

# **SOCY 504: SOCIAL STRATIFICATION**

Fall 2020 Online Course

A “Justice” Theme Semester Course

## **Instructor**

Professor: Dr. Jaclyn S. Wong (she/her/hers)

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Virtual Office Hours on Blackboard Collaborate: Fridays 4:00-5:00pm and by appointment

Sign up to meet with me about this course or your academic career during office hours [here](#)

## **Course Description**

In this course students will learn about the social structures and processes that unequally distribute valuable resources such as education, income, wealth, and health across social class, gender, race, and sexual identity in the United States. Students will engage with contemporary theoretical and empirical scholarly readings as well as materials from popular culture and current events to explore issues related to stratification and inequality. Students will be graded on Blackboard discussion posts and responses, small group discussion videos, and four response papers detailing what is necessary for justice in these arenas of social life (4-5 pages each). Graduate students will write one research paper (10-20 pages) in lieu of the four response papers.

## **Learning Outcomes**

After successful completion of this course, you will be able to:

- Summarize and synthesize theoretical and empirical research on the structure and landscape of key social inequalities in the U.S. in written and verbal form
- Engage in debates about stratification, inequality, and justice by advancing evidence-supported arguments in written and verbal form
- Apply concepts in social stratification to pop culture, current events, and your own life
- For graduate students: Apply concepts from social stratification literature to develop your own research project

All learning outcomes in this course are equivalent to the face-to-face version of this course.

## **Course Requirements**

### **Course Format**

- This is an asynchronous online course, which means you will be working on assignments at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines. To succeed in an online class, you must be extremely motivated, well organized, and adept at time management. It is important to understand that this is not a self-paced class or an independent study. You may not save up your assignments to complete in the last weeks or days of the semester. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful. Although this class is taught asynchronously online, you will have regular interactions with other students and with me, including scheduled virtual meetings with me in small groups. Lastly, the workload in this class is comparable to the face-to-face version of the class.
- The class is structured into weekly learning modules, in which you are required to:

- Watch Short Videos and/or Listen to Podcast Episodes and Other Recordings
- Complete Readings
- Participate in Online Discussions on the Blackboard Discussion Board
- Participate in Synchronous Small Group Virtual Discussions on Blackboard Collaborate
- Write Essays (or a Research Paper for Graduate Students)
- Any recordings produced for this class are the intellectual property of the faculty and will only be available to students registered for this class. They may not be shared or reproduced without the explicit written consent of the faculty member. Small group discussions will be recorded to create class assignment content and will only be available to registered students. Students may not share any recordings with those not in the class or upload them to any online environment. Doing so would be a breach of the Code of Student Conduct.

### **Course Communication**

- I will communicate with you via Blackboard announcements, emails, and videos. If you have general questions about course requirements and assignments, please post them to the General Course Questions Forum on the Blackboard Discussion Board. These questions will be answered within 24 hours during the workweek and within 72 hours over the weekend. Students who can answer each other's questions will receive extra credit. If you need to contact me individually, the best method is email. Generally, I will reply to emails within 24 hours during the workweek and within 72 hours over the weekend. I will provide feedback on major assignments within one week, if not sooner.
  - Please make sure that your email account works properly in order to receive email. Please check your email address in Blackboard by clicking your name on the main Blackboard navigation panel on the left. By default, Blackboard uses your preferred university email address. If you are unsure of your preferred email, check [myaccount.sc.edu](mailto:myaccount.sc.edu).

### **Module Schedule**

- All course deadlines are listed in Eastern Time. If you are in a different timezone, plan accordingly. Each week will begin on a Monday and end on Sunday.
- To complete all of the module assignments, you will spend about 9 hours per week reading, watching, and listening to course material; posting on Blackboard discussion boards; meeting in small groups on Blackboard Collaborate when assigned; and writing essays (or a research paper for graduate students). Here is a typical week of responsibilities and deadlines:
  - Monday/Tuesday/Wednesday: Read assigned texts, watch assigned videos, and listen to assigned podcasts/recordings for the week.
  - Thursday/Friday: On your assigned weeks, participate in small group discussions on Blackboard Collaborate.
  - Thursday 5:00pm: If not assigned to participate in small group discussion on Blackboard Collaborate, upload initial Blackboard discussion post. Graduate students are required to write discussion posts every week.
  - Friday 5:00pm: If not assigned to participate in small group discussion on Blackboard Collaborate, upload Blackboard discussion post responses. Graduate students are required to write discussion post responses every week.
  - Sunday 11:59pm: If not assigned to participate in small group discussion on Blackboard Collaborate, comment on small group discussion videos. Grad students are not required to comment on small group discussion videos.

