



Sociology 3324: Social Inequality
Monday/Wednesday Sec. 02, 9:30 – 10:50 CRN 20179
College of Humanities & Social Sciences, Room 00242B
Spring 2018
3 credit hours

Instructor: Dr. R. Gallo
Office: CHSS Suite 270
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Office Hours: M/W: 8:15-9:15 am

REQUIRED TEXTS:

Dennis Gilbert. (2014). *The American class in an age of Growing Inequality (9th Edition)*. SAGE Publication, Inc. ISBN: 9781452203416

COURSE DESCRIPTION: This is a writing enhanced course that is intent on describing our class structure and showing how class affects our everyday lives, from the way we raise our children to the way we vote. The major theme running throughout the book is the increasing inequality in American society. The text describes the shift in the mid-1970s from an “Age of Shared Prosperity” to an “Age of Growing Inequality.” Using the most recent wage, income, and wealth statistics, and accounts of the shifting balance of class power in national politics, the text traces the widening disparities between the privileged classes and average Americans. The text repeatedly returns to the question, “Why is this happening?” A variety of economic, political, and social factors are examined, and the competing explanations of influential writers are critically assessed, concluding with the author’s synthesis of the book’s lessons about the power of class and the forces behind growing inequality.

Student Learning Objectives: Upon completion of this course, students will:

- 1) Have a working knowledge of basic inequality concepts and principles;
- 2) Perform minimal operations related to the empirical and scientific methods and theories of Sociology that contribute to the understanding of what makes us human;
- 3) Explore inequality behaviors and interactions among individuals, groups, institutions, and events;
- 4) Examine inequality and the impact of these behaviors and interactions on individuals, society and culture; and
- 5) Think critically about inequality and social events.

Skill Objectives:

- 1) Critical Thinking Skills: Students will develop skills to apply different theories and methods to critically analyze social situations;
- 2) Communication Skills: Students will develop skills to develop, interpret and express sociological concepts and ideas in written and oral formats;
- 3) Empirical and Quantitative Skills: Students will develop skills to manipulate and analyze numerical data or observable facts resulting in informed conclusions; and
- 4) Social Responsibility: Students will develop skills to enhance their intercultural competence, knowledge of civic responsibility, and engagement in regional, national, and global communities.

Research Paper:

Each student will complete a 8 - 10 page research paper germane to social inequality. The research paper must be *typed, double-spaced, 12pt. font size, in APA format*, with *APA references*, and contain at least 8 *references* (must be from within the last 5 years) to include research, position paper, theoretical paper, or review of literature published in professional journals. *A research article has method(s). A Review consists of summarizing the literature, research methods, research findings, research discussion and implications.* The choice of topics to choose from are listed below.

You have until the second week of class to select your topic. In addition, you must submit an outline of your paper by the end of the fourth week of class. A course syllabus in Blackboard has been provided for you so you will know the exact dates to turn in assignments. **The research paper is worth a total of a 150 points and of that 150 points, seventy five points will come from the content and the other seventy five points will be based on APA formatting. Remember there can be no plagiarism. If anyone has been found to have plagiarized, it would mean an automatic grade of F. In addition, anyone not turning in their research topic or outline on time will automatically receive a deduction of 50 points. NO EXCEPTIONS!!!! Please see class schedule for details and assignment dates.**

Research Topics:

1. Social Inequality
2. Racial Inequality
3. Gender Inequality
4. Educational Inequality
5. Pay Inequality

Online Resources

<http://www.apastyle.org/previoustips.html> (APA Style of Editorial Writing)

<http://www.psychwww.com/resource/apacrib.htm> (APA Style Resources)

<http://www.citationmachine.net/apalcite-a-book> (Cite a source)

<https://owl.english.purdue.edu/owl/resource/560/011> (Writer's Guide)

<https://www.perrla.com/> (APA/MLA formatting Software)

COURSE EVALUATION METHODS: This course will utilize the following instruments to determine a student's grade:

Exams – Students will have four multiple-choice exams this semester. The four exams will consist of fifty questions worth two points each, totaling one hundred points per exam. Only in cases of emergencies will I give make-ups to students, and only on the day of the final exam immediately following the final. It is therefore imperative that students take exams on the scheduled dates. The information on all tests will come from the lectures, slideshows, and assigned readings. The professor will hold in-class review sessions in preparation for the exams. ***There will possibly be a chance for bonus points on the final exam.***

