

Social and Political Inequality
SOCI X305
Spring 2015
Monroe Hall 528

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Course Description

We will examine the social structures and practices that perpetuate inequality. The social categories of race, class, gender, and sexuality will be the central foci of the class as these help to shape individuals' life chances. In addition to studying the structures of inequality, we will examine how our own position within the larger social structure shapes our lives.

Required Readings

Social Inequality: Patterns and Processes, 6th edition by Martin Marger,
ISBN 10: 0078026938 or ISBN 13: 9780078026935, \$110.95

All other required readings are available on Blackboard.

Course Objectives

- Appreciation for discipline of sociology and its role in contributing to our understanding of social reality.
- Understand the role of theory in sociology and applying theories to social phenomena.
- Ability to think critically about the social world.
- An understanding of the position of the U.S. in the global system.
- Ability to identify and think critically about one's own position and the positions of others on social justice issues and the ways in which they are pursued in the community through social action.
- Examination and understanding of diversity along various social dimensions (eg. Race, class, gender, sexual orientation)

Grading Breakdown (by percentage):

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-

77-79 C+ <60 F

Course Requirements	Total Points	Percentage of Course
Online Sessions	20	15%
In-Class Participation	15	15
Analytical Essays	40	25
Service Learning	40	25
Final Exam	30	20
TOTALS	145	100%

Teaching and Learning Philosophy

Much learning takes place through hands on experience and through conversation with others who know more than we do about these experiences. While we cannot travel across the country or around the world to experience much of what we will discuss first-hand, we can enter into these experiences through texts, film, and different kinds of online simulations and activities. For this reason, our Friday sessions will ALL take place online where we will reflect with each other on what we have read, seen or heard that week. The section below on “Online Sessions” will explain how these Friday virtual meetings work.

Informed discussion and dialogue is a central part of learning. For this reason, you will need to come to class having carefully read and reflected upon the material we will discuss each Monday and Wednesday during our face-to-face meetings.

Online Sessions

All Monday and Wednesday sessions will meet face to face and all Friday sessions will be conducted online. The content of the Friday online sessions will vary. Most will include one or more of the following: a reading, film, or online simulation or activity.

For online sessions you will be required to complete the reading, film or online activity and then complete the activities outlined for that session. These sessions are mandatory and will be graded.

In-Class Participation

This part of your grade is based on a combination of attendance and verbal participation in class discussions on Mondays and Wednesdays. I will take attendance and will make note of your participation in Monday and Wednesday discussions.

Salons

Three times during the semester you have the opportunity to participate in a “salon”. These meetings consist of discussion over refreshments or a meal outside of class and are restricted to 10 participants. Salons are designed to allow us to wrestle with and reflect upon the issues we are studying as well as to help us think about the personal and social implications of what we have been studying. There will therefore be ample time

for discussing how what we have been studying makes a difference for our lives.

Each “salon” earns a participant extra credit toward the final grade in the course. Sign-ups for the salons will occur early in the semester. Every attempt will be made to allow each class member to be part of at least one salon.

Analytical Essays

There will be TWO analytical essays. These essays will ask you to reflect carefully and critically on key concepts or theories we have been studying.

Service Analysis Papers

Service learning provides a wonderful opportunity for you to apply abstract ideas to concrete experience. A minimum of 15 hours of service is required at an approved service site. You will be asked to complete service analysis papers that will be based on critical reflection on your service work and on course readings and lectures.

NOTE: Failure to complete the full 15 hours that are required will result in the following penalties: 1) a loss of 2% points from this portion of the final grade for every hour not completed by the final day of class; AND 2) no notation on your transcript that service learning was a part of the course.

Final Exam

The final exam will be cumulative.

Policy on Late Work

Online Participation and Assignments: NO late work will be accepted. If the online contribution has not been received by the due date and time it will not be accepted.

Service Learning Reflections AND Analytical Essays: Any paper EXCEPT for the last of the semester may be turned in up to 7 days late with 10% taken off of the grade for each day late (Saturdays and Sundays are also included as days where points will be lost). The last paper in each of these two categories will NOT be accepted late.

IMPORTANT:

- Bring your reading to EVERY class. This means that you must bring the textbook and/or print out the readings from Blackboard each time we meet.