## **Course Material and Technology Requirements**

- There are no required books or textbooks for this class. All readings are freely available on Blackboard or online and comply with copyright/fair use policies. If you have trouble accessing anything on Blackboard, notify me or contact University Library Services ([sc.edu/libraries](https://sc.edu/libraries)).
- Links to readings, videos, audio recordings, assignments, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:
  - Access to a working tablet/laptop/computer that has a current operating system with updates installed, plus speakers or headphones to hear audio (transcripts provided);
  - Reliable Internet access and a USC email account;
  - A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
  - Microsoft Word as your word processing program; and
  - Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.
  - If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you for free and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, follow the instructions at [https://sc.edu/about/offices\\_and\\_divisions/division\\_of\\_information\\_technology/end\\_user\\_services/available\\_technology\\_resources/information\\_for\\_students/index.php](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/information_for_students/index.php).

## **Technical Support**

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800, submit an online request on the DoIT Service Portal (<https://scprod.service-now.com/sp>), or visit the Carolina Tech Zone ([https://sc.edu/about/offices\\_and\\_divisions/division\\_of\\_information\\_technology/end\\_user\\_services/available\\_technology\\_resources/carolina\\_tech\\_zone/index.php](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/index.php)). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

## **Course Assignments and Grading**

### **Blackboard Discussion Posts – 15% of final grade**

- Undergraduate students who are not assigned to participate in a small group discussion on Blackboard Collaborate during a given week are required to upload a post to the discussion board on Blackboard by 5:00pm every Thursday. Discussion posts must follow the template uploaded to Blackboard and include:
  - A summary of EACH SCHOLARLY READING'S key research questions or main arguments (1-2 sentences), definitions of key terms, a summary of research methods (1-2 sentences), and a list of findings/conclusions (2-4 sentences)

- A response to at least one critical discussion question posted to the discussion forum FOR EACH SCHOLARLY READING
- A reflection on how the scholarly readings relate to other materials in the current module (i.e., other readings, videos, podcasts, news articles, etc.) OR materials in previous class modules
- A reflection on how the ideas and materials in the current module relate to your own experiences.
  - Grades for Blackboard discussion posts range from 0 (did not write a post) to 20 (summaries, questions, and reflections demonstrate proficient understanding and adequate engagement with module concepts and materials). I take 5 points off for late posts uploaded after 5:00pm on Thursday. I take 10 points off for late posts uploaded after 12:00pm on Friday. Posts uploaded after 5:00pm on Friday receive a score of 0. You may miss one Blackboard discussion post during the semester for any reason without penalty.
- Blackboard discussion posts are not required for undergraduate students during weeks in which they are assigned to participate in small group discussions on Blackboard Collaborate. Graduate students are required to write discussion posts every week.

**Blackboard Discussion Post Responses – 10% of final grade**

- Undergraduate students who are not assigned to participate in a small group discussion on Blackboard Collaborate during a given week are required to respond to AT LEAST TWO DISCUSSION BOARD POSTS (you must respond to at least one student you did not reply to the week before) by 5:00pm every Friday. Discussion post responses FOR TWO DISCUSSION POSTS must include:
  - A meaningful, thoughtful comment or question in response to a posted answer to the critical discussion questions (2-4 sentences)
  - A meaningful, thoughtful comment or question in response to a posted reflection (2-4 sentences)
    - The student who wrote the original discussion board post will receive extra credit if they respond meaningfully to these comments or questions
- Grades for Blackboard discussion post responses range from 0 (did not respond) to 6 (responses to critical discussion questions and reflections demonstrate meaningful engagement with classmates and module concepts and materials). I take 3 points off for late responses posted after 5:00pm on Friday. Responses posted after 5:00pm on Saturday receive a score of 0. You may miss one Blackboard discussion post response during the semester for any reason without penalty.
- Blackboard discussion post responses are not required for undergraduate students during weeks in which they are assigned to participate in small group discussions on Blackboard Collaborate. Graduate students are required to post a response to other graduate students' initial discussion posts every week.

**Blackboard Collaborate Discussions – 10% of final grade for undergraduate students; 35% of final grade for graduate students**

- Undergraduate students will be assigned to participate in TWO synchronous online discussions in Blackboard Collaborate (40-60 minutes) throughout the semester. Small groups will meet with me at a mutually-agreed-upon time to present summaries of scholarly readings and answer critical discussion questions. A recording of this discussion will be

posted on Friday evenings for other students to watch and comment on.

- Undergraduate students are not required to write a Blackboard discussion post or a Blackboard discussion post response on weeks in which they are assigned to participate in a Blackboard Collaborate discussion.
- Grades for Blackboard Collaborate discussions range from 0 (did not participate) to 5 (active participation in discussion).
- Graduate students are required to meet with me approximately every other week (see schedule below for exact dates) to discuss course materials. A recording of this discussion will be posted for other students to watch.

