Social Psychology of Inequality
Sociology 341: Spring 2018
Monday, Wednesday and Friday 11:30 am to 12:20pm
Bessey 108

Instructor: Dr. Christina Falci
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Office: 714 Oldfather Hall
Office Hours: Monday and Tuesday 12:30 to 1:30pm

Course Description: This course will provide a selective overview of the field of sociological social psychology with a special emphasis on social inequality. We will review key social psychological concepts (e.g., the self, cognition, perception) and apply contemporary theories (e.g., expectation states, implicit bias, social identity) to understand how and why inequality persists in the US. We pay close attention to how inequality is created, reproduced, and resisted during face-to-face social interactions. We will examine the common and unique mechanism of inequality across different social groups including race, class and gender.

Course Format: Weekly class meetings will consist of lectures, exercises and discussions. Lectures will review some of the key points from the assigned readings and incorporate material not included in the readings. I welcome questions and comments at any point during lecture. Your questions give me the opportunity to clarify ambiguities in the course material. Your comments will add to the intellectual breadth and depth of this course. Exercises and discussions will be completed either during class time in impromptu groups or on your own outside of class to provide students the opportunity to engage in active learning of the course material.

Course Goals
- understand and utilize social psychological concepts and theories to explain the creation, maintenance and resistance to social inequality
- develop a sociological social psychology perspective to identify social inequality within the self, during face-to-face social interactions, and within institutional contexts
- reveal the reciprocal relationship between the "self" and "society" encouraging students to think systematically introspectively about how:
  - your personal life experiences are shaped by society
  - you may unconsciously participate in or actively resist social inequality within society

Ace #9 Certified Class: The goal of Ace #9 for this class is to obtain knowledge of human diversity through analysis of an issue. This learning outcome will be achieved in the following manner: a) from a sociological perspective we will examine a variety of social and cultural forces impacting diverse groups of people in society, b) a primary focus will be on understanding those factors that have led to social and economic inequality, and c) having examined the nature and causes of inequality, we will analyze how the problems we have examined may best be solved.

Required Readings

Textbook - available at the bookstore

**Book chapters from edited volumes** – available on Canvas

  - chapter 5 (p. 87-106) “It’s your Choice: How Middle-Class Model of Independence Disadvantages Working-Class Americans” by Nicole M. Stephens, Stephanie A. Fryberg and Hazel Rose Markus
  - chapter 7 (p.131-151) “Class Rules, Status Dynamics, and Gateway Interactions” by Cecilia L. Ridgeway and Susan R. Fiske

  - chapter 1 (p. 5-8) “Sociological Mindfulness” by Michael Schwalbe
  - chapter 3 (p. 18-23) “Islands of Meaning” by Zerubavel, Eviatar
  - chapter 6 (p. 37-48) “Young Children’s Racial and Ethnic Definitions of Self” by Debra Van Ausdale and Joe R. Feagin
  - chapter 16 (p.154-163) “Face-Work and Interaction Rituals” by Erving Goffman
  - chapter 29 (p.317-325) “Borderwork Among Girls and Boys” by Barrie Thorne

  - chapter 6 (p. 125-154) “Constructing Difference” by Amy Wilkins, Stephanie Mollborn and Boróka Bó

**Journal Articles and Reports** - available on Canvas


**Course Requirements:** I expect students to keep up with assigned readings, show up for class on time, attend class on a regular basis, participate in class discussions, take good class notes and fully participate in impromptu group work completed during class.

1) **Exercises and Discussions** (20%): Throughout the semester students will complete exercises on a particular course topic or discussions on a specified assigned readings. These assignments are worth 10 points each and will be completed during class within impromptu small groups, on your own outside of class, or a combination of both such as starting the assignment in groups during class but finishing the assignment outside of class on your own. If a student misses class on the day an exercise or discussion is completed, then it is the student’s responsibility to make up this work on their own.

2) **Quizzes** (20%): There are a total of four quizzes in this class used to review main ideas, concepts and theories learned within certain sections of the course. These quizzes will be open note and open book. The quizzes will be timed and taken on Canvas. Each quiz will have roughly ten questions and students will have 25 minutes to complete each quiz. These quizzes may consist of multiple choice, matching, true/false, and short answer questions.

3) **Exams** (30%): Students will take a midterm and a final exam. The midterm is worth 100 points and the final exam is worth 150 points. Students will have 90 minutes to complete the midterm exam and 120 minutes to complete the final exam. The final exam will be cumulative. These exams will be taken at the Digital Learning Center (DLC) located in the Adele Coryell Hall Learning Commons. It is your responsibility to schedule a time to take the exam by visiting: http://dlc-reserve.unl.edu. Early sign-up is recommended as time slots fill up quickly. For information about the Exam Commons operating hours and student guidelines please visit http://dlc.unl.edu. Be sure to bring your N-Card to the exam and DLC staff reserve the right to ask for a second ID for identity verification.

