Unit 2-Patterns of Inequality

Course Objectives

CO1: Apply some of the major sociological theories and their critiques to

the understanding of social problems and the social change/action

emerging from them.

CO4: Analyze the intersections of race, class, gender and other social

dynamics to social problems.

CO5: Identify social policies and social changes/actions arising from social

problems.

Module Objectives

MO4: Describe why social inequality exists using sociological theory

MO5: Explain how power and privilege contribute to the manifestation and perpetuation of social problems

MO6: Identify the different consequences of social problems for different social groups

MO7: Reflect on how our individual social location contributes to our

perception of social problems

A. Student Readings (listed in the order assigned)

**Race/Ethnicity**

Barkan, Steven. "[Social Problems: Change and Continuity](http://www.saylor.org/site/textbooks/Social%20Problems,%20Continuity%20and%20Change%20-%20Attributed.pdf)". Flat World Knowledge. Saylor.org. 2012. Web. 30 January 2012. Chapter 3.

Kaba, A. (2011). [Explaining the Causes of the Black-White Wealth Gap in the United States](http://www.scirp.org/journal/PaperInformation.aspx?paperID=5802). *Sociology Mind, 1,* 138-143.

**Class**

Barkan, Steven. "[Social Problems: Change and Continuity](http://www.saylor.org/site/textbooks/Social%20Problems,%20Continuity%20and%20Change%20-%20Attributed.pdf)". Flat World Knowledge. Saylor.org. 2012. Web. 30 January 2012. Chapter 2.

Ehrenreich, Barbara. “[How America Criminalized Poverty](http://www.guardian.co.uk/commentisfree/cifamerica/2011/aug/10/america-poverty-criminalised/print).” The Guardian 10 Aug 2011. Web. 18 May 2012.

**Gender & Sexual Orientation**

Barkan, Steven. "[Social Problems: Change and Continuity](http://www.saylor.org/site/textbooks/Social%20Problems,%20Continuity%20and%20Change%20-%20Attributed.pdf)". Flat World Knowledge. Saylor.org. 2012. Web. 30 January 2012. Chapters 4, 5, 9.

Dunn, Ruth. Minority Studies: A Brief Sociological Text. Connexions. 31 Mar. 2010

B. Resources for Lectures

[Program on Inequality and the Common Good](http://www.google.com/url?q=http%3A%2F%2Finequality.org%2Fprogram-inequality-common-good%2F&sa=D&sntz=1&usg=AFQjCNHqcTDl5FkcS86zviDQ8kQW9T0NLg)

[Social Science Data Analysis Network](http://www.ssdan.net/)

[Gender, Institutions and Development Database](http://www.oecd.org/document/16/0,3746,en_2649_33935_39323280_1_1_1_1,00.html)

[Wealth Gaps Rise to Record Highs Between Whites, Blacks and Hispanics](http://www.pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics/)

[World Development Report 2012 : Gender Equality and Development](https://openknowledge.worldbank.org/handle/10986/4391?show=full)

C. Films

We suggest viewing a film that shows highlights social class inequality and the individual and societal problems that arise from it. The film, *Waging a Living*

examines the challenges and barriers that working poor families face in pursuit of the elusive American Dream. This may be available in your library collection or through Netflix.

D. Activities

**1. Participation Activities**

These activities would include: small and large group discussions, seminars, film discussions, reading comprehension questions, topical free writing, in-class worksheets on theories and concepts and other student-centered activities.

Assessment of satisfactory completion of these activities is dependent upon the objective being assessed and at the discretion of the instructor. The criteria of the assignment of participation points should be clear to students prior to or during the activity.

An example of this could be the showing of a film and a corresponding question worksheet. The instructor would provide objectives for the activity and the expectations for completing along with the point value.

**2. Connected Knower**

This assignment (done 3 times throughout the quarter) contains 3 sections. In section one, students will identify main arguments and claims from select lectures, readings, statistical data, films and guest speakers. In section two they will connect some of the claims through an overarching theme, explaining the significance of the theme in society. In the last section they will reflect upon how the theme has significance to their own lives and lived experience.

**3. Concept Map**

Using a specific social problem discussed in this unit, students create a concept map that displays the connections between the local and global influences of this social problem. In this assignment, students should use the concept mapping technique to visually identify at least 6 (total) relevant local and global influences connected to a social problem.