Grade Scale:

| | <i>Points</i> | |
|------------|---------------|------------------|
| Exam 1 | 100 | 490 – 550 = A |
| Exam 2 | 100 | 400 – 489 = B |
| Exam 3 | 100 | 300 – 399 = C |
| Exam 4 | 100 | 250 – 299 = D |
| Term Paper | <u>150</u> | 249 or below = F |
| Total | 550 | |

Exams Will Be On Line!!! You will have between 6:30 am and 2:00 pm to take the exam. You will have only 45 minutes to complete each exam. While the exams are open you must complete them in 45 minutes. I encourage you to take the exam as soon as possible and not wait until the last minute. Note: you should take your exam on a desktop or laptop because Blackboard generally does not support cell phones or some tablet platforms.

ATTENDANCE POLICY Class attendance will be checked in every class. Unexcused class absences or unexcused late attendance will result in a deduction of points. Class attendance requirements will be followed in accordance with Academic Policy Statement 800401. Please note, a student shall not be penalized for three or fewer hours of absences when examination or other assigned class work has not been missed.

Please note the following:

4 absences you will be dropped one letter grade.

**** 8 or more absences, for whatever reason, unexcused will result in a grade of “F” ****

The professor would hope that all students in the School of Social Science respect the College and Sam Houston State University and make every effort to be in class and on time. Those students not in class are responsible for materials discussed during the missed session.

ACADEMIC DISHONESTY: 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. Academic dishonesty will not be tolerated. Students caught cheating will receive an F for that assignment with more severe sanctions as appropriate. See the university academic dishonesty policy for further information at: <http://www.shsu.edu/~vaf/www/aps/documents/810213.pdf>

AMERICANS WITH DISABILITIES ACT: 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 must register with the Office of Services for Students with Disabilities located in the Counseling Center and then arrange a conference with the instructor at the very beginning of the semester in order that accommodations can be made to assure that participation and achievement opportunities are not impaired. Also see the following: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

SSD Office Location: Lee Drain Annex (next to the Farrington Building)

Telephone: 936-294-3512

TDD: 936-294-3786

E-mail: disability@shsu.edu

Web Address: www.shsu.edu/disability

RELIGIOUS HOLIDAYS: 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 of the Tax Code. Students should contact the instructor as soon as possible regarding any missed classes due to "Religious Holy Days." See

<http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf>

CLASSROOM DECORUM AND ELECTRONIC DEVICES: I expect all students to conduct themselves in a scholarly fashion and display impeccable decorum. Any student who cannot and will not abide by the code of conduct will be asked to leave class. Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students shall arrive to class on time and be respectful to their other students. If a student needs to arrive to class late or leave class early the student will make the professor aware of these needs prior to class time. See

<http://www.shsu.edu/~vaf/www/aps/documents/100728.pdf>

All cell phones, iPods, and any other device that may disturb the class must be turned off and stowed away while in the classroom. Students using laptops will be required to sit up front. Students who disrupt the class by texting, or surfing the web will automatically have 30 points deducted from his or her upcoming exam.

VISITORS TO THE CLASSROOM: Unannounced visitors to the class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor is allowed to remain in the classroom.

INSTRUCTOR EVALUATION(S):

Students will complete a course/instructor evaluation near the end of the semester. The instructor will also ask students to do an informal, anonymous evaluation of the class. These evaluations are important for both the university community and instructor who continue to grow as a lecturer, teacher, and mentor.

RESOURCES:

SAM Center study skills series

<http://www.shsu.edu/~sam/www/>

Toll free at 866-364-5211, 281-657-6432 (Houston) or 936-294-4444 (Huntsville)

