

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 480 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 480 to the Cultural Literacy menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	SOCI 480 Inequality and Social Justice
Terms offered:	Fall
Catalog description:	Explores the relationship between social inequality and social justice focusing on several interrelated issues including income inequality, wealth inequality, race and ethnic inequality, gender inequality, and political inequality. Prerequisite: Junior standing.
Course prerequisites:	Junior Standing
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None

Other general education menus on which the course appears or you are applying for:	None
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Readings, assignments, and course exams are entirely geared towards outcomes B1, B2, and B3. For example, weekly paper assignments require students to demonstrate their understanding of and respect for diversity, and their understanding of power and oppression, along intersectional lines. Exam questions require students to demonstrate how social and historical contexts shape a community's worldview or cultural commitments, especially when analyzing works such as Du Bois's *Black Reconstruction* and Duncan's *Worlds Apart*, as well as book club reading selections like Desmond's *Evicted* or Ewing's *Ghosts in the Schoolyard*. In addition, active learning assignments such as "Black Wealth/White Wealth", "Signs of Class in Everyday Life", and "Student Loan Debt" require students to examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.

All required texts and all book club selections feature content that focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.

The course was designed for the cultural awareness menu. The entirety of the class provides students many opportunities to understand and affirm diverse peoples and interrogate their own internal processes about diversity and equity.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

This course includes much content that transcends typical disciplinary boundaries, from Du Bois's *Black Reconstruction* to Piven and Cloward's *Poor People's Movements*. Active learning assignments like "Costs in Preparation for Higher Education" and "Home Ownership" develop students' critical thinking and analytic skills, which are not specific to the sociology major.

The course carries a junior standing prerequisite because we believe that the material covered requires a greater degree of maturity from students. Indeed, because course content challenges often deeply-held assumptions about our nation's economic, political, racial, gender, and class hierarchies, discussions require a high degree of personal maturity and tact. In addition to this,

readings like *Worlds Apart*, *Black Reconstruction*, and *Poor People's Movements* contain vivid descriptions of poverty, inequality, and racism/white supremacy which need to be handled with care.

Book club selections in the class are similarly multidisciplinary, with texts that cover topics of interest to a diverse set of students and majors and minors, including education, political science, history, gender and multicultural studies, and more.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American](#)

- [Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
- Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.

- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1 Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Topic: Racism and white supremacy
Outcome B2 Understand the interconnectiveness of human experience with a posture of humility while celebrating difference.	Topic: Social Change; Social Policy
Outcome B3 Interrogate one's internal and external views and values for greater	Activity: "Costs in Preparation for Higher Education" and "Home Ownership"

self-awareness.	
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Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Short Essay Exam Question on Du Bois' <i>Black Reconstruction</i> Du Bois extends many arguments made by Karl Marx. a) What did Marx predict for the conflict between the proletariat and the bourgeoisie as capitalism continued to develop and dominate the economy and society? b) What does Du Bois say disrupts this process in the post-Civil War period in the United States? c) How does the process that Du Bois names in (b), above, work? Specify the role of white elites in both the South and the North in your answer. Be sure to define your terms as you answer this question.
Outcome B2	Short Essay Exam Questions on Duncan's <i>Worlds Apart</i>; Piven and Cloward's <i>Poor People's Movements</i> 1. In Chapter 4 of <i>Worlds Apart</i>, Duncan argues that poverty is reproduced through both structural and cultural means. Using concepts like "cultural toolkit", "social capital", and "civic capital" (from chapter 3), compare and contrast Gray Mountain with Blackwell or Dahlia. a. How do these communities differ with respect to social mobility? b. Why? c. Duncan writes, "The poverty of the haves-nots is inseparable from the privilege of the haves." How do we know this is the case in Blackwell or Dahlia? d. Explain the difference between "horizontal" versus "vertical" relationships in these communities and the implications of this difference for economic mobility and a well-functioning democracy. 2. <i>Poor People's Movements</i> is a book about power; how it is gained, how it is used, and how strength is turned to weakness and weakness to strength. In Chapter 1, the authors write, "The occasions when protest is possible among the poor, the forms that it must take, and the impact it can have are all delimited by the social structure in ways which usually diminish its force" (p. 3). They then