MODULE 1: Thinking About Inequality		
W	1/7	<ul style="list-style-type: none"> • “An introduction to the study of inequality”, ch.1 <i>Social Inequality</i>
F	1/9	Online Session Due by 5pm on Saturday January 10 th
M	1/12	<ul style="list-style-type: none"> • “Some principles of stratification” by Kingsley Davis and Wilbert E. Moore, pp. 78-87
W	1/14	<ul style="list-style-type: none"> • “Theories of Class and Social Inequality” Chapter 2 in <i>Social Inequality</i> • “Cultural Capital”, by Pierre Bourdieu
F	1/16	Online Session Due by 5pm on Saturday January 17 th
M	1/19	Martin Luther King Jr Holiday
W	1/21	<ul style="list-style-type: none"> • “Manifesto of the Communist Party”, by Karl Marx, pp. 32-38 in Shapiro • “Foundations of Class Analysis: A Marxist Perspective” by Erik Olin Wright pp.67-75
F	1/23	Online Session Due by 5pm on Saturday January 24 th
M	1/26	<ul style="list-style-type: none"> • “Class, Status, Party” by Max Weber, pp.39-48 in Shapiro • “Up from the holler: living in two worlds, at home in neither”, New York Times article

Module 2: The American Dream?		
W	1/28	<ul style="list-style-type: none"> • “American class system” Chapter 3 in <i>Social Inequality</i> • “Political inequality”, Chapter 12 in <i>Social Inequality</i>
F	1/30	<p>*****Analytical Essay 1 Due by 2:00pm in My Office Mailbox HARD COPY ONLY*****</p> <p>Online Session Due by 5pm on Saturday January 31st</p>
M	2/2	<ul style="list-style-type: none"> • “The upper class and the power elite”, Chapter 4 in <i>Social Inequality</i> • Domhoff’s essay entitled “Social Cohesion and the Bohemian Grove”
W	2/4	<ul style="list-style-type: none"> • “Introduction” from <i>Privilege: The making of an adolescent elite at St. Paul’s School</i>, by Shamus Khan, Princeton Univ. Press, 2011. • “Finding One’s Place” Chapter 2 from <i>Privilege: The making of an adolescent elite at St. Paul’s School</i>, by Shamus Khan, Princeton Univ. Press, 2011.
F	2/6	Online Session Due by 5pm on Saturday February 7 th
M	2/9	<ul style="list-style-type: none"> • “The middle classes”, ch. 5 in <i>Social Inequality</i>

		<ul style="list-style-type: none"> • “A poor cousin of the middle class”, New York Times article
W	2/11	<ul style="list-style-type: none"> • “Ideology and Legitimation of Inequality”, ch. 8 in <i>Social Inequality</i>

Module 3: The Underside of the American Dream: Poverty and Disadvantage		
F	2/13	<p>*****Service Analysis 1 Due by 2:00pm in My Office Mailbox</p> <p>HARD COPY ONLY*****</p> <p>Online Session Due by 5pm on Saturday February 14th</p>
M	2/16	Mardi Gras Holiday
W	2/18	Mardi Gras Holiday
F	2/20	Mardi Gras Holiday
M	2/23	<ul style="list-style-type: none"> • “Stratification systems and social mobility” Chapter 7 in <i>Social Inequality</i> • “Developing a child: Alexander Williams”, pp.108-133 in <i>Unequal Childhoods</i> by Annette Lareau
W	2/25	<ul style="list-style-type: none"> • “Poverty and the Poor”, ch. 6 in <i>Social Inequality</i> • “Letting educators lead the way: Wendy Driver”, pp.198-220 in <i>Unequal Childhoods</i> by Annette Lareau
F	2/27	Online Session Due by 5pm on Saturday February 28 th
M	3/2	<ul style="list-style-type: none"> • “Public Policy and the Class System”, ch.9 in <i>Social Inequality</i> • “Young, sick, and part-time”, pp.122-139 in <i>Uninsured in America</i> by Susan Starr Sered and Rushika Fernandopulle, University of California Press, 2005
W	3/4	<ul style="list-style-type: none"> • “Serving in Florida”, pp.11-50 in <i>Nickle and Dimed: On (Not) Getting By in America</i> by Barbara Ehrenreich, 2001, Henry Holt and Company • “Invisibility and Inclusion”, pp.139-177 in <i>Flat Broke with Children: Women in the Age of Welfare Reform</i> by Sharon Hays
F	3/6	Online Session Due by 5pm on Saturday March 7 th

Module 4: Sex and Inequality		
M	3/9	<ul style="list-style-type: none"> • “Gender Inequality”, Ch. 11 in <i>Social Inequality</i> • “Towards a definition of patriarchy” by Heidi Hartmann, pp.143-147 in <i>Oppression, Privilege, and Resistance</i>, Lisa Heldke and Peg O’Connor, eds.2003 McGraw Hill
W	3/11	<ul style="list-style-type: none"> • « Difference and Dominance », by Catharine MacKinnon, pp.148-163 in <i>Oppression, Privilege, and Resistance</i>, Lisa Heldke

