



EMORY UNIVERSITY SOCIOLOGY 214  
CLASS, STATUS, AND POWER

**SYLLABUS**

Professor:	Dennis Condron	Teaching Assistant:	Beth Tarasawa
Office:	232 Tarbutton Hall	Office:	201 Tarbutton Hall
Office hours:	W 1:00 - 5:00 p.m. or by appt.	Office hours:	By appointment
Office phone:	404-727-6272	Email address:	btarasa@emory.edu
Email address:	dennis.condron@emory.edu		

Meetings: M/W/F 9:35 - 10:25 a.m.  
Location: 103 White Hall

**Course Description and Objective**

The title of this course is derived from the notion that society is stratified into groups according to class, status, and power. We will study sociological explanations of a variety of social phenomena related to the question of “who gets what and why?” In the first part of the course, we will consider general trends in inequality in the U.S., the causes and consequences of global stratification, and the question of *why* social inequality exists as both a process and a system. In the second part, we will focus on class and racial/ethnic inequality, including urban poverty as an expression of how these dimensions of stratification intersect. In the third part, we will explore gender inequality, the system of privilege and oppression in the U.S., education and stratification, environmental racism, and, to conclude, human agency and the potential for social change. The objective of this course is to promote a scholarly understanding of stratification that will help you think critically as you try to make sense of inequality in the world around you.

**Required Readings**

- Fischer, Claude S., Michael Hout, Martin Sanchez Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss. 1996. *Inequality By Design: Cracking the Bell Curve Myth*. Princeton, NJ: Princeton University Press. (ISBN: 0-691-02898-2)
- Johnson, Allan C. 2006. *Privilege, Power, and Difference (2/e)*. Boston: McGraw-Hill. (ISBN: 0072874899)
- Kozol, Jonathan. *Amazing Grace: The Lives of Children and the Conscience of a Nation*. Note: A 1996 printing from HarperPerennial and a 2000 printing from Perennial are identical. (ISBN: 0-06-097697-7)
- Shapiro, Thomas M. 2005. *Great Divides: Readings in Social Inequality in the United States (3/e)*. Boston: McGraw-Hill. (ISBN: 0-07-282584-7)

In addition to these four books, there will be a handful of readings available electronically on Blackboard.

## Summary of Course Requirements

Description	Date	Points
<b>Exams:</b>		
Midterm #1	Feb. 15	60
Midterm #2	Mar. 29	60
Final Exam	May 5, 4:30 - 7:00 p.m.	100
<b>Current Event Analyses:</b>		
#1: Global inequality	Feb. 1	20
#2: Class in the U.S.	Mar. 3	20
#3: Race/ethnicity	Mar. 24	20
#4: Gender	Apr. 10	20
#5: Education	Apr. 24	20
<b>TOTAL:</b>		<b>320</b>

### Exams

There will be two midterm exams (worth 60 points each) and a cumulative final exam (worth 100 points). Exams will include a combination of multiple choice and essay questions, with the essay component being more heavily weighted. I will provide more details on the exams, as well study guides to help you prepare, as the semester unfolds. The summary of course requirements and the course schedule both highlight the dates of the exams.

### Current Event Analyses

There will be five writing assignments (2-3 double-spaced pages) that require you to relate current events to course material. These assignments involve summarizing a news story, linking relevant theories/concepts and readings from the course, and expressing your opinion on the matter (I will provide details in a separate handout). On the days when these are due, we will dedicate time to discussing them in class. You will be required to very briefly present *one* of your five papers to the class (there will be a sign-up early in the semester). Each paper is worth 20 points, and failing to discuss one of them in class will result in a deduction of 5 points from your semester total.

### Grading

After dividing the total number of points earned by the total number of points possible, letter grades will be assigned based on the standard percentage system as follows:

Percentage	Letter Grade	Percentage	Letter Grade
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F
77-79	C+		

## **Policies – Read Carefully**

*Exams:* If there is a legitimate and unavoidable scheduling conflict that you are aware of in advance, or if an unexpected emergency prevents you from making it to class the day of an exam, you are responsible for demonstrating these circumstances in writing and discussing arrangements with me as soon as possible. These are the only conditions under which I give make-up exams. If you are late to class for some other reason, such as oversleeping, you will have to complete the exam during whatever class time remains.

*Current Event Analyses:* Unless there is a legitimate excuse documented in writing, late papers (turned in at any point after the end of class on the due date) will be docked 2 points per day.

## **Expectations and other notes**

- You are expected to attend class regularly, arrive on time, and turn cell phones off before class begins.
- You are expected to be respectful and tolerant of others' comments and opinions in class.
- You are expected to stay current with the course by following the course schedule and being aware of important dates.
- If you cannot attend a class meeting, you are responsible for checking in to see what you missed (handouts, etc.) and for getting notes, if desired, from a classmate. I will not, under any circumstances, directly provide lecture notes to students.
- There is no "extra credit" or grading "curve" in this course.
- *There is no such thing as a stupid question.* I strongly encourage you to speak up and ask for clarification whenever necessary, both in class and during office hours if necessary.