	suggest that two changes are required to give rise to protest. a. What are those two changes? Explain them. b. Why do the authors believe that the most oppressed are the most resigned to their fate? (In other words, what social forces convince the poor that their present oppression is the only thing possible?) c. What was the major cause of the unemployed workers' movement? 3. Chapter 4 in Poor People's Movements covers the Civil Rights Movement. a. What do Piven and Cloward argue caused the Civil Rights Movement to emerge when it did? b. If these authors do not think that organizations do a lot to further a movement's aims, how do they explain the importance of groups like the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), and the Southern Christian Leadership Conference (SCLC)? What kind of organizations are these and what did they do that is different from unions in the industrial workers movement? c. The movement made several demands (captured by the Black Panther Party's 10-point program). After successes in the lunch counter sit-in movement and Freedom Rides, how did the Kennedy administration redirect the movement, and with what consequences? d. What do Piven and Cloward think about the future of the Black Freedom/Racial Justice movement in the United States?
Outcome B3	SOCI 480: Active Learning Exercise: Buying a House For this exercise, I would like you to do a short exploration into the possibility of purchasing your first home. The purpose of the exercise is to give you a feel for some of the major financial components in a home purchase, thereby helping to enliven course discussions of broader social patterns. To give you a sense of the income of most Americans, look here: http://nces.ed.gov/fastfacts/display.asp?id=77 (Links to an external site.) Or, more accurately (since it has it by gender) here: http://nces.ed.gov/programs/digest/d11/tables/dt11_395.asp (Links to an external site.) To buy a house, you should presume that you need to have a 20% down payment for the house. You cannot buy a house until you

	have saved (or have been given) 20% of the purchase price. [In other words, you cannot borrow the down payment.] You will also need a bit more for the cost of the loan application, loan costs, inspection costs, and closing costs; you should plan on another \$5,000. I will assign each of you an income, a savings rate, and an interest rate for your loan. If your birthday is October through December your salary is \$130,000; if your birthday is July to September through it is \$70,000; if your birthday is April through June it is \$45,000, and if your birthday is January through March then it is \$25,000. If your income is over \$70,000 then your savings rate will be 10% of your salary for three years. Otherwise, the savings rate is whatever you think is realistic for you given your debts, cost of living, and income. If your birthday is in January through March, then your parents have opened up a "Roth IRA" for you which will give you \$10,000 more dollars for your down payment on your first home. The interest rate will be 5.00%. If you are fortunate enough to have a birthday in October through December, then you may presume that your parents will be able to loan you three-quarters of the down payment for a home. You will decide your marital status. (Your spouse, however, may not have an income that is higher than you do). You choose a price range, a house, and a neighborhood. You need to have enough money not only for the mortgage, but for additional bank fees for the loan application (\$400), a fee for giving you a loan, a fee to search city records to make sure that there are not any liens against the property (i.e., a title search), and other "closing costs." You can estimate this as about 6% of the cost of your loan. [By the way, there are differences in loans. If you take a 15 year loan then your mortgage will be higher but you will pay less in interest rates over the course of the loan. The 30 year loan is standard.] Interest rates are "fixed" which means that they stay the same over the course of the loan or "adjustable" which means that they start low and then can go significantly higher. (You can go to www.hud.gov <u>(Links to an external site.)</u> for more information or also do a search using the word "mortgage" or "home buying" and check one of hundreds of sites on the web. Many of these take you through the steps.) You may look for houses online. Please find a sample house in a real neighborhood and price range. It may be anywhere in the
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	country. You should decide on what kind of house you can afford. List the address of the house you would like to buy along with the cost of the house and a brief description of it (i.e., number of bedrooms, bathrooms, and square footage). If you can't afford a house, choose the house you would like to buy and simply figure out how old you will be before you can buy it. Fill out the information below. Then, I want you to write a paragraph where you tell me the many ways in which the system of home buyership gives compounding advantages for those born into wealthy homes. In other words, if you were in the most advantaged group, what advantages did you have at many stages of the process which you didn't have if you were in another group? Copy and paste the exercise below, complete the form, then type your paragraph below the form. Turn in the document via Canvas. I will provide feedback in the form of questions and constructive comments. Buy a home exercise Name: _____ Spouse? (no/yes: if yes then state the name)_____ Your occupation: _____ Spouse's occupation:_____ Your Salary: _____ Spouse's salary _____ Savings over three years: _____ Are you able to buy a house? How old will you be when you buy it _____ Address and Neighborhood:_____ Type of home (size etc)_____ Web link (URL)_____ Home purchase price:_____ Your down payment amount: _____
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	Source of the down payment? _____	Approximate monthly payment _____
	Interest rate: _____	
	Please include a one-paragraph reflection: What is the impact of social class origins on home ownership? Highlight the different advantages as well as the areas in which social class did not make a difference.	
	Active Learning Exercise: Hidden costs in the preparation of students for higher education The exercise has two parts. First, you will reflect on the assorted expenses that are involved in preparing for higher education. Presume that children attend public schools. What additional expenses might their parents incur as they prepare their children to have the skills and talents which might be helpful in college? Think as broadly about this as you can as you reflect on the kinds of experiences which parents might seek to “expose” their children to have in their pre-college years. Make a rough estimate of the costs of each item. Add up the costs. (It can be approximate!) Second, write a paragraph or two where you analyze your “data” to show how social class makes a difference in the preparation for higher education. Argue that parents’ ideal preparation of children does not only involve (free) public education; instead economic resources can be important. Or, you may argue that economic resources can matter, but they are of limited importance in preparing children for higher education. It does not matter what position you argue! You might also consider the kinds of experiences the youth had in the relevant course readings. Turn in both the list of items and their costs, including a total cost. Also turn in your paragraph(s). Perhaps this could be on one sheet of paper -- labeled with your name.	

