial Library e-reserve course readings, located at <http://www.berry.edu/library> (click *course reserves* on left side of screen)
Password is **beef**.

4. Final Grades. Your final grade will reflect your attendance record, completion of all CE service hours, and grade received on two tests, a book review, and the final paper. No extra credit projects are offered.

5. Academic Integrity. Academic integrity is the foundation of college life and experience at Berry College, and the expectation in this course. As a member of the Berry College community, you are responsible for working together to establish and uphold an

environment conducive to honorable academic endeavors. Please refer to the *Viking Code* for a complete discussion of key terms relevant to academic integrity (e.g., academic dishonesty). You are not allowed to collaborate with other students on the tests. The penalty for collaboration on a test is a zero on the test. You are allowed to collaborate with other on the final paper, but in a limited manner. You may ask for or provide editorial comments from class colleagues when writing the final paper. When writing answers for the test, or writing the paper, students are required to cite all works quoted (with complete bibliographic information) or referenced. Plagiarism will result in a zero for the plagiarized product. In sum, do your own work, don't plagiarize, and respect the property of others and the College.

6. **Special Accommodations**. If you have documented academic challenges and believe that you may need special accommodation in this course please notify the professor as soon as possible and contact Ms. Martha Van Cise, Director of the Academic Support Center, located in Krannert, Room 329 (ext. 4080).

7. **Evaluations of Student Performances, Final Grades, and Final Grade Determination**

Final grades will be based upon attendance, book or film review, CE service activity, two tests, and a final course paper.

A. **Course Paper (100)**. The course paper topic will be distributed mid-semester. It will involve the integration of information from course readings, outside readings, and CE observations. It is **DUE Dec 1st**. The paper must be 7+ typed pages and follow the ASA format guidelines.

<http://asanet.org/page.wv?section=Sociology+Depts&name=Quick+Style+Guide>

The overall goal of the paper is to demonstrate an understanding of issues involving social inequality and course readings. Toward this end, part of your paper topic will include the following: you will **describe** what you did in your CE experience, **reflect** upon your reaction to daily activities, and **apply** course material to the overall experience. More specific paper instructions and a grading rubric will be distributed mid-semester.

B. **Tests. (N=2)** There are two scheduled tests for the class, one of which is the final exam that is comprehensive. Tentative dates for these tests are provided in the schedule. They are in-class tests.

C. **Book/Film Review.** (100 pts) Each student will write an original book/film review. book Review guidelines and book options to be provided at a later date.

D. **Community Engagement Activity (50 pts.)**. Students must provide documentation of the satisfactory completion of all CE hours. A form for documenting CE activities will be provided. Students must complete 15 CE hours in order to be eligible for full credit for CE hours.

E. **POP QUIZZES.** (there will be 4, lowest grade to be dropped) (10 pts each)

E. Final Grade Determination. Your total points received are divided by the total number of points that are possible. Next, the resulting value is multiplied by 100 and rounded the nearest hundredth. The numerical grades are translated into a final letter grade as follows:

F include scores which are 59.49 or lower, 59.50 to 67.49 for a D,
67.50 to 69.49 for a D+, 69.50 to 73.49 for a C-
73.50 to 77.49 for a C, 77.50 to 79.49 for a C+,
79.50 to 83.49 for a B-, 83.50 to 87.49 for a B,
87.50 to 89.49 for a B+, 89.50 to 92.49 for an A-
92.50 and higher for an A.

Rounding is calculated to the nearest hundredth and procedures are executed as follows. A numerical grade of 69.490 through 69.494 is rounded to 69.49. A numerical grade of 69.495 through 69.499 is rounded to a 69.50.

Graded Course Requirements and Percent of Final Grade.

CE Activity	50	(10.4%)
Pop quizzes	30	(6.0%)
Film/Book Review	100	(20.9%)
Mid-term.....	100	(20.9%)
Final Paper.	100	(20.9%)
Final Exam	100	(20.9%)
Total Points possible	480	(100%)

Tentative Schedule

Week 1: Introductions to the course and each other

August 25: Discuss Syllabus, Introductions to the course and each other

*27: Leonard Beghley, "Sociology and Stratification"

Week 2: How do we explain social stratification and Inequality?

Sept 01: Chapters 2 and 3 (Marx and Weber in Text, skim)

Sept 03: *Davis, Kingsley and Wilbert Moore. "Some Principles of Stratification" *Am Soc Review* 1945 10 (April) 242-249. (same as Chapter 7 Text)

Tumin, Melvin M. "Some Principles of Stratification: A Critical Analysis"

Am Soc Review 1953 18 (August) 387-394. (see www.jstor.org)

Week 3: Who has What?

