Sociology 3623: Social Inequalities
FALL 2014
T/R 9:30-10:45A
110 PAFFORD

Professor Jennifer Beggs Weber
219 Pafford Hall
Phone: 678-839-4896
Email: jbweber@westga.edu

Office Hours: Monday/Wednesday 12-2p and By Appointment

Teaching Assistant: Tommie Simon, tsimon1@my.westga.edu

REQUIRED BOOKS


COURSE EXPECTATIONS

I expect that you come to class prepared. Thus, I will assume that you are current with the assigned reading(s) and have completed any out-of-class work as requested. Additionally, I expect that you will participate fully in the course by speaking up, being an active listener, and by attending class regularly.

ANALYTIC RESPONSE PAPERS You will complete four analytical response papers on the four following books: The House on Mango Street; Bad Boys; Getting Played; and Getting Played. These responses are due in class on the date noted below. They should be approximately 1-2 pages (single spaced – or the equivalent double-spaced). Please organize your reading schedule accordingly.
The synopsis should summarize the main argument/contribution of the reading, should raise sociological questions about the reading, and should connect the reading to broader course issues. How does the book advance your sociological thinking? How does the book challenge your assumptions? How does this book challenge you to think differently about social inequality(-ies)? The goal of these papers is to have you think critically about the text and social inequalities, generally.

**COMPARATIVE PAPER (150 points)** You will write a 4-5 page (single-spaced, or the equivalent double-spaced) paper comparing/contrasting the following texts: *Privilege* and *The Maid’s Daughter*. You are expected to examine the two texts in terms of course concepts and theories, particularly in terms of class and/or race and/or gender.

**ATTENDANCE/PARTICIPATION** Class participation includes consistent attendance, thoughtful and respectful contributions to class discussions, and active involvement in group work. Participation should reflect your knowledge of lecture and reading material. I will be taking attendance **11 times at random** throughout the semester. I will only figure **10** into your final grade, allowing you one “freebie”. School-sanctioned activities (with adequate documentation) are the **only** allotted exceptions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
</tr>
<tr>
<td>Analytical Responses (4 x 50)</td>
<td>200</td>
</tr>
<tr>
<td>Comparative Paper</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

450-500 = A  
400-449 = B  
350-399 = C  
300-349 = D  
000-300 = F

**COURSE POLICIES**

You are expected to be respectful of the instructor, your classmates, and any guests who come to class. This course often deals with issues that some people find uncomfortable – in particular, issues of race, class, and gender inequality. These themes are central to the course. Moreover, the course will be much more dynamic and useful if the classroom space is one in which people feel comfortable with frank discussion. If you feel that you will be so uncomfortable with these topics that you will not be able to learn from and engage with the course material, I suggest you take another class.

*No late assignments will be accepted. I will not give incompletes except under amply documented (and amply dire) circumstances.*

**THE UNIVERSITY OF WEST GEORGIA HONOR CODE** At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in
acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

**ACADEMIC DISHONESTY** Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. *I take academic dishonesty very seriously. Academic dishonesty can result in probation or expulsion, even if the act was not intentionally dishonest. If you are unclear about plagiarism, paraphrasing, quoting, or collaboration, please consult me.*

**STUDENTS WITH DISABILITIES** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

**UWG EMAIL POLICY** University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.
SEXUAL HARASSMENT POLICY  The University of West Georgia is committed to providing a positive discrimination-free environment. Hence, it is the policy of the University of the University of West Georgia, in accord with federal and state law, Board of Regents’ policy, and Title IX, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

For additional information on these and other University policies, go to: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
COURSE SCHEDULE
***NOTE: I RESERVE THE RIGHT TO CHANGE THE GUIDELINES SET FORTH IN THIS SYLLABUS.

8/26 (Tue)  Introduction

**TOPIC 1: INTRODUCTION TO THE STUDY OF SOCIAL INEQUALITY**

I. Differences, Similarities and the Sociological Perspective

8/28 (Thur)

II. Theories of Inequality

9/2 (Tue)
9/4 (Thurs)

READINGS:
The House on Mango Street, Sandra Cisneros

9/9 (Tuesday)
Analytical Response #1 DUE: The House on Mango Street

**TOPIC 2: SOCIAL CLASS**

I. The Upper Class, The Middle Class, and The Poor
9/11 (Thur)
9/16 (Tue)
9/18 (Thur)
9/23 (Thur)

II. Learning Difference: Socialization and Ideology
9/25 (Thur)
9/30 (Tues)

READINGS:
Privilege, Shamus Rahman Khan
The Maid’s Daughter, Mary Romero

10/2 (Thursday)
Comparative Paper DUE
TOPIC 3: RACE/ETHNICITY

I. Racial and Ethnic Inequality

10/7 (Tue)
10/9 (Thur)
10/14 (Tue)

II. Social Institutions and Inequality

10/16 (Thur)
10/21 (Tue)
10/23 (Thur)

READINGS:
Bad Boys: Public Schools and the Making of Black Masculinity, Ann Arnett Ferguson

10/28 (Tuesday) Analytical Response #2 DUE: Bad Boys

TOPIC 3: GENDER

I. Gender Inequality

10/30 (Thur)
11/4 (Tue)
11/6 (Thur)

II. Portraying Difference: Inequality and the Media
11/11 (Tue)
11/13 (Thur)
11/18 (Tue)

READINGS:
Getting Played, Jody Miller

11/20(Thursday) Analytical Response #3 DUE: Getting Played

THANKSGIVING BREAK: 11/24 thru 11/28. NO CLASS!
12/2 (Tues)
12/4 (Thurs)

12/9 (Tuesday) Analytical Response #4 DUE: Ghostbread
Paper must be submitted by 5pm.