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

SOCI 480: Inequality and Social Justice

Fall 2022

ALWAYS SUBJECT TO CHANGE

Instructor: Dan Morrison, PhD

Office: 211 Sherrod Building

Email: dan.morrison@acu.edu

Set up a Student Hours appointment using this link: calendly.com/drm-acu/15min; and by appointment outside these hours.

Class Details

We will meet MWF from 9:00-9:50 a.m. in Room 213 of the Sherrod Building.

Course Description

This course invites you to consider how valuable resources, such as income, wealth, education, health, and well-being are unequally distributed in the United States. We focus on sociological theories of inequality as well as the empirical shape these inequalities take. We will practice thinking, talking, and acting like sociologists in this class.

Student Learning Outcomes

At the conclusion of this course, students will be able to:

- Discuss, compare, and contrast theories of inequality and stratification.
- Explain the social forces driving dynamics in income and wealth inequality in the U.S. from 1900 to present.
- Demonstrate your ability to use the analytic skills you have gained in this class.

By taking this course, you will engage in activities that closely match the learning outcomes listed above. For example, in this course, I require that you produce written work that synthesizes course content and skillfully deploy inequality thought and practice.

Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe. -- Frederick Douglass

Students and Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students
325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: soar@acu.edu

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

Relationship to the Mission of ACU

This course promotes the mission of ACU by developing students in the understanding of social scientific perspectives on human social life. The course goals, assessments and activities develop students' leadership potential and service-orientation through an understanding of how human beings are formed within community, the source and value of diversity, and the nature of social inequality. This course also engages students' emotional and social development by encouraging empathetic understanding of the lives of others.

