I. LOCATOR INFORMATION

Instructor: Roger Klomegah, Ph.D.
Course Number & Name: SOCI 618(D1) – Social Inequalities
Semester Credit Hours: 3:0
Day & Time Class Meets: ONLINE Aug.22-Dec.6
Total Hours of Class: 38 approximately

Office Location: TSS # 108-B
Office Phone: 910-672-2139
Office Hours: MWF 9am-12noon; 4-5pm or by appointment.
Primary means of communication are email and Blackboard resources – Announcements and Messages

E-mail: rklomegah@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

This course will explore the various explanations of the origin, nature, and persistence of racial, ethnic, social class, and gender inequalities. Various theoretical perspectives (e.g. functionalist, conflict, Marxist, socio-biological) will be discussed. The concepts of class, power, social status, and social honor and their interconnectedness will be examined. Social mobility will also be studied. Discussions will focus on capitalist societies and with the more recent changes in these societies.

III. DISABLED STUDENT SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS

V. STUDENT LEARNING OUTCOMES (SLOs)

Upon completion of this course, students should have the following competencies:
1. Be able to explain the leading theoretical orientations on stratification;
2. Should be familiar with the historical roots of social inequalities;
3. Should know the concepts of class, power, social status, and social honor and their interconnectedness.
4. Be able to explain social class and stratification in terms of identification, mobility and status attainment;
5. Be able to describe the characteristics of various classes in the U.S.
6. Be able to employ theories of stratification in describing, explaining, and predicting current affairs.

Assessment: During the duration of the course, students will write essay exams, which will be used to evaluate their acquisition of the above learning outcomes. It is expected that 100% of students who take this course will have satisfactorily achieved these outcomes by making at least a 83% on their tests.

VI. COURSE STRUCTURE (ARRANGEMENTS)

Teaching techniques are in the form of
   a) Power point presentations, questions and answers, discussions, and essays.
   b) Student discussions, essays, and reports will focus on concepts relating to the forms, causes, processes, and consequences of social inequalities.
   c) There will be virtual class meetings (via Adobe Connect) occasionally to discuss issues relating to the course.

NOTE:
1) Attendance will be based on student participation in virtual classroom, class exercises, assignments, projects, and “Discussion Board.”
2) The course involves reading, discussions, presentations, and writing assignments.
3) There will be two (2) exams. Dates and times of testing are specified in the course outline and will also be announced via email and “Announcements” on Blackboard.
4) Exams will be made available from 5AM to 11PM (Eastern Standard Time) on scheduled dates. The format of the exams is essay. All exams will be timed and each student must take them within the specified time. Blackboard records time spent in taking a test and if your time is up, Blackboard will automatically submit your work.
5) Discussion Forums: Discussions MUST be elaborate. Writing only a couple of statements will not earn you a good score. Each student is supposed to respond to, at least, three posts delivered by classmates. You can find rubrics and a protocol for discussion forums in Course Documents.
6) Evaluation checklist (rubrics) for activities is posted in Course Documents.
7) I am available during my office hours to answer any questions (via email, telephone, in person, or on Blackboard) that you may have. On Blackboard, you can reach me via Collaboration tab.
VII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Course Grade
The course grade will be based on two (2) exams, five (5) assignments, ten (10) discussion forums, and one (1) term paper.

Tests will cover materials from the textbook. The format of the tests will be essay.

NOTE: The following are the minimum requirements for SOCI 618:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1 (Midterm)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2 (Final)</td>
<td>100</td>
</tr>
<tr>
<td>1 Term paper</td>
<td>100</td>
</tr>
<tr>
<td>10 Discussion forums</td>
<td>100</td>
</tr>
<tr>
<td>5 Assignments</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Possible Points 500

FINAL GRADE: Under GRADE CENTER in Blackboard, your Total (in percentage) will determine your final letter grade, which will be based on FSU grading scale.

FSU Grading Scale in percentages
A = 92-100  B = 83-91  C = 73-82  D = 64-72  F = 63 and below

NOTE: Grades are earned, they are not given!! It is the student’s responsibility to do the best work he/she is capable of doing. Special individual work for extra credit violates fairness to other students and will not be considered. Continued enrollment in this course is indicative of a student’s acceptance of class policies.

Test Schedule
Exam 1 (Midterm) = Oct.7-Oct.11
Exam 2 (Final) = Dec.9-Dec.17

Make Up/Deadline Policy
Missed make up exam will be allowed only if there is a legitimate reason for missing the exam (e.g. illness). Each excuse must be supported by appropriate documentation or proof. You must give me prior notification and receive my approval for your absence, or in case of an unforeseen situation, you must notify me within a week after the missed exam. Otherwise, you will receive a zero score on the missed exam.

