

## SYLLABUS

**Sociology Inequality**  
Course Soci 3324, Section 81995  
Fall Semester, 2017

### Instructor Information

**Name:** Candice Hill... *Please call me Ms. Hill.*  
**Email:** *Clh076@snhu.edu\_ “Social Inq” is required in the subject line when sending an email in order to receive immediate feedback! I will reply back within 24 hours.*  
**Phone:** 936-294-3506  
**Office Location:** Room 270 C , CHSS Bldg.  
**Office Hours**

**Tues. & Thurs. 9:00 AM – 11:00 AM**

**And by Appointment**

### Course Information

**Classroom:** Blackboard  
**Check blackboard regularly for possible changes to the course as well as announcements.**  
**Class Time:** Online  
**Prerequisites:** None  
**Course Credit Hours:** 3

### Required Course Materials

## **Social Inequality: Patterns and Processes | Edition: 6**

Author: Martin Marger

ISBN: 9780078026935

Publication Date: 03/29/2013

Publisher:

McGraw-Hill Professional Publishing

*This is the only book required for this course.*

*I also recommend a text to assist with the course.*

*Social Inequality and Social Stratification in US Society.* 2013. Christopher Doob.

*Check blackboard regularly for possible changes to the course as well as announcements.*

**Course Description:** In this course, students will survey the field and problems of Social Inequality as an area of knowledge and investigation. Major considerations of the entire inequalities that are found in society will be defined and analyzed. Through the exploration of race, class, and gender, students will gain intercultural familiarity and understanding. This course is an introductory course to social inequality through the field of sociology. The overall intent and scope is to provide a critical view of minority and ethnic groups. Sociological perspectives including race, ethnicity, methods, social class and social status, the family, minorities, crime, religion, power, urbanization and population. Particularly for this course, a critical perspective will be applied as a study of human behavior in society. This course will feature some hands on activities. Due to the nature of this course, students will be allowed the opportunity to apply sociological concepts to their life experiences. This course will allow students the benefit of venturing out of their comfort zone providing a newfound connection to life and sociology as a combined entity.

**Course Goals/Learning Outcomes:** This course is important because it will allow you the opportunity to view societal relations to the world through a sociological lens. This view will broaden your horizons and allow you to view human interactions in a different light. This class will provide a better understanding of societal issues/phenomena from a unique perspective. If you have never taken a sociology course, this class will answer many questions about society, as you (think) you know it. The goals of this course will be accomplished by making you more aware of the impact and powers social inequalities have on your own behavior and life circumstances, and those of others.

Upon completing this course, you will be able to:

- explain basic sociological principles, concepts and issues related to the study of social minority groups;
- gain intercultural competence through knowledge and understanding of diverse cultural groups in the U.S.;
- compare and contrast aesthetic expressions of culture associated with different cultural groups in the U.S.;
- understand how ideas, values and cultural beliefs generate distinctive aesthetic and intellectual creations;
- apply course material to contemporary events and trends in local, regional, national and global communities;
  
- Toward the end of the semester, a multiple choice, anonymous, questionnaire will be distributed in class. All students in all SOCI 3324 courses will be asked to participate in the activity. This is a tool the Sociology Department will use to monitor progress on student learning objectives.
  
- Identify several major theorists and connect their theoretical contributions to social inequality accounts..
- Define major concepts aligned with race, ethnicity, social class and social status, minority relations, crime and deviance, socialization, and gender.
- Apply sociological concepts to your personal lives and connect these aspects to the lives and behaviors of others in order to provide explanations for human interactions.
- Interpret unequitable phenomena from a critical perspective.

**Skill Objectives:**

- **think critically** about current events in an increasingly diverse U.S. society;

- **reflect** on and express your own culture, values, ideas and personal and social responsibilities as a member of our multicultural society;
- **Communicate** intercultural competence, understanding, and interaction **orally and in writing**.

**Scheduled Exams:** There will be a total of two scheduled exams. One exam (worth 90 points) will be regular unit exam. The content of the exam will include the chapters designated from the text. Exam questions will be multiple choice, matching, and short answer. There will be a final exam worth 120 points. This exam will include multiple choice, short answer, matching, and essay questions. **None of the exams will be comprehensive** and will only cover material covered prior to exams. **Extra credit opportunities are not provided on make-up exams \*(see policy).**

**Missed Assignments:** Students will be allowed to make up coursework missed due to an excused absence. Only if you provide compelling documentation of why an assignment/exam is submitted late or missed. Please contact me within a week of the missed assignment/exam/quiz with the detailed written documentation to explain the reason the assignment was missed.

**Quiz:** There will be three **quizzes** given, each worth 20 points. The content will consist of scheduled readings (articles), class lectures, and assigned power points. You must logon to the quiz on the day the quiz is given in order to receive credit. Not taking the quiz on the day of the quiz will result in a zero. In the case of an emergency you must notify me of the absence prior to the scheduled class. Make-up quizzes will **only** be allowed under these circumstances.