Learning Materials/Readings

Required Books:

- *Poor People's Movements* by Piven and Cloward, ISBN: 9780394726977
- *Black Reconstruction in America, 1860-1880* by Du Bois, ISBN: 9780684856575
- *Worlds Apart*, 2nd Edition by Duncan, ISBN: 9780300196597
- *Manifesto for a Dream* by Jackson, ISBN: 9781503614154, E-book ISBN: 9781503614161

In addition, ONE of the following books is required for the course. You may choose from:

- *Evicted* by Desmond, ISBN: 9780553447439
- *Gay on God's Campus* by Coley, ISBN: 9781469636221
- *Ghosts in the Schoolyard* by Ewing, ISBN: 9780226526027
- *Negotiating Opportunities* by Calarco, ISBN: 9780190634445
- *White Kids* by Haberman, ISBN: 9781479802456

Web:

<http://toomuchonline.org/>; subscribe to the monthly email newsletter.

<http://wealthinequality.org/>; review and be prepared to discuss.

www.inequality.com (Stanford U.); review and be prepared to discuss.

Any other materials are posted on Canvas, day by day, on the “Modules” tab.

Assignments and Assessing your Learning

This course is designed using adult learning theory. Practically speaking, this means that we focus on *growth and development* rather than passing judgment on your learning. In this course, we will utilize **ungrading**, which focuses on providing feedback on your academic work rather than assigning a grade.

Research suggests that most of the time, students focus on the grade their work received rather than any feedback that the instructor or others have provided. Practices such as these shift focus from the process of learning to the grade itself. In order to help everyone learn meaningfully in this course, I will provide many opportunities to *demonstrate your understanding* of the course materials, to *reflect on your learning process*, and *suggest a grade for your work, including a final grade for the course*. ACU requires that faculty members assess student work and provide a final grade in the course. We’ll just do that a bit differently in this class. In other words, your work will be given serious thought and sustained feedback.

You will have many opportunities to demonstrate that you are meeting the learning outcomes I have selected for this course. It is not enough to simply read and recall the definition of concepts and theories in this course. In order to adopt a sociological frame of mind, you must reflect upon and live with the material we read and discuss in class. Adopting a sociological mindset or outlook can be liberating, frightening, and even dangerous to past perspectives. This is to be expected. Prepare yourself.

1. **Reading.** No assignment is as important for your progress in this class, and therefore I expect for you to keep up and be an active critical reader. The specific reading assignments and their due dates are listed below in the Course Schedule. To ensure you learn the most from the readings, take notes that help clarify a sense of the author's arguments and their relationships to that of other readings or class discussions. Take special notes on concepts that are difficult to understand, ideas that are particularly persuasive, or critiques you may have, since all will aid you in class discussions and assignments. I have added a short reading rubric that should help you to identify the most important points and provide a space for note taking. You could use one of these for each reading to organize your thoughts. You could then print that out and bring it to class with you.

2. **Meet with Dr. Morrison.** I am requiring each student to meet with me during the first three weeks of the semester. **Sign up for a time at calendly.com/drm-acu/15min.** Sign up early.

3. **Weekly Papers.** Submit at least 10 of these (this means you can take a few weeks off). In order to both ensure you are keeping up with the readings and to check your understanding, I am

requiring everyone to write a paper that succinctly summarizes the argument, including the thesis and supporting evidence, of at least one reading selection for each week. This should take almost a full page. On the second page, you will compose at least three questions about the reading. One question should be about future research - such as, "Could we extend Author's argument in X direction by studying Y phenomenon in Z location?" The other two can be conceptual (such as, "I was confused when the author wrote 'quote.' What did she mean?"), or methodological (such as, "I don't understand why this author chose to interview/survey/ethnograph X population. Could someone help me understand?"). If you write on a reading assigned for Monday, you should submit your paper by 9 a.m. on Sunday. If you write on a reading assigned for Wednesday, you should submit your paper by 9 a.m. on Tuesday. If you write on a reading assigned for Friday, you should submit your paper by 9 a.m. on Thursday. You need only submit once per week -- and no weekly papers are due during Thanksgiving Week. Guidelines are on Canvas. You will have the opportunity to reflect on these weekly papers in order to assess your learning.

4. Active Learning Exercises. Throughout the semester, I will assign five short exercises that relate to the course themes and readings. All Active Learning Exercises are posted on Canvas during the week they are due. You will have the opportunity to reflect on these exercises to consolidate your learning.