### **Comments on Recorded Small Group Discussions – 5% of final grade for undergraduate students; not required for graduate students**

- Undergraduate students who are not assigned to participate in a small group discussion on Blackboard Collaborate during a given week are required to post a substantive comment or question (1-2 sentences) in response to the videos of undergraduate small group Blackboard Collaborate discussions by 11:59pm every Sunday. Undergraduate students are required to respond to videos of graduate small group Blackboard Collaborate discussions only when assigned (see schedule below for exact dates).
  - Grades for comments on Blackboard Collaborate discussion videos range from 0 (did not comment) to 2 (meaningful engagement with classmates and module concepts and materials). Late comments posted after 11:59pm on Sunday receive a score of 0.
  - Students who participated in the Blackboard Collaborate discussion will receive extra credit if they respond meaningfully to a comment or question from another student

### **Four Response Papers – 60% of final grade for undergraduate students**

- Undergraduate students will write four short papers for this course. Specific prompts and rubrics will be posted at least 2 weeks before the paper is due and will draw on questions and issues related to justice and the sub-topics of this course.
  - Paper 1 is due at the end of Week 5 – Friday, September 18 at 11:59pm
  - Paper 2 is due at the end of Week 8 – Friday, October 9 at 11:59pm
  - Paper 3 is due at the end of Week 12 – Friday, November 6 at 11:59pm
  - Paper 4 is due during Finals Week – Thursday, December 10 at 11:59pm
  - Requirements: 4-5 double-spaced pages, 12pt Times New Roman font, 1-inch margins
  - Email papers as Word documents (.doc, .docx) to me (wongjs@mailbox.sc.edu) by 11:59pm on the due date
    - Grades range from 0 (did not turn in) to 100 (well-articulated argument that demonstrates mastery of material)
    - 5 points off for papers turned in even one minute after the due date and time, with another 5 points off per additional day late. Papers more than 7 days late will not be accepted and you will receive a 0 for that paper
    - Each paper will count for 15% of the final grade (four papers will account for 60% of final grade)

### **Research Paper – 40% of final grade for graduate students**

- Graduate students will write one research paper for this class. Research papers must relate to social inequality and may take the format of a critical literature review, a research proposal,

or an original empirical research article. Students are encouraged to turn in papers they are preparing for their theses, dissertations, conference presentations, review in academic journals, etc.

- You must notify me over email, during office hours, or during a Blackboard Collaborate discussion of your research paper ideas/plans by Friday, October 9 so I can approve your final project.
- The length of the paper will vary, but will likely be around 20 double-spaced pages using 12pt Times New Roman font and 1-inch margins
- Email papers as Word documents (.doc, .docx) to me (wongjs@mailbox.sc.edu) by Wednesday, December 10 at 11:59pm (final exam week).
  - Grades range from 0 (did not turn in) to 100 (well-articulated argument that demonstrates mastery of material).
  - No late papers are accepted – early papers are encouraged

### **Evaluation and Grading Scale**

- All grades will be posted on Blackboard. You are strongly encouraged to check scores for discussion posts and responses, Blackboard Collaborate discussions and responses, and papers regularly. A final letter grade for the class will be assigned based on the following:
  - A 90% - 100%
  - B+ 86% - 89%
  - B 80% - 85%
  - C+ 76% - 79%
  - C 70% - 75%
  - D+ 66% - 69%
  - D 60% - 65%
  - F 59% or below
- Grading rubrics listing specific grading criteria for Blackboard discussion posts, Blackboard discussion post responses, Blackboard Collaborate discussions, comments on Blackboard Collaborate discussion videos, response papers, and research papers will be posted to Blackboard. Graduate students enrolled in this class will be graded using higher standards appropriate to their level of study. I do not change grades under any circumstances.

### **Additional Information**

#### **Accommodations for Disabilities and Other Personal Circumstances**

- Please notify me if you believe you will have trouble completing course assignments or meeting course requirements for any reason, including, but not limited to: disabilities; family circumstances; poor health; or economic hardship. All discussions will be confidential. I will make reasonable accommodations to ensure your inclusion and success in the course. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Division of Student Affairs and Academic Support ([https://sc.edu/about/offices\\_and\\_divisions/student\\_affairs/index.php](https://sc.edu/about/offices_and_divisions/student_affairs/index.php)). Students with disabilities can contact the Student Disability Resource Center (SDRC): <http://www.sa.sc.edu/sds/> at 803-777-6142, sadrc@mailbox.sc.edu, or at LeConte College, Room 112A for additional assistance.