Sept 08: Chapter 10: What Americans Had: Differences in Living Standards"

Sept 10: Chapter 15: Forty Acres and a Mule

Chapter 12: Inequality of Wage Rates, earnings, etc

Week 4: Who are the Poor in America?

Sept 15: Chapter 16: The Changing face of Poverty

Sept 17: Chapter 17: What does it mean to be Poor in America?

Week 5: Young, Poor, and Male in Low-Income Neighborhoods

Sept. 22: *Ain't No Makin it* (Chapters 1-5)

Sept.24: *Ain't no Makin it* (Chapters 6 and 7)

Week 6: Young, Poor, and Male in Low-Income Neighborhoods

Sept. 29 *Ain't No Makin it* (Chapters 9, 10, 11)

Oct. 01 *Ain't No Makin it* (Chapters 12, 13, and 14)

Week 7: What is Gender?

Oct. *6: Lorber, Judith "Night to His Day: The Social Construction of Gender"

"Gender stereotypes in Media" www.youtube.com

"Gender Differences"

[www..youtube.com/watch?v=jlFsnlmLmyg](http://www.youtube.com/watch?v=jlFsnlmLmyg)
<http://www.youtube.com/watch?v=jlFsnlmLmyg>

Oct. 8: TEST #1/Mid-term (Weeks 1-6)

*Week 8: What are some Important Gender Inequalities ?

Oct. 13: NO CLASSES FALL WEEKEND

Oct 15: Finalize Book/Film review Selection or use time for CE hours

Watch on your own. "The Gender Puzzle" found on www.youtube.com

Week 9: What are some Important Gender Inequalities

Oct. *20 Chapter: 36: The Second Shift: Working Parents and the Revolution at home
"The Time Divide: Work Family, and Gender Inequality" by Jerry Jacobs and
Kathleen Gerson (in Grusky's *The Inequality Reader*, 295-300))

"The Nanny Chain" by Arie Hochschild (in Grusky's *The Inequality Reader*,
357-360))

Oct. 22 Chapter 37: Markets, marriages, and Other Mates: The Problem

Chapter 38: Sex and Violence

Week 10: Complex Intersections of Gender, Race, and Class.

- Oct. 27 Chapter 42: Race, Class, and Gender as Categories of Analysis and connection
Chapter 43: Broken Bloodlines: The External Gender Environment
Oct 29 Chapter 44: Invisible Inequality: Social Class and Childrearing in Black families and white families
Chapter 46: Gender and Race Discrimination in Retail Car Negotiations

Week 11: Globalization and Inequality

- Nov 3 Chapter 54: The Landscape of Global Austerity"
Nov *5 Chapter 56: Massive Global Income Inequality: When did it Arise and why does it matter?
"Does Poverty cause Terrorism?" by Alan B. Brueger and Jitka Maleckova (in Grusky's *The Inequality Reader*, 599-606)

Book/Film Review Due

Week 12: Globalization and Inequality: What is race?

- Nov 10 Guest Speaker
Nov*12 "Racial Formation in the United States" by Michael Omi and Howard Winant (in Grusky's *The Inequality Reader*, 197-202)

Week 13: What are some Important Race Inequalities?

- Nov 17 Chapter 25: Race at Work
Nov *19 "Chapter 3: Race, Ethnicity, Social Structure, and Crime" and "Chapter 8: The Color of Death" by Samuel Walker (2007. *The Color of Justice: Race, Ethnicity, and Crime in America*. Belmont, CA: Thomson Wadsworth.

Week 14: Does Inequality Matter?

- Nov 24 Chapter 61: Does Inequality matter?
"Life at the Top in America Isn't just Better, It's Longer" by Janny Scott (in Grusky's *The Inequality Reader*, 503-510)

FINAL PAPERS DUE TODAY

- Nov 26: NO CLASS, THANKSGIVING HOLIDAY

Week 15: Does Inequality Matter?

- Dec 1 "Unnatural Causes: Is Inequality making us Sick? film
"Income, Health, and Inequality" by John Mullahy, Stephanie Robert, and Barbara Wolfe (in Grusky's *The Inequality Reader*, 511-524)

- Dec 3 Last Day of Classes

- Dec 7 Monday, 1:30-3:30 p.m.
Final Exam (Weeks 7-15)

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