3. Social Inequality Book Club.

The books I've assigned are interesting and important, but they only scratch the surface of sociological work on inequality. There is much we cannot read in one short semester. Thus, you will select and read one of the recommended texts for the course:

- *Evicted* by Desmond, ISBN: 9780553447439
- *Gay on God's Campus* by Coley, ISBN: 9781469636221
- *Ghosts in the Schoolyard* by Ewing, ISBN: 9780226526027
- *Negotiating Opportunities* by Calarco, ISBN: 9780190634445
- *White Kids* by Haberman, ISBN: 9781479802456

Each student will sign up to read one book from the list. On **November 22**, we will have Book Club during class time. During this period, students will meet in small groups to discuss their book and plan their 50-minute discussion of the book's contents.

If you will not be in class on November 22, please let me know by October 1, and we will schedule a time for you and I to meet to discuss the book.

To prepare for Book Club, you will submit a Reading Chronicle of your reading process. Your Chronicle should consist of the transcription of a sentence or two from your book. Then, explain why this particular excerpt speaks to you in approximately 300 words. Your Reading Chronicle should contain at least six reflections on different selections from your book.

When you have completed reading the book, and you have done at least six reflections from different sections of the book, write answers to each of the following questions:

1. In five sentences or less, outline the author's central argument. What is their focus in the book, and what do they add to our understanding of the inequality they researched?

2. What ideas from lecture or course readings came to mind as you were reading your book? Describe how the experience described in this text is connected to an idea or concept from class.
3. What questions do you have about the author's argument?
4. What did you love about this book? What did you hate about this book?

Your answers to these questions should each be approximately 1 page in length (double spaced, Times New Roman, 12 point font, with 1" margins). Pages should be sequentially numbered (and not by hand). You will submit your Reading Chronicle via Canvas before class on November 22. Participation in Book Club Day and your group's presentation depend on completing and reflecting on the memoir prior to class, so please keep up with the reading!

You'll work with your group to create a 20-minute presentation about the book, its main argument, findings, and your discussion of the text. These will take place during the last week of classes.

Review the grading rubric posted on Canvas in order to guide your engagement with this project.

4. Short Essay Exams. We will have two short essay exams in class. These short essay exams invite you to write in a synthetic way about the topics and concepts that we learn in this course. I will display the questions in class, and you will be asked to write on three of them throughout the class period. You will write your responses to each question in Canvas, and submit via Canvas.

Optional: You may decide to improve your performance on a short exam (NOT the final) if you go into the Abilene community (not on the ACU campus) and interview one leader from an organization affiliated with the United Way here. **You must clear your interview subject and set of questions with me before you conduct the interview.**

You will turn in your audio file (you must audio record the interview) and write a 1000-1500 word analysis of what you found, using course materials to help interpret your interview. This is another way to demonstrate your developing understanding of social inequalities in our society.

6. Final Exam. Instead of a final exam, you will engage in a final reflective assignment in which you respond to a series of questions. These questions ask you to review your academic work in the class, select items that represent your best work, and discuss how these items reflect how you have developed towards mastering the learning objectives for this course. At the end of this assignment, you will assign yourself a grade and justify that mark. I will meet with each student during the final exam period to discuss this assignment and your grade. Due Date: December 9.

7. Participation, Engagement, and In-Class Assignments. Class participation is absolutely essential if you are to achieve the kind of deep and sustained learning that is the goal of this course. Reading, hearing, and speaking are equally important factors in learning sociology. The course will be more productive and enjoyable if students attend class, ask questions, and contribute their own sociological insights during discussion. For these reasons, I explicitly take

participation and course engagement into consideration when you and I discuss your final grade in the course. I may use Canvas Analytics to determine how engaged students have been in the course.

Policies

Academic Freedom: This class will succeed to the extent that everyone exercises their freedom to discuss course content respectfully and responsibly. Students have the right to make well reasoned and thoughtfully supported arguments, and to have those arguments heard. Students also have the right to argue against a well supported argument using appropriate counterarguments. Students and faculty should refrain from logical fallacies, carefully critiquing the intellectual point rather than the person herself.