## COVID-19 Policies

- If you experience COVID-19 symptoms, please stay home, contact the COVID-19 Student Health Services (SHS) nurse line (803-576-8511), complete the COVID-19 Student Report Form ([go.sc.edu/covidstudentreport](http://go.sc.edu/covidstudentreport)), and select the option allowing the Student Ombuds to contact your professors. You will use the same COVID-19 Student Report Form if you have tested positive for COVID-19 or if you have been ordered to quarantine because of close contact with a person who was COVID-19 positive. In each of these situations you will be provided appropriate documentation that can be shared through the Student Report Form. Your information is FERPA protected, and will only be shared with UofSC school officials with a legitimate educational interest. In addition to completing this form, notify me right away if we need to make arrangements and accommodations for your coursework.

## Student Success Center

- In partnership with USC faculty, the Student Success Center (SSC; [www.sc.edu/success](http://www.sc.edu/success)) offers a number of free programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course include:
  - **Peer Tutoring:** You can make a one-on-one appointment with a peer tutor. Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
  - **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
  - **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
  - **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

## Writing Center

- This course has many of writing assignments. The University Writing Center (<http://artsandsciences.sc.edu/write/university-writing-center>) is open to help any USC student needing assistance with a writing project at any stage of development.

## Counseling Services

- The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions:  
[https://sc.edu/about/offices\\_and\\_divisions/student\\_health\\_services/medical-services/counseling-and-psychiatry/index.php](https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php)

## **Plagiarism and Academic Honesty**

- Please review University policies on academic honesty and plagiarism: [https://www.sc.edu/about/offices\\_and\\_divisions/student\\_conduct\\_and\\_academic\\_integrity/documents/honor\\_code.pdf](https://www.sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/documents/honor_code.pdf). Violations include, but are not limited to, cheating on assignments and submitting the work of another person as your own. If you are unsure of what constitutes plagiarism or academic dishonesty, please ask me. Ignorance of this policy is not an acceptable excuse for noncompliance. Any act of plagiarism or academic dishonesty will result, at minimum, in a failing grade on the assignment. I will determine whether noncompliance should also result in failure of the course or more serious disciplinary action.

## **Class Conduct and Netiquette**

- The University of South Carolina is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed (<http://www.sa.sc.edu/creed>). To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect. Professionalism is required, including in your written Blackboard discussion board interactions. We will show respect for one another by exhibiting patience, kindness, and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon anyone is a minimum requirement. We will be sharing ideas and learning with and from each other in this class so we must all do our part to create a safe and respectful environment for us to conduct these discussions.
- Some Netiquette Rules:
  - Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered “shouting” and is seen as impolite or aggressive.
  - Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple “Hey” is not appropriate.
  - When sending an email, please include a detailed subject line. Make sure you reference the course number (SOCY 504) in the message and sign the mail with your name.
  - Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
  - Use good taste when communicating. Profanity should be avoided.
  - Re-read, think, and edit your message before you click “Send/Submit/Post.”



## Course Schedule

**\*All assignment due dates are in bold below\***

### Week 1 - Introduction

Thursday, August 20 – Sunday, August 23

To-Do List:

- Read syllabus and watch welcome videos reviewing course description and requirements
  - Get a head start on readings for Week 2
- Upload an introduction post to the Blackboard discussion board (instructions on forum; 0 to 20 points) **by 11:59pm on Sunday, August 23.**
  - Optional: say hi back to your classmates

### Week 2 – Overview of Stratification Across Class, Race, Gender, Sexuality, and Their Intersections

Monday, August 24 – Sunday, August 30

To-Do List:

- Watch the Week 1 recap video (uploaded on Mondays) and Week 2 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Read the following:
  1. Giddens, Anthony. 2014. The class structure of the advanced societies. In *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 183-192.
  2. Bonilla-Silva, E. (2015). “The Structure of Racism in Color-Blind, ‘Post-Racial’ America.” *American Behavioral Scientist* 59, 1358–76.  
\*\*Graduate students replace reading #2 with:  
Bonilla-Silva, Eduardo. 2017. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Rowman & Littlefield, 2017. Chapter 1 and 3.
  3. Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. *Current Sociology*, 61(5-6), 733-755.
  4. Ingraham, Chrys. “Introduction: Thinking Straight.” In *Thinking Straight*, 1–11. Routledge, 2005.
  5. Andersen, M. L., & Collins, P. H. (2014). Why Race, Class, and Gender Matter. In D. B. Grusky (Ed.), *Social Stratification: Class, Race, and Gender in Sociological Perspective*, (942–43). Boulder, CO: Westfield Press.  
\*\*Graduate students replace reading #5 with:  
Alinia, M. (2015). “On Black Feminist Thought: Thinking Oppression and Resistance through Intersectional Paradigm. *Ethnic and Racial Studies* 38, 2334–40.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, August 27**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, August 28**
- Graduate students: meet with me in Blackboard Collaborate for small group discussion

