



Molloy College
Department of Sociology

Course Information

Course # and Name: SOC2320 – Sociology of Inequality

Online/Hybrid: Hybrid (In-person & Online)

Time & Place: Tues 1:50 PM-3:15 PM Wilbur Arts Center 105 (Weekly & in person) and Online Components on Canvas Course Page

Faculty: Prof. Michael L. Rosino, PhD

Email: mrosino@molloy.edu

Office Hours: Wed 12-2 on Zoom

Catalog Description

The course examines various theoretical approaches to social stratification. It analyzes the basic dimensions of structured inequality with an emphasis on historical and contemporary patterns of inequality in the United States. Specific topics may include: wealth and income inequality, poverty, the intersections of class, race/ethnicity and gender.

Course Description

The pervasive and harmful features of U.S. society that maintain *social inequality and oppression* are a primary concern of sociologists. In this course, we will examine *mechanisms, processes, and consequences* that relate to these enduring social problems within *social interactions, power relations, and institutions*. We will also discuss the research methods and concepts that sociologist use to understand these issues. The course focuses largely on racial, social class, and gendered inequalities and their intersections as well as general social processes relating to social inequality that take place at various levels of society. However, you will have an opportunity to complete original research on a related topic of your choosing. Most importantly, through conducting your own research project, you will not only be learning how sociologists think but rather ***how to think like a sociologist***.

Course Format & COVID19 Information

Due to the evolving nature of the pandemic, it may be necessary to transition to an online format. ***If the College determines that this course must transition to an online format for days or weeks, the instructor will advise you of the format.*** We may transition to a synchronous online meeting (with designated meeting times) or asynchronous online meetings (without a designated meeting time). Attendance will be taken, regardless of format.

Molloy Disinfecting Protocol

All members of the Molloy Community are expected to contribute to a healthy environment. Therefore, disinfectants, or chemicals that kill germs on surfaces, will be available in all instructional spaces. Upon arrival in an instructional space, please take a disinfectant wipe, wipe down the desktop and any hard surfaces in your area (keyboard, mouse, etc.). At the conclusion of your time in that space please repeat the process, wiping down surfaces with a fresh wipe. Wipes should be properly disposed in the room receptacle.

Vaccinations and Face Covering

All students are required to be vaccinated or have an approved exemption or accommodation. All students are required to wear face coverings in instructional spaces during class. The face covering must cover both the nose and mouth and must be worn at all Molloy locations while indoors unless eating or drinking.

Accommodations

Students seeking COVID 19 related accommodations should contact the Center for Access and Disability at access@molloy.edu.

Teaching and Learning During a Pandemic

I am excited to return to the classroom! In order to make this return safe, I will be taking all possible precautions to prevent the spread of COVID-19. I am fully vaccinated, and I will be wearing a mask and practicing social distancing. Many of your classmates have children who are unable to receive the COVID-19 vaccine because they are too young. Many of us have family members and friends with an elevated risk of complications from respiratory illness. As mandated by the college and out of respect for your community, please practice these same precautions.

Additionally, I recognize that life sucks right now. We're all just doing our best! Many of us know people who have lost their jobs, have tested positive for COVID-19, have been hospitalized, or have even died. Many of us have had drastic changes in work responsibilities and increased family care responsibilities—you might be caring for extra people (young and/or old!) right now, and you may be facing uncertain job prospects or struggling with unemployment or underemployment.

I'm fully committed to making sure that you learn everything you were hoping to learn from this class! I will make whatever accommodations I can to help you succeed on your assignments and learn and understand the class material. Under ordinary conditions, I am flexible when students face difficult challenges. Under pandemic conditions, that flexibility and leniency is intensified.

If you tell me you're having trouble, I will not judge you or think less of you. I hope you'll extend me the same grace. If you need extra help, or if you need more time with something, or if you feel like you're behind or not understanding everything, do not suffer in silence! Talk to me! I will work with you. I promise.

(Thank you to Dr. Andrew Heiss for some of the language in this section)

Online Course Components:

You will be completing several types of components to encourage critical thinking, communication and writing skills, the ability to apply new concepts to trends and events, research literacy, social empathy, and sociological imagination. Weekly modules will each list distinct assignments and tasks that will need to be completed at regular intervals. The modules are organized around specific topics and goals for that week.

Communication Procedures

Students should contact me through my Molloy email (mrosino@molloy.edu). I will respond to emails as promptly as possible from 9 am to 5 pm Monday through Friday. I will also offer opportunities to check in remotely via Zoom and post announcements and updates via Canvas.

Students should use their official Molloy email and check Canvas on a daily basis during weekdays for updates and announcements. Students can use the Settings tab in Canvas in their Account to add other emails, a cell phone number, or twitter account to receive notifications.