Canvas: You must have full regular access to Canvas. All assignments are submitted through Canvas. If you have any trouble with Canvas, you need to ask for help from campus IT resources. If they are unable to help you complete the submission of your assignment, then you should email the assignment to me as an attachment. When you submit your assignments, you should always check to make sure that the assignment has been submitted. Open the document through Canvas to make sure it is the correct document. If the assignment is missing, you will not receive credit.

Chatter: Class participation is required. But chatting with your classmates while the professor or your fellow students have the floor is simply disruptive and will not be tolerated. That includes whispering. If you have a question about what is happening in class, raise your hand and ask the professor. Similarly, talking/whispering during films and other media presentations is not acceptable.

Disabilities (including learning disabilities): Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodations, please see me as soon as possible. You should also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

E-mail: I expect you to have an ACU email account and check it regularly. I do not answer unsigned emails. Sending me an email with a question about an assignment does not absolve you from completing the assignment by the due date. Never send an attachment without a message explaining what the attachment is.

Extra Credit: No extra credit will be given in this course.

Food: Eating and drinking is allowed and (if it helps you concentrate) encouraged.

Electronic Devices: You may bring these and are encouraged to use them to: read and reference course texts; add to group notes; work with others on class topics and materials. You should not use these devices for email, texting those outside of class, and anything else that distracts you from the learning environment. I highly recommend a laptop instead of a smartphone or tablet, if available.

Course Modifications: I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class and/or post the information on Canvas.

Grades: At the end of the semester, your achievement on each assignment is assessed using adult learning theory and ungrading as described above.

This course uses the standard A-F format, with no +/- categories.

Grade Challenges: I do not anticipate many grade challenges, but in case you have any concerns:

There are two types of grade challenges, “administrative” and “substantive.” Administrative grade challenges occur when there is a discrepancy between feedback on the assignment and anything posted on Canvas. Administrative challenges will be handled by the instructor immediately. It is important for the student to bring any uncertainties or questions to the instructor’s attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.

Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Late Assignments: We’re going to be flexible this semester. As long as you turn in your work within 5 days of the due date, I’ll consider it on time. If you need more than 5 extra days, please contact me to make arrangements. This does not apply to exams.

Late People: You need to be on time for class. Arriving late is disruptive to your classmates and you should assume if you arrive late that you’ve missed something important. Mistakes on

assignments often occur because students arrived late and missed important instructions. If you do arrive a few minutes late, please minimize the disruption by taking the first possible seat and quietly getting your materials ready for class.

Preparation Time: This class meets 3 hours per week. Students can expect about 6 hours of preparation (reading, studying, and assignments) per week. Most of this time will be used outside of class, while in-class time will be used for dialogue and deepening our understanding of the arguments, data, and theory presented.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class, please go ahead and do so.

Weather: This class will only be canceled when ACU elects to close because of the weather.

Course Schedule
Always Subject to Change

Week 1: August 29, 31, September 2 Introduction to Social Inequality		
Date	Readings	Assignments/ Exams
August 29	This syllabus	Introducing the course, introducing the learners -- including Dr. Morrison
August 31	<i>Manifesto for a Dream</i> , Preface & Chapter 1 Listen to "It's All About the Jeffersons" from "This American Life" Warning: explicit language!	
September 2	<i>Manifesto for a Dream</i> , Preface & Chapter 1	Exercise: Signs of Class in Everyday Life Weekly Paper 1 due
Week 2: September 5, 7, and 9 What's Wrong with Our Society, and How to Do Better		
September 5	<i>Manifesto for a Dream</i> , Chapter 2	
September 7	<i>Manifesto for a Dream</i> , Chapters 2 and 3	
September 9	<i>Manifesto for a Dream</i> , Chapter 3	Weekly Paper 2 due
Week 3: September 12, 14, 16 Root cause analysis and Restructuring the System		
September 12	<i>Manifesto for a Dream</i> , Chapter 4	
September 14	<i>Manifesto for a Dream</i> , Chapter 5	
September 16	Flex Day	Weekly Paper 3 due
Week 4: September 19, 21, 23 From Slavery to Slavery by Another Name to Jim Crow		
September 19	<i>Black Reconstruction</i> Part 1, "The Black Worker", pages 3-16	