		<p>and Peg O'Connor, eds.2003 McGraw Hill</p> <ul style="list-style-type: none"> • "This is my story", pp.25-33 in <i>What Makes a Man?</i> Ed. Rebecca Walker
F	3/13	<p>*****Service Analysis 2 Due by 2:00pm in My Office Mailbox HARD COPY ONLY****</p> <p>Online Session Due by 5pm on Saturday March 14th</p>
M	3/16	<ul style="list-style-type: none"> • "The problem that has no name", pp.15-32 in <i>The Feminine Mystique</i>
W	3/18	<ul style="list-style-type: none"> • "A speed-up in the family", pp.1-10 by Arlie Hochschild in <i>The second shift:working parents and the revolution at home</i> • "Joey's problem: Nancy and Evan Holt", pp.33-58 by Arlie Hochschild in <i>The second shift:working parents and the revolution at home</i>
F	3/20	<p>Online Session Due by 5pm on Saturday March 21st</p>
M	3/23	<ul style="list-style-type: none"> • "From full commodification to reconstructive feminism", pp. 40-63 in <i>Unbending gender: Why family and work conflict and what to do about it</i> by Joan Williams

Module 5: Sexuality and Inequality		
W	3/25	<ul style="list-style-type: none"> • « Homophobia » by Timothy Beneke, pp.223-229 in <i>Oppression, Privilege, and Resistance</i>, Lisa Heldke and Peg O'Connor, eds.2003 McGraw Hill • "Lesbian and gay occupational strategies", by M. V. Lee Badgett and Mary C. King, pp.264-273 in <i>Intersecting Inequalities: Class, race, sex, and sexualities</i>, Peter Kivisto and Elizabeth Hartung, editors
F	3/27	<p>*****Service Analysis 3 Due by 2:00pm in My Office Mailbox HARD COPY ONLY****</p> <p>Online Session Due by 5pm on Saturday March 28th</p>
M	3/30	Easter Holiday
W	4/1	Easter Holiday
F	4/3	Easter Holiday
M	4/6	Easter Holiday
W	4/8	<ul style="list-style-type: none"> • "Compulsory heterosexuality and lesbian existence" pp.23-68 in <i>Blood, Bread, and Poetry</i> by Adrienne Rich • "Policy issues affecting lesbian, gay, bisexual, and transgender people in retirement"

Module 6: Race and Inequality		
F	4/10	***** Analytical Essay 2 Due by 2pm in My Office Mail Box – HARD COPY ONLY ***** Online Session Due by 5pm on Saturday April 11 th
M	4/13	<ul style="list-style-type: none"> • “Racial and Ethnic Stratification”, Ch. 10 in <i>Social Inequality</i>
W	4/15	<ul style="list-style-type: none"> • « Racial formation », by Michael Omi and Howard Winant, pp.115-142 in <i>Oppression, Privilege, and Resistance</i>, Lisa Heldke and Peg O’Connor, eds.2003 McGraw Hill
F	4/17	Online Session Due by 5pm on Saturday April 18 th
M	4/20	<ul style="list-style-type: none"> • « Overcoming white supremacy », by bell hooks, pp.69-75 in <i>Oppression, Privilege, and Resistance</i>, Lisa Heldke and Peg O’Connor, eds.2003 McGraw Hill
W	4/22	<ul style="list-style-type: none"> • “Wealth Matters” pp.1-17 in <i>Being black and living in the red</i> by Dalton Conley • “Getting into the Black”, pp. 133-152 in <i>Being black and living in the red</i> by Dalton Conley
F	4/24	***** Service Analysis 4 Due by 2pm in My Office Mail Box – HARD COPY ONLY ***** Online Session Due by 5pm on Saturday April 25 th
M	4/27	<ul style="list-style-type: none"> • “We’d love to hire them, but...: The meaning of race for employers”, pp.306-317 by Joleen Kirschenman and Kathryn Neckerman • “ ‘Us’ and ‘them’: Employer preferences in hiring”, by Roger Waldinger and Michael Lichter, pp. 164-170 in <i>Intersecting Inequalities: Class, race, sex, and sexualities</i>, Peter Kivisto and Elizabeth Hartung, editors
W	4/29	Wrap-Up Discussion
M	5/4	Final Exam 9:00am-11:00am