

Sociology 340 [DIVR] • Social Inequality  
Spring 2017

Course Time: 10:35-11:50, Course Days: T, TH Course Location: Todd 434

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Instructor:	Dr. Julie Kmec	TA: Alana Inlow
Office:	Wilson-Short 217	Office: Wilson-Short 253
Office Hours:	1:30-2:30 Tuesdays, & by appointment	Office hours:
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The objective of this course is to describe and investigate the nature and consequences of social inequality in contemporary United States. Topics include trends in economic inequality, theoretical perspectives of the production and maintenance of inequality, labor market inequality, educational inequality, and residential segregation. This course is also designed to inform you how social policies can both reduce *and* reinforce social inequality.

**Course Learning Goals:** See last page

**Required Course Materials:**

Readings on the course Blackboard site.

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text. Visit <http://tinyurl.com/THStudentRegistration> for the student quick start guide which outlines how to register for a Top Hat account and a brief overview of the system. An email invitation will also be sent to your email account.

Top Hat will require a subscription and can be used in other classes with the system. There are three options to choose from: \$24 for 4 months of unlimited access, \$36 for 12 months of unlimited access, or \$72 for lifetime access.

**Course Requirements:**

- **Two in-class exams (80 pts each for a total of 160 points or 54% of total grade).** Exams will cover course readings and lecture material. Although the majority of exam questions will be on recently covered materials (i.e., material presented in the 3 weeks prior to the exam), some questions may cover content from earlier in the class. I only give make-up exams in **emergency situations**. Make-up exams will be administered at 8:00 am on Thursdays by a sociology graduate student proctor in Wilson-Short 204.
- **Optional third “replacement” exam:** Students not satisfied with their one of their three in-class exam scores have the option of taking a fourth exam (during the final exam time assigned by the university). This score will replace their lowest in-class exam score. If the replacement exam score is lower than any other exam, I will record the highest score. This exam will be cumulative and consist of a set of short essay questions.

- **In-class writing assignments (10 pts each for a total of 70 points or 24% of total grade).** My goal is to make lectures interactive and engaging for students. To do this, I will intersperse lectures with short individual, pair, or small-group activities. These in-class exercises **cannot** be made up if you are absent or late and they must be completed in-class. I administer 8 in-class assignments per semester through tophat; students will drop their lowest score so only 7 “count” toward their final course grade. Scoring rubric at end of syllabus.
- **Student Social Inequality Conference Poster Presentation (47 points or 16% of total grade).** Point break-down: poster=25 pts, proposal=15 pts, oral presentation of poster = 7 pts. During the last week(s) of the semester, students will present posters depicting a course-related topic, much like an academic conference poster session. Proposals for the poster are due Thursday, February 23 while final posters (in PPT format) are due Tuesday, April 25 at the start of class. Details at end of syllabus.
- **General course participation (15 points or 5% of total grade).** A student can earn points for active attendance, attentiveness in class, involvement in class discussions, and attending the student conference.

**Attendance:** I will take attendance daily using tophat. While attendance is not required (except for the days of our student conference, see below for details), it is highly recommended. If you must miss class, ask a classmate for notes, not the professor or TA. **To ensure accurate grade entry, all formal documentation of missed class due to a university approved reason (e.g., attendance at a sporting event, military training), must be filed with the professor by April 10.**

**Grading Scale:** A grade represents my best professional evaluation of your academic work. It neither is, nor can be, a judgment about the person who submitted the work. A=100-94%, A-=93-90%, B+=89-87%, B=86-84%, B-=83-80%, C+=79-77%, C=76-74%, C-=73-70%, D+=69-67%, D=66-64%, D-=63-60%, F=59% and below. Incomplete grades will only be given in emergency situations.

**Classroom Decorum:** I expect students to maintain a high level of professionalism and personal conduct. This means you should treat me, the TA, and other students with respect meaning do not talk with classmates during class, arrive on time, do not leave early, do not send/receive phone calls or text messages during class, or otherwise distract me or your classmates. In turn, I will help create a positive, friendly environment for discussion.

**Academic Integrity:** If you violate standards of conduct set forth by the university, I will assign you an “F” for the course (a sanction allowed by WAC 504-26-405). I will report all instances of violations of academic integrity, no matter how minor, to the Office of Student Standards and Accountability. Violations of standards of conduct include, but are not limited to: use of unauthorized materials in taking quizzes, tests, or examinations, or giving or receiving unauthorized assistance by any means, including talking, copying information from another student, using electronic devices, or taking an examination for another student.; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; acquisition or possession of tests or other academic material belonging to a member of the university faculty when acquired without their permission; unauthorized collaboration on assignments; intentionally obtaining unauthorized knowledge of examination materials; unauthorized multiple submission of the same work; Fabrication, which includes, but is not limited to: Submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class requirement or scheduled examination at the appointed date and time, engaging in any behavior for the purpose of gaining an unfair advantage specifically prohibited by a faculty member in the course syllabus or class

discussion, and Plagiarism which refers to presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or submitting for academic credit any work done by someone else. 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 acknowledgment. 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 (see WAC 504-26-010 for additional violations, <http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010>).