September 21	<i>Black Reconstruction</i> Part 1, "The White Worker", pages 17-31	
September 23	<i>Black Reconstruction</i> Part 1, "The Planter", pages 41-42, 46, 48-49	Weekly Paper 4 due
Week 5: September 26, 28, 30 Economic Relations in Black and White		
September 26	<i>Black Reconstruction</i> Part 1, "The General Strike", pages 55-65, 80-83	
September 28	<i>Black Reconstruction</i> Part 1, "The Coming of the Lord", pages 121-123 Read and prepare to discuss: Leonhardt, "The Black-White Wage Gap Is as Big as It Was in 1950" https://www.nytimes.com/2020/06/25/opinion/sunday/race-wage-gap.html	Dr. Morrison is at the Universities Studying Slavery Conference in Charlottesville, Virginia.
September 30	<i>Black Reconstruction</i> Part 2, "Looking Backward", pages 128-131, 144, 167, 179-180 and "Looking Forward", pages 182-187, 206, 212-214, 219	Dr. Morrison is at the Universities Studying Slavery Conference in Charlottesville, Virginia. Weekly Paper 5 due Exercise: Black wealth/white wealth and the value of Homes in White and Black Neighborhoods
Week 6: October 3, 5, 7 Economic Relations in Black and White		
October 3	<i>Black Reconstruction</i> Part 2, "Transubstantiation of a Poor White", pages 237-240 and "The Price of a Disaster", pages 325, 346-353, 378-379	
October 5	<i>Black Reconstruction</i> Part 2,	

	"Counter-Revolution of Property", pages 630-635 and Chapter 16: "Back Toward Slavery", pages 670-690	
October 7	<i>Black Reconstruction</i> Part 2, Chapter 16: "Back Toward Slavery", pages 690-709	Weekly Paper 6 due
Week 7: October 10, 12, 14 Writing Better History		
October 10	<i>Black Reconstruction</i> Part 2, Chapter 17: "The Propaganda of History", pages 711-728	
October 12	Flex Day	
October 14		Short Essay Exam 1 Weekly Paper 7 due
Week 8: October 17, 19 Rural Lives in the Coal Fields		
October 17	<i>Worlds Apart</i> , Chapter One, pages 1-29	
October 19	<i>Worlds Apart</i> , Chapter One, pages 30-88	Weekly Paper 8 due
October 21	Fall Break -- No Class	
Week 9: October 24, 26, 28 White Supremacy and Wealth in the Delta		
October 24	<i>Worlds Apart</i> , Chapter Two, pages 89-126	Exercise: Costs in Preparation for Higher Education
October 26	<i>Worlds Apart</i> , Chapter Two, pages 127-187	
October 28	Finish <i>Worlds Apart</i> , Chapter Two	Weekly Paper 9 due
Week 10: October 31, November 2, 4 Northeast Mill Town Decline		

October 31	<i>Worlds Apart</i> , Chapter Three, pages 188-213 In class: Bourdieu's theory of cultural and social capital	Exercise: Student Debt
November 2	<i>Worlds Apart</i> , Chapter Three, pages 214-232	
November 4	<i>Worlds Apart</i> , Chapter Four, pages 233-264	Weekly Paper 10 due
Week 11: November 7, 9, 11 Don't Mourn, Organize, part 1		
November 7	Flex Day	
November 9	<i>Poor People's Movements</i> Introduction	
November 11	<i>Poor People's Movements</i> Chapter 1	Weekly Paper 11 due
Week 12: November 14, 16, 18 Don't Mourn, Organize, part 2		
November 14	<i>Poor People's Movements</i> Chapter 2 Crash Course on the Great Depression	
November 16	<i>Poor People's Movements</i> Chapter 3 (first half) How much power is there in a union?	
November 18	<i>Poor People's Movements</i> Chapter 3 (second half) Labor militancy and the fight for industrial democracy	Exercise: Home Ownership Weekly Paper 12 due
Week 13: November 21 Don't Mourn, Organize, part 3		
November 21	<i>Poor People's Movements</i> Chapter 4	
Thanksgiving Break November 23-25.		
Week 14: November 28, 30, December 2 Sharing your Learning, part 1		
November 28	<i>Poor People's Movements</i> Chapter 5	