Fax 936-294-1149

**THE INSTRUCTOR RETAINS THE RIGHT TO CHANGE THE SYLLABUS AT ANY TIME.
CLASS SCHEDULE SPRING 2018**

| Unit | Week | Dates (Mon - Sun) | Topic | Activities/ Assignments |
|---------|------------------|---|---|---|
| Unit 1 | Week 1 | 01/17-20 Short week due to the semester starting on a Wednesday | Social Class in America | Assignment 1: Read chapter 1, ✚ Exam 1 will cover chapters 1, 2, and 3. |
| Unit 2 | Week 2 | Topic of Paper Due 01/24/2017 | Position and Prestige | Assignment 2: Read chapter 2, |
| Unit 3 | Week 3 | | Social Class, Occupation, and Social Change | Assignment 3: Read chapter 3, |
| Unit 4 | Week 4 | Exam Date 02/5/2017 Research Outline Due 02/7/2017 | Wealth and Income | Assignment 4: Read chapter 4, ✚ Exam 1 opens 02/05 at 6:30am and closes at 6:pm ✚ Exam 2 will cover chapters 4, 5, and 6. |
| Unit 5 | Week 5 | | Association, Lifestyles, and Values | Assignment 5: Read chapter 5, |
| Unit 6 | Week 6 | | The Social Context | Assignment 6: Read chapter 6, |
| Unit 7 | Week 7 | | Family, Education, and Career | Assignment 7: Read chapter 7, |
| Unit 8 | Week 8 | Exam Date 03/5/2017 | Elites, the Capitalist Class, and Political Power | Assignment 8: Read chapter 8, ✚ Exam 2 opens 03/05 at 6:30am and closes at 6:pm ✚ Exam 3 will cover chapters 7, 8, and 9. |
| Unit 9 | Week 9 | | Class Consciousness and Class Conflict | Assignment 9: Read chapter 9 |
| Unit 10 | Week 10/11 | Exam Date 3/2/2017 | The Poor, Underclass, and Public Policy | Assignment 10: Read chapter 10, ✚ Exam 3 opens 04/02 at 6:30am and closes at 6:pm ✚ Exam 4 will cover chapters 10 and 11. |
| Unit 11 | Week 12/13 | Final Research Paper Due 4/18/2017 | The American Class Structure and Growing Economy | Assignment 11: Read chapter 11 |
| | Last Week | 4/30 | Last Exam | ✚ Exam 4 opens 4/30 at 6:30am and closes at 6:pm |

No Final Exam

Research Paper Grading Rubric

| CATEGORY | Unacceptable (Below Standards) | Acceptable (Meets Standards) | Good (Occasionally Exceeds) | Excellent (Exceeds Standards) | SCORE |
|---------------------------|--|--|---|---|-----------|
| Introduction | Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement. | Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement. | Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement. | Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement. | 5 points |
| | 0 points | 2 points | 3 points | 5 points | |
| Focus & Sequencing | Little evidence materials logically organized into topic, subtopics correlated to topic. Many transitions are unclear or nonexistent. | Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions. | All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. | 15 points |
| | 0 points | 5 points | 10 points | 15 points | |
| Support | Few sources supporting thesis. Sources insignificant or unsubstantiated. | Sources generally acceptable but not peer-reviewed research (evidence) based. | Sources well selected to support thesis with some research in support of thesis. | Strong peer-reviewed research based support for thesis. | 10 points |
| | 0 points | 5 points | 8 points | 10 points | |
| Conclusion | Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic. | Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic. | Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic. | Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic. | 5 points |
| | 0 points | 2 points | 3 points | 5 points | |
| Grammar & Mechanics | Grammatical errors or spelling & punctuation substantially detract from the paper. | Very few grammatical, spelling or punctuation errors interfere with reading the paper. | Grammatical errors or spelling & punctuation are rare and do not detract from the paper. | The paper is free of grammatical errors and spelling & punctuation. | 20 points |
| | 0 points | 10 points | 15 points | 20 points | |
| APA Style & Communication | Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. | Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages. | Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages. | No errors in APA style. Scholarly style. Writing is flowing and easy to follow. | 75 points |
| | 0 points | 25 points | 50 points | 75 points | |
| Citations & References | Reference and citation errors detract significantly from paper. | Two references or citations missing or incorrectly written. | One reference or citations missing or incorrectly written. | All references and citations are correctly written and present. | 20 points |
| | 0 points | 10 points | 15 points | 20 points | |
| Total Points: | 0 Total points | 59 Total points | 104 Total points | 150 Total points | |

Total Points: 150

**Scores can be in any combination of unacceptable, acceptable, good, and excellent. Your goal is to score for the maximum of 150 POINTS IN THE EXCELLENT CATEGORY.*