*Academic misconduct* will not be tolerated. If you are unsure of what constitutes academic misconduct, review the Emory College Honor Code at the following URL:

<http://www.college.emory.edu/students/honor.html>

*Students with disabilities* must contact the Office of Disability Services (404-727-6016) to obtain proper documentation if special accommodations are needed. In addition, please be sure to inform your instructor of these accommodations in a timely manner (i.e., at the beginning of the semester, not the day of the exam).

I will make use of *Blackboard* by posting supplemental readings, in-class handouts such as study guides, useful links, etc. I also encourage you to visit the Blackboard site for this course regularly to check for any updates or changes to the course schedule that may need to be made.

## Course Schedule

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Reading due</u>
1	W	1/18	Introduction	
	F	1/20	Sociology review	Mills, "The Promise" (Blackboard)
2	M	1/23	Introductory concepts in social stratification	Shapiro, Introduction, #4, and #5
	W	1/25	Trends in income/wealth inequality in the U.S.	Shapiro, #2 and #3
	F	1/27	Global stratification	Bradshaw and Wallace, Ch. 2 (Blackboard)
3	M	1/30	Global stratification ( <b>video</b> )	Bradshaw and Wallace, Ch. 3 (Blackboard)
	W	2/1	Global stratification	Shapiro, #14 <b>Current Event Analysis #1 due</b>
	F	2/3	Stratification in the U.S.: A process and a system	Fischer et al., Appendix 1, Preface, and Ch 1
4	M	2/6	Intelligence in sociological perspective	Fischer et al., Ch.'s 2 and 3
	W	2/8	The process of stratification	Fischer et al., Ch. 4
	F	2/10	The system of stratification: Functional for whom?	Shapiro, #11 and #12
5	M	2/13	The system of stratification; Wrap up/conclusions	Fischer et al., Ch.'s 5 and 6
	W	2/15	<b>Midterm #1</b>	
	F	2/17	Classical statements on class	Shapiro, #6 and #7
6	M	2/20	Class structure in the Marxist tradition	Shapiro, #13
	W	2/22	Class structure in the functional tradition	Eitzen and Baca Zinn – "Social Classes" (Blackboard); "Occupational Prestige Scores" (Blackboard)
	F	2/24	Wealth and power	Shapiro, #17, #18, and #19
7	M	2/27	Poverty	Shapiro, #20 and #21

	W	3/1	Class in the U.S. ( <b>video</b> )	Anderson, "The Language of Class in Twentieth-Century America" (Blackboard)
	<b>F</b>	<b>3/3</b>	Discussion: Class in the U.S.	<b>Current Event Analysis #2 due</b>
8	M	3/6	Constructing race/ethnicity	Shapiro, #23 and #24
	W	3/8	Immigration and assimilation	Shapiro, #16, #30, and #31
	F	3/10	Race/ethnicity and immigration in U.S. history ( <b>video</b> )	Shapiro, #26
9	M	3/13	NO CLASS	
	W	3/15	NO CLASS	
	F	3/17	NO CLASS	
10	M	3/20	Understanding racial/ethnic stratification	Shapiro, #9 and #28
	W	3/22	Understanding racial/ethnic stratification ( <b>video</b> )	Shapiro, #29
	<b>F</b>	<b>3/24</b>	Understanding racial/ethnic stratification ( <b>video</b> )	Shapiro, #22 <b>Current Event Analysis #3 due</b>
11	M	3/27	Discussion of <i>Amazing Grace</i> ; Wrap up/conclusions	*Kozol, all*
	<b>W</b>	<b>3/29</b>	<b>Midterm #2</b>	
	F	3/31	Constructing gender	Shapiro, #33 and #37
12	M	4/3	Understanding gender stratification	Shapiro, #8 and #40
	W	4/5	Understanding gender stratification	Shapiro, #39; Williams, "The Glass Escalator" (Blackboard)
	F	4/7	Understanding gender stratification ( <b>video</b> )	Shapiro, #36
13	<b>M</b>	<b>4/10</b>	Discussion: Gender stratification	<b>Current Event Analysis #4 due</b>
	W	4/12	Privilege, oppression, and the matrix of domination	Johnson, Introduction and Ch.'s 1-3; Shapiro, #34
	F	4/14	Intersecting dimensions of stratification	Shapiro, #25, #35, and #38

14	M	4/17	Privilege in individual and structural context	Johnson, Chapters 4-6
	W	4/19	Stratification and education	Exchange on Tracking (Blackboard)
	F	4/21	Stratification and education	Shapiro, #41, #42, and #43
15	<b>M</b>	<b>4/24</b>	Stratification and education	Fischer et al., Ch.'s 7 and 8 <b>Current Event Analysis #5 due</b>
	W	4/26	Stratification and the environment	Shapiro, #44, #45, and #46
	F	4/28	Discussion: <i>Privilege, Power, and Difference</i>	*Johnson, all*
16	M	5/1	Stratification and social change; Wrap up/conclusions	Zinn, "Going South: Spelman College" (Blackboard); Fischer et al., Ch. 9

**\*\*\* Final Exam: Friday, May 5, 4:30 – 7:00 p.m. \*\*\***