4) **Final Paper** (30%): The final paper will have students apply a social psychological perspective to any form of inequality. Student paper topics need to be approved by the instructor. Students will write paper topic proposal assignment worth 10 points to gain approval. The final paper will be worth 100 points. A separate handout with detailed requirements will be posted on Canvas.
Course Policies

Late Work and Make-Ups: Assignments turned in late will lose points (5 points per weekday) unless there is documentation of illness or emergency. If you have a conflict with taking any of the exams, you must inform the instructor at least two weeks ahead of time to see if other arrangements are possible. Missed exams may only be made-up with documented evidence of illness or emergency.

Taking the Class Pass/Fail: Students may take this class pass/fail, but students must complete all course requirements in order to receive a passing grade. Furthermore, those taking the course Pass-No Pass will need a C or better to obtain a Pass (a C minus is a “No Pass”).

Honor System: Students are required to abide by UNL’s student code of conduct - see information here https://studentconduct.unl.edu/academic-integrity. I will take all necessary steps to enforce the Honor System for the sake of fairness to all students. I will report code violations to UNL’s Judicial Affairs. Moreover, all paper assignments will be checked for plagiarism using the “Turnitin” feature in Canvas. Plagiarism is taking someone else’s ideas/work/words and using them as your own. To better understand how to avoid plagiarism by paraphrasing and using proper citation please take advantage of this UNL resource: https://www.unl.edu/gradstudies/current/integrity#plagiarism.

Disabilities: Students with disabilities are encouraged to contact me (the instructor) for a confidential discussion of their individual needs for academic accommodation as determined by Services for Students with Disabilities (SSD). This includes students with mental health disabilities like depression and anxiety. It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with SSD, which is located in 232 Canfield Administration (472-3787).

Classroom Visitors and Recordings: According to the University’s Trespass Policy (Regents’ Policy 6.4.7) only the instructor and the students registered for the course are “authorized” to be in the classroom during the scheduled class period. Only the instructor has the discretion to allow visitors into the classroom. Moreover, so as to create a classroom environment in which everyone may feel comfortable participating in discussions, it is expected that no audio or video recordings of class will be made without the prior knowledge and consent of the instructor. Students with disabilities for which reasonable accommodation would include making such recordings should work with the Services for Students with Disabilities office and the instructor to make arrangements.

Discussing Sensitive and Controversial Topics: Some of the topics we will discuss over the duration of the semester are likely to be sensitive and/or controversial for students. In this class, you are always encouraged to express your opinions and beliefs – even those you think may be unpopular. For all class discussions, I encourage students to have an open mind, give each student a chance to talk and explain their self, don’t go into discussions with an “us” versus “them” attitude, and do not make assumptions about your classmates or the professor. As a class, we will engage in a dialogue not a debate. Rather than making assumptions about those who disagree with you, it is important to have a conversation to understand where the other individual is coming from and not attack people who do not agree with your viewpoint. We can agree to disagree on things but we need to be able to talk about it. The professor will facilitate a safe place for these discussions. Keep in mind that the students enrolled in this course will have different backgrounds with regard to social class, race and ethnicity, sexual orientation, nationality,
religion, etc. Hence, a variety of opinions, beliefs, and statements may surface during class discussions that reflect your classmates’ diversity of those social experiences. At all times, students are required to be respectful toward one another. In the event that a statement is made by another student or the professor that you find insensitive or offensive, students are discouraged from labeling anyone as “a racist,” “a sexist,” or “a bigot,” etc. Instead you will be encouraged to respond to these statements in a productive way. For example, by saying “I disagree with the statement you just made because ...” or “I experience that statement/view as [classist, racist, sexist, homophobic, etc.] because ...” and explain.

Laptop, Tablets and Cellphones: Recent research indicates that laptop use for note-taking during class undermines several indicators of student learning including lecture attention, comprehension & retention of the course material, and lower exam grades & overall course performance (Aguilar-Roca, Williams, and O'Dowd 2012; Fried 2008; Gaudrea, Miranda, and Gareau 2014; Junco 2012; Risko et al. 2013; Wurst, Smarkola, and Gaffney 2008). Laptop use also facilitates student “multitasking” (e.g., Facebook, emailing) in the classroom that poses a serious distraction for both users and other students in the classroom (Fried 2008; Sana, Weston, and Cepeda 2013).