November 30		Short Essay Exam 2
December 2	Book Club Day	Weekly Paper 14 due
Week 15: December 5, 7, 9 Sharing your Learning, part 2		
December 5	Book Club Presentations	
December 7	Book Club Presentations	Reading Chronicle Due
December 9	Read Tuck, Suspending Damage, on Perusall	
Final Reflective Assignment due at Final exam time: Thursday December 15, 2-3:45 pm		

Please remember to complete Course Evaluations

Reading Rubric

Today's date: _____

Article/Chapter Name: _____

Author(s): _____

Year Published: _____ Publisher: _____

The main claim (also known as the “thesis”) of the reading is:

The author(s) support their thesis using data from:

The authors analyze this data using this/these method(s):

This study is important because it helps to answer our questions about:

This study is/is not convincing, because:

(on the back) Write a paragraph summarizing the text, and another describing how this relates to your life.

Some Tips on Reading for Class[1]

Students have often given me feedback that they have difficulties in getting their reading done for all of their classes. In an effort to help you get things read for this class I provide you with the following tips for reading:

1. Ask “Why am I reading this article”

Before you begin reading an article, think about why you are reading it:

s *Are you reading to get ideas for your research project?* If so, read the abstract and/or introduction to see what has been done and the discussion/conclusion to see what questions remain.

s *Are you looking for information related to supporting your own ideas?* Pay particular attention to how the author did her or his research. Take notes.

s *Are you reading it to increase your general knowledge?* Consider how the article fits into your own understanding and how, if at all, it changes your ideas.

s *Are you reading it just because it was assigned to you?* Consider what you think the instructor wants you to get out of it and how it fits with the particular section of the course. In addition, keep in mind the total amount of readings assigned. If there are 10 readings assigned, don't spend all of your time on the first few and skip the remaining readings. Distribute your time evenly. Also, don't assume short readings will take less time! Finally, the assignment of a large amount of readings is an opportunity to learn to efficiently extract information.

2. Don't just read the article

Many students approach academic reading assignments as they would reading a novel; trying to read and understand each word. As a result, they often get frustrated, confused, or just plain bored. Keeping in mind why you are reading the article, focus on the relevant sections. Skim the article, looking for key points or interesting ideas.

3. Put the article in context

Think about who the author is, why s/he wrote the article, when it was written, how it contributes to other articles of similar topics, how it is useful, etc.

4. Read actively

Don't read lying down. If the article is putting you to sleep, you won't get anything out of it. Rather, read in a place where you can think about what you are reading. Be prepared to take notes (see below).

5. Don't highlight

Using a highlighter encourages passive reading. Rather than using a highlighter, try using a pen or marker (in a color that stands out) to underline key phrases, make notations in the margins, and to note any questions or ideas that come to you.

6. Summarize

Finally, after finishing an article take a few moments to summarize the article. Using a single

sheet of paper, write on the top half of the paper what the author said. Use the bottom half of the paper to write what you think about what the author said, including any questions or ideas that came to mind.

[1]

The material in this handout was adapted from the following articles: Stephen P. Borgatti, U. of South Carolina, "How to Read (a Journal Article)" [http://www.analytictech.com/mb870/How_to_read.htm], Christian H. Jordan and Mark P. Zanna, U. of Waterloo, "How to Read a Journal Article in Social Psychology" [<http://acsu.buffalo.edu/~jtj3/howto.html>], & "How to Read a Journal Article" [http://defiant.ssc.uwo.ca/Jody_web/Culham_Lab_Docs/Advice/how_to_read_a_journal_article.htm] and from Dr. Tracy Ore's Introduction to sociology and social psychology syllabus.