### Week 3 – Social Class Stratification in the Education System

Monday, August 31 – Sunday, September 6

To-Do List:

- Watch the Week 2 recap video (uploaded on Mondays) and Week 3 module overview video

- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: Review prompt and rubric for Paper 1 (due Friday, September 18 at 11:59pm) and watch instruction video
- Read the following:
  1. Streib, J. (2011). Class reproduction by four year olds. *Qualitative Sociology*, 34(2), 337-352.
  2. Calarco, Jessica McCrory. *Negotiating Opportunities: How the Middle Class Secures Advantages in School*. Oxford University Press, 2018. Chapter 1.
  3. Bennett, P. R., Lutz, A. C., & Jayaram, L. (2012). Beyond the Schoolyard: The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured Activity Participation. *Sociology of Education*, 85(2), 131–157.
  4. Cottom, Tressie McMillan. *Lower Ed: The Troubling Rise of for-Profit Colleges in the New Economy*. The New Press, 2017. Introduction.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, September 3**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, September 4**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion in Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 3 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, September 6**

#### **Week 4 – Race, Gender, and Sexuality in the Education System**

*Monday, September 7 – Sunday, September 13*

To-Do List:

- Watch the Week 3 recap video (uploaded on Mondays) and Week 4 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 1 (due next Friday, September 18 at 11:59pm) and watch instruction video
- Read the following:
  1. Lewis, Amanda E., John B. Diamond, and Tyrone A. Forman. “Conundrums of Integration: Desegregation in the Context of Racialized Hierarchy.” *Sociology of Race and Ethnicity* 1, no. 1 (January 1, 2015): 22–36.
  2. Lee, Jennifer, and Min Zhou. “From Unassimilable to Exceptional: The Rise of Asian Americans and ‘Stereotype Promise.’” *New Diversities* 16, no. 1 (2014): 7–22.
  3. Hamilton, Laura T. (2014). The Revised MRS: Gender Complementarity at College. *Gender & Society* 28, 236–64.
  4. Cech, E. A., and Waidzunus, T. J. (2011). Navigating the Heteronormativity of Engineering: The Experiences of Lesbian, Gay, and Bisexual Students. *Engineering Studies* 3, 1–24.
  5. \*\*Graduate students only: Musto, Michela. (2019). Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence. *American Sociological Review* 84, no. 3: 369–93.

6. \*\*Graduate students only: Thornhill, Ted. (2018). We Want Black Students, Just Not You: How White Admissions Counselors Screen Black Prospective Students. *Sociology of Race and Ethnicity*. [online first]
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, September 10**
  - Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, September 11**
  - Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
  - Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, September 13**
  - Graduate students: meet with me on Blackboard Collaborate for small group discussion and to review instructions for the research paper

### **Week 5 – Returns to Education?**

*Monday, September 14 – Sunday, September 20*

To-Do List:

- Watch the Week 4 recap video (uploaded on Mondays) and Week 5 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 1 (due this Friday, September 18 at 11:59pm) and watch instruction video
- Read the following:
  1. Gaddis, Michael. (2014). Discrimination in the credential society: an audit study of race and college selectivity in the labor market. *Social Forces*, 93(4), 1451-1479.
  2. The Ohio State University Translational Data Analytics Institute. “High GPAs could hurt young women job hunters.” April 18, 2019. <https://tdai.osu.edu/news/2019/04/18/high-gpas/>
- \*\*Graduate students replace reading #2 with:  
 Quadlin, Natasha. “The Mark of a Woman’s Record: Gender and Academic Performance in Hiring.” *American Sociological Review* 83, no. 2 (2018): 331–60.
- Graduate students: meet with me on Blackboard Collaborate for small group discussion
- Undergraduate students: no Blackboard discussion posts or responses are assigned this week, but post a substantive comment or question in response to the Week 5 graduate student small group Blackboard Collaborate discussion video **by 11:59pm on Friday, September 18**
- Undergraduate students: **RESPONSE PAPER 1 DUE BY 11:59PM ON FRIDAY, SEPTEMBER 18**

### **Week 6 – Stratification in Work and Income**

*Monday, September 21 – Sunday, September 27*

To-Do List:

- Watch the Week 6 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week

- Undergraduates: Review prompt and rubric for Paper 2 (due Friday, October 9 at 11:59pm) and watch instruction video
- Read the following:
  1. Bureau of Labor Statistics (2019). *A Profile of the Working Poor, 2017*. Retrieved from <https://www.bls.gov/opub/reports/working-poor/2017/home.htm>
  2. Manduca, Robert. "Income Inequality and the Persistence of Racial Economic Disparities." *Sociological Science* 5 (2018): 182–205
  3. Ramakrishnan, K. and Lee, J. "Op-Ed: Despite what you might have heard, Asian American CEOs are the exception, not the norm." *The Los Angeles Times*. October 19, 2017. <https://www.latimes.com/opinion/op-ed/la-oe-ramakrishnan-lee-asian-american-executives-20171019-story.html>
  4. Cohen, Philip N. (2015). "7 Facts About the Gender Pay Gap, for #EqualPayDay." *Gender & Society Blog*. <https://gendersociety.wordpress.com/2015/04/17/7-facts-about-the-gender-pay-gap-for-equalpayday/>
  5. Doren, Catherine, and Katherine Y. Lin. (2019). Diverging Trajectories or Parallel Pathways? An Intersectional and Life Course Approach to the Gender Earnings Gap by Race and Education. *Socius* [online only].
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, September 24**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, September 25**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, September 27**

### **Week 7 – Occupations and Mobility 1**

*Monday, September 28 – Sunday, October 4*

To-Do List:

- Watch the Week 6 recap video (uploaded on Mondays) and Week 7 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 2 (due next Friday, October 9 at 11:59pm) and watch instruction video
- Read the following:
  1. Kalleberg, Arne L., and Steven P. Vallas. *Precarious Work. Research in the Sociology of Work*. United Kingdom: Emerald Publishing Limited, 2017. Chapter 1. <http://arnekallegberg.web.unc.edu/files/2018/01/Precarious-Work-CH-1.pdf>
  2. Hout, Michael. "Americans' Occupational Status Reflects the Status of Both of Their Parents." *Proceedings of the National Academy of Sciences*, August 29, 2018. <https://doi.org/10.1073/pnas.1802508115>.
  3. Jarvis, B. F., & Song, X. (2017). Rising Intragenerational Occupational Mobility in the United States, 1969 to 2011. *American Sociological Review*, 82(3), 568–599. <https://doi.org/10.1177/0003122417706391>
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, October 1**

- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, October 2**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, October 4**
- Graduate students: meet with me on Blackboard Collaborate for small group discussion

## **Week 8 – Occupations and Mobility 2**

*Monday, October 5 – Sunday, October 11*

To-Do List:

- Watch the Week 7 recap video (uploaded on Mondays) and Week 8 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 2 (due this Friday, October 9 at 11:59pm) and watch instruction video
- Read the following:
  1. Ray, V. (2019). “Why so Many Organizations Stay White.” *Harvard Business Review*. <https://hbr.org/2019/11/why-so-many-organizations-stay-white>  
\*\*Graduate students replace reading #1 with:  
Ray, V. (2019). A theory of racialized organizations. *American Sociological Review*, 84(1), 26-53.
  2. Rivera, Lauren & András Tilcsik. (2016). “How Subtle Class Cues can Backfire on Your Resume.” *Harvard Business Review*. <https://hbr.org/2016/12/research-how-subtle-class-cues-can-backfire-on-your-resume>  
\*\*Graduate students replace reading #2 with:  
Rivera, Lauren A., and András Tilcsik. “Class Advantage, Commitment Penalty: The Gendered Effect of Social Class Signals in an Elite Labor Market.” *American Sociological Review* 81, no. 6 (October 12, 2016): 1097–1131.  
<https://doi.org/10.1177/0003122416668154>.
- Graduate students: meet with me on Blackboard Collaborate for small group discussion
- Undergraduate students: no Blackboard discussion posts or responses are assigned this week, but post a substantive comment or question in response to the Week 8 graduate student small group Blackboard Collaborate discussion video **by 11:59pm on Friday, October 9**
- Undergraduate students: **RESPONSE PAPER 2 DUE BY 11:59PM ON FRIDAY, OCTOBER 9**

## **Week 9 – Families, Households, and Wealth**

*Monday, October 12 – Sunday, October 18*

To-Do List:

- Watch the Week 9 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Read the following:

1. Wolff, Edward N. "Household Wealth Trends in the United States, 1962 to 2013: What Happened over the Great Recession?" *RSF*, 2016.
  1. Keister, Lisa A. "The One Percent." *Annual Review of Sociology* 40, no. 1 (July 30, 2014): 347–67.
  2. Reeves, Richard V. *Dream Hoarders: How the American Upper Middle Class Is Leaving Everyone Else in the Dust, Why That Is a Problem, and What to Do about It*. Brookings Institution Press, 2017. Chapter 6.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, October 15**
  - Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, October 16**
  - Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
  - Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, October 18**