Netiquette (for online components)

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

Technical Requirements for Use of Canvas

Canvas will work properly on most modern (5 years old or newer) computers and the mobile application will run on iOS and Android devices. In order to ensure the best experience using Canvas, please use the latest version of any popular web browser in conjunction with the latest versions of Flash and Java. Please note that "Internet Explorer" may conflict with some content in Canvas. Firefox, Chrome or Safari are more reliable options.

A webcam, microphone, and stable Internet are needed to participate in Zoom meetings and for online proctoring. Please make sure that you have access to a computer that is compatible with Canvas. It is your responsibility to ensure access to adequate equipment.

Course Goals

By the time you finish this course, you will be able to:

1. Demonstrate comprehension of the major schools of thought within sociology including their *theories* and *research methods* through writing and discussions.
2. Apply a knowledge and understandings of sociology to connect broad social issues and day-to-day life and articulate their connections and implications.
3. Define and apply related *concepts* (stratification, socialization, socialization, interaction, race, gender, class, etc.) and understand them from a *sociological perspective* in writing and discussions.
4. Demonstrate empirical reasoning skills and research literacy by locating and understanding sociology research findings, discerning the process through which they are produced.

Course Grade Components:

1. **Weekly Discussions (30%) and Assignments (30%)** – Each **weekly** module contains assignments and discussions via the discussion board on the Canvas course page. Assignments and original posts in discussion boards will be due **each Friday**. Active engagement through responding to classmates' posts in the discussion board by the **following Monday** are required for full credit. These discussions and assignments will provide opportunities to define and learn concepts and material through application and hone written communication and analysis skills. Extra credit will be offered that counts toward both components throughout the semester.
2. **Paper Proposal (5%)** – A one-page proposal of your paper topic, approach, and at least 3 relevant sociological research articles (properly cited) will be due during **Module 6**.
3. **Rough Draft (10%)** – A 1–2-page rough draft of your paper for the course will be due during **Module 10**.
4. **Final Paper (25%)** – A 5-page paper analyzing a relevant topic through sociological concepts introduced in this class and outside scholarly research will be due during **The Final Week of Class**.

Textbook

There is no textbook for this course. All readings are available as PDF documents on the course Canvas website. The schedule and list of readings and assignments may be updated throughout the semester to respond to current events and student interests.

Course Schedule

Weekly Module	Materials	Assessments/Due Dates
Module 1: Introduction to the Class and Each Other	Course Syllabus (on Canvas)	Syllabus Quiz (Jan 28) Discussion Board (First Post due Jan 28 & Responses due Jan 31)
Module 2: Introduction to Social Inequality	Mills (1959), Schwalbe (2005) (on Canvas)	Assignment (Due Jan 28) Discussion Board (First Post due Jan 28 & Responses due Jan 31)
Module 3: Racial Oppression I	Omi & Winant (1994), Feagin (2000) (on Canvas)	Assignment (Due Feb 4) Discussion Board (First Post due Feb 4 & Responses due Feb 7)
Module 4: Racial Oppression II	Quilian, et al (2017), Bonilla-Silva (2010), Ray (2019) (on Canvas)	Assignment (Due Feb 11) Discussion Board (First Post due Feb 11 & Responses due Feb 14)
Module 5: Capitalism and Class Inequality	Saez and Zucman (2014), Bockman (2013) (on Canvas)	Assignment (Due Feb 18) Discussion Board (First Post due Feb 18 & Responses due Feb 21)
Module 6: Capitalism and Class Inequality II	Kirshner (2019), Neate (2020) (on Canvas)	Paper Proposal (Due Feb 25) Discussion Board (First Post due Feb 25 & Responses due Feb 28)
Module 7: Racial Capitalism	Kelley (2017), Pirtle (2020) (on Canvas)	Assignment (Due Mar 4) Discussion Board (First Post due Mar 4 & Responses due Mar 7)
Module 8: Sex, Sexuality, and Gender Oppression	Risman (1998), “The Mask You Live In” (on Canvas)	Assignment (Due Mar 11) Discussion Board (First Post due Mar 11 & Responses due Mar 14)
Module 9: SPRING BREAK	NONE	Rest and Reflect (Mar 14-20)
Module 10: Sex, Sexuality, and Gender Oppression II	Pascoe (2005), Robinson (2020) (on Canvas)	Assignment (Due Mar 25) Discussion Board (First Post due Mar 25 & Responses due Mar 28)
Module 11: Intersectional Inequalities	Collins (1989), Anderson & Collins (2009) (on Canvas)	Rough Draft (Due Apr 4) Assignment (Due Apr 1) Discussion Board (First Post due Apr 1 & Responses due Apr 4)
Module 12: Political Inequality and Democracy	Haney Lopez (2013), Gilens and Page (2014) (on Canvas)	Assignment (Due Apr 8) Discussion Board (First Post due Apr 8 & Responses due Apr 11)
Module 13: Environmental Inequality	Pulido (2016), Brehm and Pellow (2013) (on Canvas)	Assignment (Due Apr 15) Discussion Board (First Post due Apr 15 & Responses due Apr 18)
Module 14: Reflections on the Struggle for Equality	TBD	No Class Apr 19 – Founders Day Discussion Board (First Post due Apr 22 & Responses due Apr 25)
Module 15: FINALS WEEK	NONE	FINAL PAPER DUE

Resources & Support

Disability Support Services – “If you are a prospective or current student and would like to discuss your eligibility, please contact us. To schedule an appointment, please send an email to dss@molloy.edu.”