**Reasonable Accommodation:** I am committed to providing assistance to help students living with disabilities succeed in this course. Reasonable accommodations are available for students living with a disability. If you need accommodations to fully participate in this class, please schedule an appointment at the Access Center (Washington Building 217, 335-3417). All accommodations must be approved through this center.

**Classroom Safety:** WSU is committed to maintaining a safe environment and the university has developed the Campus Safety Plan to ensure this safety (<http://safetyplan.wsu.edu>). It contains a listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The WSU emergency management website (<http://oem.wsu.edu/emergencies>) provides additional safety information. All students are requested to become familiar with the WSU ALERT system (<http://alert.wsu.edu>), read about warning and emergency notifications, and register their emergency contact information.

*Any course-related materials, presentations, lectures, slides, etc. are the instructor's intellectual property and may be protected by copyright.*

Week	Topic	Reading Due (by Tuesday unless otherwise noted)
1	Course introduction	
	TUES, 1/10: Distribute syllabus, establish course ground rules, discuss course goals  THURS, 1/12: Important concepts & understanding sources	Syllabus
2	Identifying & Measuring Inequality	
	TUES, 1/17: Studying & measuring inequality  THURS, 1/19: continued	Marc Bendick. 2007. "Situation Testing for Employment Discrimination in the United States of America." <i>Horizons Stratégiques</i> 3. (BB)  National Academies of Science, <i>Measuring Racial Discrimination</i> , Executive Summary. Washington, DC: The National Academies Press, p. 1-14. (BB)
3	Wealth and Income Gaps	

	TUES, 1/24: Trends in income & wealth inequality  THURS, 1/26: Causes & consequences of income inequality	Frank, Robert. 2000. "Does Growing Inequality Harm the Middle Class?" <i>Eastern Economic Journal</i> 26: 253-265 (BB) Norton, Michael and Dan Ariely. 2011. "Building a Better America—One Wealth Quintile at a Time." <i>Perspectives on Psychological Science</i> 6: 9-12. (BB)
4	Inequality & Employment Law	
	TUES, 1/31: Laws governing workplace & workplace rights  THURS, 2/2: Laws, continued	Dobbin, Frank, A. Kalev, & E. Kelly. 2007. "Diversity Management in Corporate America." <i>Contexts</i> 6: 21-27. (BB)  Correll, Shelley J. 2012. "Minimizing the Motherhood Penalty: What Works and What Doesn't and Why." Working paper, Harvard Business School. (BB)
5		
	TUES, 2/7: Exam review THURS, 2/9: EXAM #1	None
6	Race-based Residential Segregation	
	TUES, 2/14: Patterns  THURS, 2/16: Causes & consequences	Massey, Douglas and Garvey Lundy. 2001. "Use of Black English and Racial Discrimination in Urban Housing Markets: New Methods and Findings." <i>Urban Affairs Review</i> 36: 452-469. (BB)  Krysan, Maria, Mick P. Couper, Reynolds Farley, & Tyrone Forman. 2009. "Does Race Matter in Neighborhood Preferences? Results from a Video Experiment." <i>American Journal of Sociology</i> 115: 527-559. (BB)
7	Health Inequality	
	TUES, 2/21: Patterns of health inequality  THURS, 2/23: continued <b>*poster proposals due today*</b>	National Academy of Sciences. 2001. "Chapter 7: The Influence of Inequality on Health Outcomes." (BB)  Lee, Hedwig. 2011. "Inequality as an Explanation for Obesity in the United States." <i>Sociology Compass</i> 5:215-32. (BB)
8	Education	
	TUES, 2/28: Segregation in the U.S. education system  THURS, 3/2:	Reardon, Sean, Elena Grewal, Demetra Kalogrides, Erica Greenberg. 2011. "Brown Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools" <i>Journal of Policy Analysis and Management</i> . (BB)  Porter, Eduardo. "Education Gap Between Rich and Poor Growing Wider." ( <i>The New York Times</i> ) (BB)

