NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Sociology 426       Social Inequality       4 credits

Please contact department with any questions 541-737-5733

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

This class will help you understand how sociologists have theorized about and analyzed inequality, with special emphasis on topics such as social class, social mobility, status attainment, changing patterns of ethnic, gender, and age inequality, international concepts such as ‘social exclusion’, public opinion about inequality, and implications of public policy. This class gives particular emphasis to analytical techniques and interpretation of empirical findings.

The official catalog description is this: Evolution of social inequality in society. Emphasis upon the causes and consequences of inequality in power, privilege, and prestige in human societies, with special attention to the United States. (Bacc Core Course). Enforced pre-requisites (SOC 204 or SOC 204H).

This class satisfies the Baccalaureate Core “Difference Power & Discrimination” (DPD) requirement. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Student Learning Outcomes
By the end of this class, undergraduate students should be able to:

Articulate empirical generalizations (i.e., trends, patterns, etc.) regarding social inequality in the U.S..

Distinguish between and evaluate theoretical arguments about social inequality in general.

Explain how theory and data answer existing sociological questions about social inequality.

Identify important sociological questions not yet adequately answered regarding social inequality.
Clearly define and explain the concept of ‘institutionalized discrimination’ and related concepts.

**Learning Resources**

There is no textbook for this course. Instead, students will read a series of sociological research reports, essays, websites, and book excerpts. All will be available on-line as .pdf files which can be read with Adobe Acrobat. The list of readings appears in the detailed syllabus available to registered students.

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information. Students can also click the OSU Beaver Store link associated with the SOC 426 course information in the Ecampus schedule of classes for course textbook information and ordering.

As a student in Sociology 426/526 you will be learning about social inequality through several resources available to you online.

1. The central experiential part of the course is your completion of the activities in Weber Towers, the metaphorical apartment building representing American society. Each week you will enter the towers and then move through the building, working as a member of the maintenance crew. Doc, the janitorial supervisor (your instructor in disguise!), will accompany you on these work excursions, providing some simple interpretive comments about what you are seeing. The text of these comments will be available by clicking on the master key icon on the left of the screen. Sometimes Doc will tell you new things; other times he will just raise questions that you will want to try to answer later as you read the course materials or as you correspond with other students and the instructor.

2. Meanwhile, as you move through the towers, you will also be gathering qualitative information about several of the inhabitants of Weber Towers. In their apartments you will be able to click on three other items - the TV, the book, and the not-so-random object (something new that will appear there each week). Over the term you will discover a story unfolding about the people in this building.

3. In addition to the Towers excursions, you will be reading the course texts and trying to draw connections between them and the material in the Towers. There are on-line reading review questions about the texts, designed to give you advice and questions for reflection as you read them. Completing the fill-in sections of these sheets and uploading them provides some evidence to the instructor of your reading these materials.

4. Each week you will produce some kind of item to demonstrate that you are engaging with the material. Sometimes you will be asked to write a few pages of response to the course material, other times you will be asked to complete a tutorial, and/or you will be asked to communicate with classmates through the on-line discussion page. These assignments will strengthen your comprehension of the material, will provide the instructor a basis for evaluating and grading your progress, and will help create an interactive learning environment between you and the other students.
Grading and Assignments

**Undergraduates:**
Students will complete one midterm, one final, and many small writing assignments. Due dates appear on the course calendar.

Each item will be graded on a 100 point scale and each item is weighted as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly writing assignments (combined)</td>
<td>45%</td>
</tr>
<tr>
<td>Reading completion &amp; response</td>
<td>10%</td>
</tr>
</tbody>
</table>

Late assignments will decline by 10 points for each day late.
Late exams will decline by 20 points for each day late.

See the more detailed ‘Grade Calculation” page which describes the weights of each of the assignments.

Course Policies

1. **Late Work and Incompletes**
Recognizing the unexpected events sometimes get in the way of finishing an assignment, I will not penalize the first late assignment from a student, as long as it is turned in within 24 hours of the due date. Subsequent late assignments will be penalized as indicated above. All exams will be penalized for late submission. These “late policies” are in place to honor the other students in the class who make necessary sacrifices to meet the deadlines. If unexpected life events begin to regularly keep you from completing the course in a timely way, please let me know quickly so that we can together determine if you should continue with the class, if we need to modify the timeline in a way that is fair to all, or if we need to make some other arrangement.

I give incompletes only when students have had passing grades on the first two-thirds of the course assignments and exams and when there are compelling reasons for why the student cannot finish the course on time. Students will have 3 months to finish the course work or else the “Incomplete” will be converted to a “F”. Students cannot receive credit for the course with a “F” on the final exam.

2. **Students with Disabilities**
Accommodations are collaborative efforts between students, faculty and [Disability Access Services (DAS)](https://ecampus.oregonstate.edu/disability). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.
3. Student Conduct
To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.) see: http://oregonstate.edu/studentconduct/offenses-0. There will be zero-tolerance of plagiarism and cheating. Please ask instructor for clarification if you are not sure about these expectations.

Communication

You can communicate with me by e-mail. Or, you may phone me. While I will check my email and the website very often, I come and go a lot from my office and sometimes work away from the office. Nonetheless, you may leave a message and I can return your call.

You will be able to communicate with other students via the class forum.

Ground Rules for Online Communication & Participation:
- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
- Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

Student Evaluation of Teaching
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Online Services/MyOSU” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.