VIII. COURSE OUTLINE AND READING ASSIGNMENT SCHEDULE

NOTE: This schedule and test dates are flexible and are subject to change.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Course</td>
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</tr>
</tbody>
</table>
Some Basic Terms and Concepts in the Study of Inequality (Will meet SLO #3)
Individuals and Social Forces (Marger, chapt.1 pp.12-25)   Handout
Definitions and Concepts   Kerbo, Chapt. 1, pp.9-17
Social Stratification and Inequality
Class Divisions and Social Mobility
Social Stratification in the Modern World System

Dimensions of Inequalities in the United States   Kerbo, Chapt. 2
Income and Wealth Inequality
Inequalities in basic Necessities
Health Inequalities
Unequal Political Outputs

Week 2
(Will meet SLO #2)
Social Stratification in Human Societies:   Kerbo, Chapt. 3
The History of Inequality
Varieties of Human Stratification Systems
The Emergence of Inequality and Social Stratification

(Will meet SLO #1)
Explanations of Social Stratification: Classical Theories   Kerbo, Chapt. 4
Competing Paradigms in the Study of Social Stratification
The Marxian Heritage
Max Weber: An Alternative to Conflict paradigm
The Functional Theory of Emile Durkheim (the Uncritical-order Paradigm)

Weeks 3, 4, & 5
(Will meet SLO #1)
Modern Theories of Social Stratification   Kerbo, Chapt. 5
Functional Theories
Conflict Theories
Bases of Stratification and Class Location

Extent and Forms of Social Inequality
Economic inequality   Hurst, Chapt. 2
Status Inequality   Hurst, Chapt. 3
Political Inequality   Hurst, Chapt. 4
Sex and Gender Inequality   Hurst, Chapt. 5
Racial and Ethnic Inequality   Hurst, Chapt. 7

Weeks 6, 7 & 8 (includes midterm tests and break)
(Will meet SLO #5)
American Class Structure   Kerbo, Chapt. 6-9
The Upper Class
The Corporate Class
The Middle and Working Class
Poverty and Political Economy of Welfare

Midterm Exam & Break – chapters to be covered in the exam will be announced.
Week 9
(Will meet SLO #6)
Consequences of Social Inequality
The Impact of Inequality on Personal life chances
The Social Consequences of Inequality

Week 10
(Will meet SLO #4)
Social Mobility and Status Attainment
Justice and Legitimacy

Weeks 11, 12, & 13
(Will meet SLO #6)
Addressing Inequality and Poverty
Comparative Approach to Problems of Inequality (Eitzen, 2007)
Evidence from other societies

Week 14 & 15
Presentation of term papers
Final Exam – chapters to be covered in the exam will be announced.

IX. UNIVERSITY POLICIES

Division of Student Affairs, Services for Students with Disabilities
http://www.uncfSU.edu/studentaffairs/CFPD/cfpdservices.htm Phone: 910-672-1222. The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for those students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

Attendance Policy
Fayetteville State University’s policy on class attendance will be enforced. Please refer to the Student Handbook, page 58-59.

Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.
Non-disclosure or misrepresentation on applications and other university records will make students liable for disciplinary action, including possible expulsion from the university.
(See University Catalog)
For this course, any student caught in any of such misconduct will face disciplinary action. Specifically, an offender will forfeit all the scores for the particular assignment she/he cheated on.

X. BIBLIOGRAPHY


## Writing Checklist

### Content

*The paper...*
- Addresses the topic or question
- Accurately presents assigned authors’ viewpoints
- Provides sufficient textual evidence to support the argument

### Structure

*The introduction...*
- Is present in the paper
- Includes a clearly stated thesis
- Indicates how the paper is organized

*The body...*
- Contains a complete discussion and support

*Each paragraph...*
- Includes a topic sentence
- Develops one main idea
- Has a transition sentence linking it to the next paragraph

*The conclusion...*
- Recaps the thesis statement and the essay’s main points
- Presents a closing statement of the writer’s position

25 items x 5 = 100 possible

### Organization and Development

*The entire composition*
- Is logically organized
- Has a solid argument with supporting evidence

*Main points*
- Are relevant to the thesis statement
- Are discussed without too much repetition

### Style

- Is concise and precise
- Is free of misspellings
- Is free of grammatical mistakes
- Lacks incomplete sentences
- Uses correct punctuation
- Includes subject/verb agreement
- Uses pronouns correctly
- Is free of jargon and cliches
- Cites references correctly

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1 Source: Retrieved and Revised from [http://depts.washington.edu/pswrite/grading.html](http://depts.washington.edu/pswrite/grading.html)
### **Presentation Rubric**

#### Evaluating Student Presentations

*Developed by Information Technology Evaluation Services, NC Department of Public Instruction - Revised*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</td>
<td>The introduction is clear and coherent and relates to the topic.</td>
<td>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Student uses superfluous graphics or no graphics</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student's graphics relate to text and presentation.</td>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Student's presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td></td>
</tr>
</tbody>
</table>

Total possible points = 20

Total Points:

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