### **Week 10 – Investments in Children**

*Monday, October 19 – Sunday, October 25*

To-Do List:

- Watch the Week 9 recap video (uploaded on Mondays) and Week 10 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: Review prompt and rubric for Paper 3 (due Friday, November 6 at 11:59pm) and watch instruction video
- Read the following:
  1. Schneider, Daniel, Orestes P. Hastings, and Joe LaBriola. "Income Inequality and Class Divides in Parental Investments." *American Sociological Review* 83, no. 3 (May 21, 2018): 475–507.
  2. Hamilton, L., Roksa, J., & Nielsen, K. (2018). Providing a "Leg Up": Parental Involvement and Opportunity Hoarding in College. *Sociology of Education*, 91(2), 111–131. <https://doi.org/10.1177/0038040718759557>
  3. Sherman, Rachel. "Conflicted Cultivation: Parenting, Privilege, and Moral Worth in Wealthy New York Families." *American Journal of Cultural Sociology* 5, no. 1–2 (2017): 1–33.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, October 22**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, October 23**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, October 25**
- Graduate students: meet with me on Blackboard Collaborate for small group discussion

## **Week 11 – The Racial Wealth Gap**

*Monday, October 26 – Sunday, November 1*

To-Do List:

- Watch the Week 10 recap video (uploaded on Mondays) and Week 11 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 3 (due next Friday, November 6 at 11:59pm) and watch instruction video
- Read the following:
  1. Darity, Jr., William, Darrick Hamilton, Mark Paul, Alan Aja, Anne Price, Antonio Moore, and Caterina Chiopris. “What We Get Wrong about Closing the Racial Wealth Gap.” Cook Center on Social Equity at Duke University, 2018.
  2. Sykes, B. L., & Maroto, M. (2016). A wealth of inequalities: Mass incarceration, employment, and racial disparities in US household wealth, 1996 to 2011. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 2(6), 129-152.
  3. Seamster, Louise, and Raphaël Charron-Chénier. “Predatory Inclusion and Education Debt: Rethinking the Racial Wealth Gap.” *Social Currents* 4, no. 3 (January 3, 2017): 199–207.
  4. Oliver, Melvin & Thomas M. Shapiro. (2019). “Disrupting the Racial Wealth Gap.” *Contexts*. <https://contexts.org/articles/disrupting-the-racial-wealth-gap/>.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, October 29**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, October 30**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, November 1**

## **Week 12 – Housing and Neighborhood Stratification**

*Monday, November 2 – Sunday, November 8*

*\*General Election: Tuesday, November 3\**

To-Do List:

- Watch the Week 11 recap video (uploaded on Mondays) and Week 12 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 3 (due this Friday, November 6 at 11:59pm) and watch instruction video
- Read the following:
  1. Badger, Emily and Quoc Trung Bui. “Detailed New National Maps Show How Neighborhoods Shape Children for Life.” *The New York Times*, October 1, 2018. <https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html>

2. Badger, Emily, Claire Cain Miller, Adam Pearce & Kevin Quealy. “Extensive Data Shows Punishing Reach of Racism for Black Boys.” *The New York Times*, March 19, 2018. <https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>
  3. \*\*Graduate students only: Chetty, R., & Hendren, N. (2018). The impacts of neighborhoods on intergenerational mobility I: Childhood exposure effects. *The Quarterly Journal of Economics*, 133(3), 1107-1162.
- Graduate students: meet with me on Blackboard Collaborate for small group discussion
  - Undergraduate students: no Blackboard discussion posts or responses are assigned this week, but post a substantive comment or question in response to the Week 12 graduate student small group Blackboard Collaborate discussion video **by 11:59pm on Friday, November 6**
  - Undergraduate students: **RESPONSE PAPER 3 DUE BY 11:59PM ON FRIDAY, NOVEMBER 6**

### **Week 13 – Class, Race, Citizenship, and Health**

*Monday, November 9 – Sunday, November 15*

To-Do List:

- Watch the Week 13 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Read the following:
  1. Phelan, Jo C., Bruce G. Link, and Parisa Tehranifar. “Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications.” *Journal of Health and Social Behavior* 51, no. 1\_suppl (March 1, 2010): S28–40.
  2. Phelan, Jo C., and Bruce G. Link. “Is Racism a Fundamental Cause of Inequalities in Health?” *Annual Review of Sociology* 41, no. 1 (August 14, 2015): 311–30.
  3. Asad, Asad L, and Matthew Clair. “Racialized Legal Status as a Social Determinant of Health.” *Social Science & Medicine* 199 (2018): 19–28.
  4. Tuohy, Brian. “Health Without Papers: Immigrants, Citizenship, and Health in the 21st Century.” *Social Forces*, 2019.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, November 12**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, November 13**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, November 15**