<https://www.molloy.edu/academics/academic-services/disability-support-services>

Ally and Course File Formats- “You can now download your course files in different formats that fit your device, need, and learning preference. Click the download icon next to your course files and select “Alternative Formats” from the dropdown menu. Then select your preferred format. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:

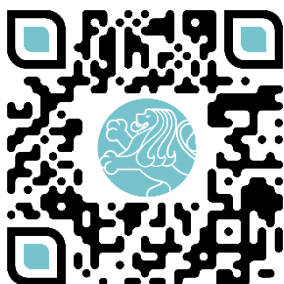
- An OCRed PDF improves the quality of scanned PDFs
- A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
- An HTML version that will be a simple and responsive to mobile devices with zoom-in capabilities
- An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting
- An Electronic Braille version for your Refreshable Braille Display
- An Audio MP3 for listening to your content on the go

For a complete description of the Available Formats, view or visit Ally [Alternative Formats](#) resource.”

Molloy College Writing Center - “the Writing Center is staffed by experienced professional consultants. As an undergraduate, graduate, or doctoral student of Molloy College, you can be helped at the Writing Center, whether you are writing a summary/critique, a PowerPoint presentation, an application essay, or a research paper requiring precise use of MLA or APA documentation format. You can also obtain helpful handouts prepared by our consultants.”

<https://www.molloy.edu/about-molloy-college/offices-and-services/writing-center>

Student Personal Counseling Center – “The Student Personal Counseling Center (SPCC) is a confidential and free service available to all currently enrolled Molloy College students. Through individual counseling (in-person and telehealth), wellness workshops, crisis intervention, support groups, and on-campus trainings, the SPCC aims to enhance wellness, and offer students a more meaningful, and successful college experience. If you are interested in scheduling a counseling appointment, please call 516-323-3484, stop by Public Square 030, or complete an online appointment request at <https://molloy.titaniumhwc.com/AppointmentRequestForm>. The SPCC is open Monday and Wednesday from 8:30am-7pm; Tuesday and Thursday from 8:30am-6pm; Friday from 8am-5pm. Follow us on Instagram @spcc_molloy.” You can also use this QR code:



<https://www.molloy.edu/molloy-life/campus-life-and-activities/student-personal-counseling-center>

JET Library Virtual Office Hours – “Online office hours are specific hours where a librarian will be sitting in a Zoom meeting, waiting for people to join and ask questions.”

<https://molloy.libguides.com/usingthelibrary/oooh>

Recording - “As a student enrolled in courses offered by Molloy College, Rockville Centre, New York, I understand that classes may sometimes be audio or digitally captured for instructional purposes. THESE RECORDINGS ARE INTENDED ONLY FOR EDUCATIONAL PURPOSES AND WILL BE USED ONLY BY THE FACULTY AND STUDENTS ENROLLED IN THE COURSE. PLEASE NOTIFY YOUR INSTRUCTOR BY EMAIL IF YOU DO NOT CONSENT TO PARTICIPATION IN A DIGITAL RECORDING OF YOUR COURSE. If no student elects to withhold his/her consent prior to 1/25, digital recording of the class will begin. Any student who has not contacted the professor prior to that date will be deemed to have consented to the recording. You may notify your professor by email at any time if you choose to revoke your consent.”

Academic Integrity

According to the Molloy College Office of Academic Affairs, “Engaging in any form of academic dishonesty includes:

- A) Cheating - utilizing a source other than self either during an exam or in completion of an assignment
- B) Fabrication - intentional and unauthorized falsification or invention of any information
- C) Facilitating Academic Dishonesty:

- Allowing another student to copy during an exam or take-home assignment
- Allowing your work to be represented as another student's work
- Supplying information regarding examinations to others
- Not fully participating as a cooperative member in group work

D) Plagiarism - failure to cite another's direct words, poor paraphrasing, or rephrasing another's work as to represent them as one's own”

Academic misconduct (such as cheating or plagiarism) in this course may result in failure of the course or expulsion.

<https://www.molloy.edu/about-molloy-college/offices-and-services/office-of-academic-affairs/academic-integrity/for-students>