		Grodsky, Eric, John Warren, and Erika Felts. 2008. "Testing and Social Stratification in American Education." <i>Annual Review of Sociology</i> Vol. 34: 385-404 (BB)
9	Gender	
	TUES, 3/7: Gender inequality and its roots  THURS, 3/9: Gender inequality at work	Hyde, Janet. 2005. "Gender Similarities Hypothesis." <i>American Psychologist</i> 60:581-92.(BB)  Heilman, Madeline. 2012. "Gender Stereotypes and Workplace Bias." <i>Research in Organizational Behavior</i> 32:113-135. (BB)  England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." <i>Gender &amp; Society</i> 24: 149-166. (BB)
*****SPRING BREAK*****		
10	Race & Ethnicity	
	TUES, 3/21: Race inequality & its roots  THURS, 3/23: Race/ethnic stratification in labor market	Pager, Devah. "Mark of a Criminal Record." <i>American Journal of Sociology</i> 108:937-75. (BB)  Gladwell, Malcolm. 2005. <i>Blink: The Power of Thinking without Thinking</i> , pages 72-98. (BB)  Hall Erika, Katherine Phillips, & Sarah Townsend. 2015. "A Rose by Any Other Name? The Consequences of Sub-typing 'African-Americans' from 'Blacks'." <i>Journal of Experimental Social Psychology</i> 56: 183-90. (BB)
11	Affirmative Action	
	TUES, 3/28: AA at school  THURS, 3/30: AA at work	Brief of the American Sociological Association on University of MI Affirmative Action case (BB)  Holzer, Harry and David Neumark. 1996. "Are Affirmative Action Hires Less Qualified? Evidence from Employer-Employee Data on New Hires." Working paper No. 5603, NBER. (BB)
12	Poverty I	
	TUES, 4/4: General trends in poverty and poverty policy  THURS, 4/6: TBA	Tirado, Linda. "This is why Poor People's Bad Decisions Make Perfect sense." Huffington Post blog post (BB)  Mani, Anandi, Sendil Mullainathan, Edlar Shafir, and Jiaying Xhao. 2013 "Poverty Impedes Cognitive Function." <i>Science</i> 341: 976-980. (BB)

		Desmond, Matthew, and Carl Gershenson. 2016. "Housing and Employment Insecurity among the Working Poor." <i>Social Problems</i> 63: 46-67. (BB)  Edit, Kathryn and Joanna M. Reed. 2005. "Why Don't They Just Get Married? Barriers to Marriage among the Disadvantaged." (BB)
13	Poverty II	
	TUES, 4/11: Exam review  THURS, 4/13: Exam #2	
14	Wrap-up	
	TUES, 4/18: Wrap-up  THURS, 4/20: in-class poster presentations <i>*posters due today*</i>	None
15	In-class poster presentations	
	TUES, 4/25 & THURS, 4/27	None

**Exam #3 (During Finals week, Thursday, May 4, 10:10-12:10)**

**Scoring Rubric for In-Class Assignments**

Exemplary ( up to 10 pts)	<ul style="list-style-type: none"> <li>• Addresses the question</li> <li>• Provides detail in support of answer; connects to class material</li> </ul>
Quality (up to 8 pts)	<ul style="list-style-type: none"> <li>• Combination of above traits, but less consistent, less connected to class materials</li> <li>• Same as above but less thorough, still accurate</li> </ul>
Adequate (up to 6 pts)	<ul style="list-style-type: none"> <li>• Does not address the question explicitly, though does so tangentially</li> <li>• States an only somewhat relevant argument</li> <li>• Organized</li> </ul>
Needs improvement (up to 4 pts)	<ul style="list-style-type: none"> <li>• Does not address the question or understand question</li> <li>• States no relevant support</li> <li>• Is not clearly organized</li> </ul>
No Answer (0 pts)	

## Student Social Inequality Student Conference

This assignment will allow an in-depth investigation into a topic related to our course that you find particularly intriguing. It is designed to encourage you to thoroughly engage with course material. At the end of the course (April 20-27), you will present your poster at our student conference. The conference will be structured like an academic poster session. You will have a scheduled time to stand by your poster and discuss it and answer questions about it as other students and visitors circulate. Your scheduled date is as follows:

Last Name Begins with:	Poster Presentation Date:
A-I	Thursday, April 20
J-R	Tuesday, April 25
S-Z	Thursday, April 27

During the time you are not presenting, you are required to view other student's posters and ask them about their research. This will give you an opportunity to exchange ideas with your peers, practice speaking about your research interests, and be an active learner.

This event will be attended by students in this class, and possibly by faculty and students from the broader campus community. You are welcome to invite guests as well.