In light of this research, students wishing to take notes electronically on a laptop or tablet for any reason must get permission from the instructor and follow the following guidelines: 1) use the electronic device for note-taking only, 2) the electronic device may only have note taking software (e.g., Word, Notepad) open, 3) disable Wi-Fi access, and 4) to minimize non-laptop user distractions sit in the back 2 rows of the classroom and the mute speakers. The instructor reserves the right to monitoring student’s use of laptops and tablets for note taking during class. There is, however, a place for electronics in education. In this class, for example, students are allowed to use electronics devices during class time to access assigned readings, the syllabus or assignments. I highly recommend you download these documents prior to class in case Wi-Fi access to Canvas is slow or unavailable during class time.
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<tr>
<th>Week: Dates</th>
<th>Class Schedule</th>
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| 1: Aug. 20, 22 & 24 | **Introduction**  
*Discuss:* Sociological Mindfulness | Textbook Chapter 1  
Cahill Reader #1 |
| 2: Aug. 27, 29 & 31 | **Theory and Methods**  
*Discuss:* Standpoint Theory  
**Quiz #1:** open 9/1 to 9/4 | Textbook Chapter 2  
Bowell (2011) |
| 3: Sept. 45 & 7  
(labor day Sept. 3rd) | **The Self**  
*Discuss:* Children’s Racial & Ethnic Self | Textbook Chapter 3  
Cahill Reader #6 |
| 4: Sept. 10, 12 & 14 | **Self-Concepts**  
*Discuss:* Passing as Black  
**Quiz #2:** open 9/15 to 9/18 | Textbook Chapter 4  
Khanna and Johnson (2010) |
| 5: Sept. 17, 19 & 21 | **Cognition**  
*Discuss:* Islands of Meaning  
*Discuss:* Scorn Up and Envy Down | Cahill Reader #3  
Textbook Chapter 5 (p.91-103)  
Fiske (2010) |
| 6: Sept. 24, 26 & 28 | **Perception**  
*Discuss:* Signs of Social Class  
**Quiz #3:** open 9/29 to 10/2 | Textbook Chapter 5 (p.103-128)  
Kraus et al. (2017) |
| 7: Oct. 1, 3 & 5 | **Social Interaction**  
*Discuss:* Face-Work and Interaction Rituals | Cahill Reader #16 |
| 8: Oct. 8 & 10  
(no class Oct. 12th) | **Social Difference**  
*Discuss:* Borderwork Among Girls and Boys  
**Midterm Exam:** open DLC between Oct 11-12 | Handbook (ch. 6) Wilkins et al.  
Cahill Reader #29 |
| 9: Oct. 17 & 19  
(Fall Break: Oct. 15) | **Stratification and Legitimacy**  
**Quiz #4:** open 10/27 to 10/30 | Textbook Chapter 9 (p. 231-235)  
Textbook Chapter 10 |
| 10: Oct. 22, 24 & 26 | **Status Processes**  
*Discuss:* Why Status Matters for Inequality | Textbook Chapter 8  
Ridgeway (2014) |
| 11: Oct. 29 & 31, Nov. 2 | **Social Class**  
*Discuss:* It’s Your Choice | Handbook (ch. 22) Milkie et al.  
FSC (ch. 5) Stephens et al. |
| 12: Nov. 5, 7 & 9 | **Social Class / Race**  
*Discuss:* Gateway Interactions | FSC (ch. 7) Ridgeway & Fiske  
Textbook Chapter 12  
Pearson (2009) |
| 13: Nov. 12, 14 & 16 | **Race**  
*Discuss:* Racial Double Standards  
*Discuss:* Black Lives Matter | Doerer et al. (2017)  
Ghandnoosh (2015) |
| 14: Nov. 19  
(break: Nov 21 & 23) | **Race / Gender**  
*Discuss:* Racializing the Glass Escalator | Wingfield (2009) |
| 15: Nov. 26, 28 & 29 | **Gender**  
*Discuss:* Cultural Foundations of Tokenism  
*Discuss:* The Mark of a Woman’s Record  
*Discuss:* Fatherhood Bonus/Motherhood Penalty  
*Discuss:* Why So Few  
*Discuss:* Women in the Building Trades | Turco (2010)  
Quadlin (2018)  
Budig (2014)  
Hill et al. (2010)  
Dennison (2014) |
| 16: Dec. 3, 5 & 7 | **Final Paper Due:** 12/3 | Final Exam - open at DLC between Dec. 10th to 12th |