### **Week 14 – Gender, Sexuality, and Health**

*Monday, November 16 – Sunday, November 22*

To-Do List:

- Watch the Week 13 recap video (uploaded on Mondays) and Week 14 module overview video



- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: Review prompt and rubric for Paper 4 (due Thursday, December 10 at 11:59pm) and watch instruction video
- Read the following:
  1. Homan, Patricia. “Structural Sexism and Health in the United States: A New Perspective on Health Inequality and the Gender System.” *American Sociological Review* 84, no. 3 (May 28, 2019): 486–516.
  2. Johnson, Austin H., Ivy Hill, Jasmine Beach-Ferrara, Baker A. Rogers & Andrew Bradford (2020). “Common barriers to healthcare for transgender people in the U.S. Southeast.” *International Journal of Transgender Health*, 21:1, 70-78
  3. Solazzo, A., Brown, T. N., & Gorman, B. K. (2018). State-level climate, anti-discrimination law, and sexual minority health status: An ecological study. *Social Science & Medicine*, 196, 158-165.
  4. Cottom, T. M. “I was pregnant and in crisis. All the doctors and nurses saw was an incompetent black woman.” *Time*, January 8, 2019. <https://time.com/5494404/tressie-mcmillan-cottom-thick-pregnancy-competent/>
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, November 19**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, November 20**
- Blackboard discussion post and response to discussion posts are not required for undergraduate students assigned to meet with me for a small group discussion on Blackboard Collaborate this week
- Undergraduate students not assigned to a small group discussion: post a substantive comment or question in response to the Week 4 undergraduate small group Blackboard Collaborate discussion video **by 11:59pm on Sunday, November 22**
- Graduate students: meet with me on Blackboard Collaborate for small group discussion

### **Week 15 – Mental Health**

*Monday, November 23 – Sunday, November 29*

*\*Thanksgiving: Thursday, November 26 – Friday, November 27\**

To-Do List:

- Watch the Week 14 recap video (uploaded on Mondays) and Week 15 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 4 (due Thursday, December 10 at 11:59pm) and watch instruction video
- Read the following:
  1. Smith, D.T. (2011), A Sociological Alternative to the Psychiatric Conceptualization of Mental Suffering. *Sociology Compass*, 5: 351-363.
  2. Sugie, Naomi F., and Kristin Turney. “Beyond Incarceration: Criminal Justice Contact and Mental Health.” *American Sociological Review* 82, no. 4 (July 24, 2017): 719–43.
- Upload Blackboard discussion post (0 to 20 points) **by 5:00pm on Thursday, November 26**
- Respond to TWO Blackboard discussion posts (0 to 6 points) **by 5:00pm on Friday, November 27**

## **Week 16 – Justice and Possibilities for Social Change**

*Monday, November 30 – Sunday, December 6*

*\*Reading Days: Wednesday, December 2 – Friday, December 4\**

To-Do List:

- Watch the Week 15 recap video (uploaded on Mondays) and Week 16 module overview video
- Watch other videos, listen to podcasts, and complete activities posted in Blackboard for the week
- Undergraduates: If you have not already done so, review prompt and rubric for Paper 4 (due next Thursday, December 10 at 11:59pm) and watch instruction video
- Read the following:
  1. Williams, Joan C, Susan J Lambert, Saravanan Kesavan, Peter J Fugiel, Lori Ann Ospina, Erin D Rapoport, Meghan Jarpe, et al. “Stable Scheduling Increases Productivity and Sales: The Stable Scheduling Study.” San Francisco, CA: Worklife Law at the University of California Hastings College of the Law, 2018. Executive Summary.
  2. Holder, Sarah. “Stockton Extends its Universal Basic Income Pilot.” *Bloomberg City Lab*. June 2, 2020. <https://www.bloomberg.com/news/articles/2020-06-02/stockton-extends-its-universal-basic-income-pilot>
  3. Ray, Rashawn & Andre M. Perry. “Why we need reparations for Black Americans.” *Brookings’ Big Ideas for 2020*. April 15, 2020. <https://www.brookings.edu/policy2020/bigideas/why-we-need-reparations-for-black-americans/>
- Graduate students: meet with me on Blackboard Collaborate for small group discussion
- Undergraduate students: no Blackboard discussion posts or responses are assigned this week, but post a substantive comment or question in response to the Week 16 graduate student small group Blackboard Collaborate discussion video **by 11:59pm on Tuesday, December 1**

## **Finals Week**

**FINAL RESPONSE PAPER FOR UNDERGRADUATE STUDENTS AND RESEARCH PAPER FOR GRADUATE STUDENTS DUE ON WEDNESDAY, DECEMBER 10 BY 11:59PM**