### Poster Proposals (due Thursday, February 23 in class)

Write a roughly 450 word (double-spaced and typed) proposal that: (1) describes the subject of your proposal, (2) explains your argument/view point about the subject, (3) explains the connection of your topic to class, and (4) identifies 4 academic readings (articles, books, etc.) NOT assigned/discussed in class that you will draw on to create your poster. You must include 4 academic sources, but can also reference non-academic ones (e.g., blogs, newspaper articles, etc.). Include with the proposal a bibliography of the readings you will reference to create your poster.

**Posters:** Posters are due on Thursday, April 20 (submitted via Blackboard). They should be created in Powerpoint. See blackboard for a template of the poster or visit:

<http://undergraduateresearch.as.ua.edu/presenting-your-work/making-posters/> for a guide on how to create a poster with Powerpoint. You will present your poster on the date noted above. Posters should be displayed on a tri-fold poster board (available at places like Walmart or Shopko for less than \$5) or printed at Walmart (<https://photos3.walmart.com/about/posters>) or on campus at BCU (<https://bcu.vetmed.wsu.edu/>). Printing at Walmart is the cheapest printing method but either printing method requires coordination in advance, since poster printing usually take a few days lead time.

Your research poster will provide an overview of the academic research you read about on your topic and the argument that you made about your subject. Each poster must use text and visuals (graphs, bars, charts, images) to convey information effectively. Here are guidelines to work within:

- Include:
  - o Title, name
  - o Your argument
  - o Short description of why your topic matters
  - o Discussion of research findings about the topic (you can use bullet points to display ideas, but make sure you provide enough text to convey information to readers)

- o Visuals to interest viewers in your work
- o Complete list of references (cited in the format of your choosing)

For additional advice on how to create an effective scholarly poster, see these resources:

<http://guides.nyu.edu/posters>

<http://colinpurrington.com/tips/academic/posterdesign>

**Student Social Inequality Conference:** The conference will be held in our classroom over the last 3 days of class (Weeks 14-15). The conference will be structured like an academic poster session. On your scheduled date, you will stand by your poster and discuss your research and answer questions about it as other students and visitors circulate. I ask that presenters come prepared to speak clearly about their work. Here are a few tips:

- Dress professionally and be ready to go at the start of class (this means arriving a few minutes early to set up).
- Focus your attention on visitors to your poster: invite and welcome them to view your display.
- Take turns conversing with visitors about different sections of your poster.
- Encourage visitors to ask questions, so that your conversation is more interactive than one-sided.

On the conference days that you do not present your work, you must attend class and visit other students to look at their posters and ask them about their research. This gives you an opportunity to exchange ideas with your peers, practice speaking about your research interests, and be an active learner. I expect each of you to actively engage your peers about their research projects by asking questions, and to practice respectful, engaged listening. Attendance is required on these days; I will take attendance on these days.

## Sociology 340: Course Learning Goals

Learning Goal	At the end of this course, successful students will be able to:	Course topics and dates that advance these learning goals:	This objective will be evaluated primarily through:
Diversity	<p>Engage with and analyze the realities and stereotypes created by cultural systems in the U.S.</p> <p>Better understand their cultural/social positioning and what their position means for their life.</p> <p>Analyze how societal and cultural differences are influenced by factors such as politics, power and privilege, economics, institutionalized discrimination/inequalities, cultural values, beliefs, and practices.</p> <p>Ask complex questions about other cultural groups, cultures, and societies, and seek answers that reflect cultural perspectives beyond their own.</p> <p>Understand, respect, and interact constructively with those who have different cultures, values, and perspectives.</p>	<p>This is the core of the course, so all lectures, readings, and in-class assignments center on diversity.</p> <p>Students learn to understand, respect, and interact with different others by engagement in course discussion in Weeks 2-15 (even though this is a large class, the in-class assignments are used as prompts to get students speaking to each other).</p>	<p>Participation in course discussion throughout the semester.</p> <p>In-class assignments 1-8 Assignments require students to write short answers to demonstrate their understanding of key concepts surrounding social inequality.</p> <p>Exams</p> <p>Poster presentation</p>
Critical & Creative Thinking	Use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways, in particular about the causes and consequences of social inequality.	In-class writing assignments throughout the semester	In-class writing assignments 1-8; Poster proposal & presentation
Information Literacy	Effectively identify, locate, evaluate, use responsibly & share information for the problems at hand.	Week 2: Identifying & Measuring Inequality. During this week, part of one lecture will address how to do basic research on social inequality. The lecture will identify data sources available for finding statistics mentioned in class (e.g., federal government poverty rates, median household income).	Questions on Exam 1; poster proposal & presentation
Communication	Write, speak, & listen to achieve intended meaning and understanding among all participants.	Week 2-13: In-class discussion of in-class writing assignments and lecture materials.	In-class writing assignments 1-8.  Poster proposal & presentation