**\*Extra Credit opportunities: Extra credit opportunities are not provided.**

**Discussions/ Class Participation:** Discussions will involve students contributing in an online discussion panel, including an initial post (answering a question posted by the professor) by Friday of the assigned week, and response to two fellow students post by Monday. Grades for this portion of the course will primarily reflect knowledge of the assigned readings. Your initial posts must cite two or more references (using any reference style, ex. apa style or mla style etc.) from the readings (text, article, lecture notes, and power points) for the course. (\*\* see class schedule below \*\*)

**Calculation of Course Grades** (See course calendar for dates.)

		<b>Points</b>
<b>Tests</b>	Test 1	90
	Final	120
<b>Quiz</b>	Quiz 1	20
	Quiz 2	20
	Quiz 3	20
<b>Discussions</b>	Disc. 1	30
	Disc. 2	30
	Disc. 3	30
<b>TOTAL</b>		<b>360</b>

Number of Points Earned	Course Grade
324 to 360	A
288 to 325	B
252 to 288	C
216 to 251	D
215 or Less	F

**Access to Grades:** Grades will be available through blackboard. It is a violation of the *Family Educational Rights and Privacy Act of 1974 (FERPA)* to reveal any information about grades in email, even with student permission or at student request.

**Borderline Grades: I will not award unearned points for borderline grades. In order to maintain a fair and equal grading procedure the only points awarded will be points earned.**

**Incompletes:** Students will be given a grade of “incomplete” (I) only under rare circumstances when students provide detailed documentation of a significant crisis (e.g., serious illness of the student or death in the immediate family) near the very end of the semester and they are unable to finish the course. “Incompletes” will not be given under any other circumstances. In the event students find themselves in a situation that is negatively affecting their class performance, they should immediately notify me, rather than waiting until the end of the semester and then asking for an “incomplete.”

**Readings:** Any reading assignments given that are not included in the required textbook, such as book chapters/articles, etc. will be posted on blackboard. Students will be notified of specific readings in advance by the instructor.

**PowerPoint:** PowerPoint slides will be used as a guide for the class. They will correspond with assigned lecture notes.

**Contact information:** The best way to contact me with any questions, problems, or concerns is through e-mail (candih@tamu.edu). As noted above in order to receive quick and immediate response please put “*Ethnic Studies*” in the subject line. **I will reply back within 24 hours of receipt.** I am open to questions during my office hours. However, I am fully aware of the challenges of undergraduate life. With this in mind, please do not hesitate to e-mail me to schedule a meeting time that will work for you in order to address your concerns.

**Classroom Civility, Respect and Tolerance:** The Code of Student Conduct and Discipline is found at the following link: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Section 5.2.22 defines classroom disturbances. A large part of the value of a university education is the opportunity to be exposed to a wide range of different ideas, viewpoints, and types of people from various backgrounds. The content of this course will involve information that might challenge students’ deeply-held beliefs. I will not allow incivilities or intolerance in this classroom. Students are required to treat one another (and their instructor) with respect. This classroom is a place where all students will be provided the opportunity to express their individual and diverse viewpoints, but those viewpoints must be expressed respectfully and involve no personal attacks. Challenging the views of others must be done respectfully. Arguments presented should follow “rules of evidence” (which I will present).

### **Academic Integrity Statement and Policy**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Also, unless specifically stated otherwise, all graded work for this class should be done without student collaboration.

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as you own, even if you have the permission of that person.

## **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

**Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

## Tentative Course Calendar

Note: Readings should be completed before class time on the dates indicated below.

Week	Session / Dates (Tue-Mon)* *NB: exception occurs in Week 8	Topic	Readings	Activities/ Assignments	Due @ 10pm Central Time (*Exception for Final Week)
Week 1 Oct. 18-23	Session 1	Study of Social inequality	Review all power points and slides Read assigned article: <i>Wealth and Racial Stratification: Melvin L. Oliver and Thomas M. Shapiro</i>	Read Chap. 1 Discussion (1) Initial post due by midnight 10/21 Response post due by Monday 10/30	10/30 (Mon)
Week 2 Oct. 24-30	Session 2	Theories of class	Review all power points and slides	<ul style="list-style-type: none"> <li>▪ Read chap. 2</li> <li>▪ <b>Quiz 1</b></li> </ul>	
Week 3 Oct. 31 Nov. 06	Session 3	The American class system/ Social inequality	Review all power points and slides	<ul style="list-style-type: none"> <li>▪ Read chap. 3</li> <li>▪ <b>Quiz 2</b></li> <li>▪ Discussion (2)</li> <li>▪ Initial post due by midnight 11/03</li> </ul>	11/06 (Mon)
Week 4 Nov. 7-13	Session 4	Exam	Review all power points and slides chapters 1-3	▪ Exam 1	11/13 (Mon)
Week 5 Nov. 14-20	Session 5	Race and ethnic stratification	Review all power points and slides	<ul style="list-style-type: none"> <li>▪ Read chap.10</li> <li>▪ Discussion (3)</li> <li>▪ Initial post due by midnight 11/17</li> </ul>	11/20(Mon)

Week 6 Nov. 21-26	Session 6	Gender inequality	Read all power points and slides prior to <b>Thanksgiving Break</b>	Read chap. 11	
Week 7 Nov. 27 - Dec. 2	Session 7	Stratification and social mobility	Review all power points and slides	Read chap. 7 <b>Quiz 3</b>	<ul style="list-style-type: none"> <li>• 12/3</li> <li>• (Sun)</li> </ul>
Week 8  Dec. 3-Dec. 5	Session 8	Final Exam	Available – from midnight 12/02 to 12/07 at Noon You must complete all Sessions before taking the exam.  <b>Review notes 11/29-12/01. Prepare for the final/ the review for the final will be made available!</b>	<b>Final Exam must be taken by Noon.</b>	*12/07 (Thurs.)