

Spring 2-1-2016

SOCI 545.01: Seminar in Inequality and Social Justice

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Seminar in Inequality and Social Justice
SOCI 545/WGS 595
Spring 2016

Prof. Celia Winkler, J.D., Ph.D.

Office Hours: T 3:40-5; W 2-3; Th and by appointment

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Welcome to the Seminar in Inequality and Social Justice. This seminar is required for the Graduate Certificate in Women's and Gender Studies and the Sociology graduate option in Inequality and Social Justice, although all qualified students are welcome in the course.

This is a student-driven seminar. This means that although I will present the first few weeks on my take on Inequality and Social Justice, the remainder of the course is created by you. We will craft the course with your own needs and the needs of other students in mind. It is as much about teaching as it is about learning.

Although we will be very flexible in the course delivery and content, we do have some learning objectives:

- Understand and articulate the nature and extent of inequality in the United States and the world.
- Understand and articulate different approaches to justice.
- Understand and articulate different approaches social scientists might take in uncovering and representing inequality and social justice.
- Do original work that will explore inequality and social justice as it applies to your area of inquiry.
- Present to the class in a useful and interesting way your inquiries into inequality and social justice.

Assessment:

Regular attendance and participation in the seminar	20%
Presentation of area of inquiry	20%
Problem Statement	5%
Article Summaries	5%
Paper	50%

Reading

Sprague, Joey. 2005. *Feminist Methodologies for Critical Researchers: Bridging Differences*. Lanham, MD: Alta Mira Press.

Supplementary readings on ERES as announced.

Housekeeping

Disabilities: Please let me know if you have any sort of disability or language difficulties that would hinder your performance in exams or any of your other assignments. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Office Hours: Please make generous use of office hours. We are here to talk about your grades, your thoughts, your plans for the future.

Drop deadlines: February 12 is the last day to drop by Cyberbear and April 7 is the deadline to drop classes with a drop-slip signed by instructor and advisor. Classes may be dropped by petition until May 9.

Incompletes: Please see the University Catalog for the University policy on incompletes.

<http://www.umt.edu/catalog/academics/academic-policy-procedure2.php>

Plagiarism and other problems: Please see the Student Conduct Code in general and in particular the definition and potential consequences of plagiarism. It is expected that students will treat one another with respect. I will call upon the Dean of Students to assist with any student conduct problems.

Spring 2016 Calendar

Week	Topic	Reading	Assignments
1 Jan 27	Introduction		
2 Feb 3	Theories of Justice	Moodle: Le Guin Moodle: Nussbaum	Bring an example of social injustice, and be ready to explain why you believe it is unjust. If that was unjust, what would be just?
3 Feb 10	The Dialectics of Theory, Observation, Praxis	Sprague Chapter 1 Moodle: Smith	Bring an example of a way that your discipline has tended toward oppression rather than liberation
4 Feb 17	Social Research	Sprague Chapter 2 Epistemology	Problem Statement How does it matter how you see the world? How do class, sexuality, gender, age, ethnicity, abilities frame your understanding of the world?
5 Feb 24	Authority and Power	Sprague Chapter 3 Moodle: Thapar-Björkert	“Pleasure”, “Veil of Ignorance”, and Knowledge Whose Knowledge? Bring an example of challenges you might meet in understanding oppression. You will need to spend some time on this.
6 Mar 2	Quantitative Methods	Sprague Chapter 4 Moodle: Kuipers and Winkler	Initial list of references Browse various websites for “facts and figures” on inequality and social justice
7 Mar 9	Qualitative Methods	Sprague Chapter 5 Moodle: Gouin	Is “field research” applicable to your discipline? How can you use your experience of the world in your work?
8 Mar 16	Telling our stories	Sprague Chapter 6: Whose Questions; Whose Answers? Moodle: Kress	Article summaries How can you represent your knowledge in ways that are liberating rather than repressing? Bring a piece of scholarship or art to share that demonstrates oppression & authoritarianism, or liberation (or perhaps both).
9 Mar 23	Changing the World	Sprague Chapter 7: Changing the World	How would you change your discipline in order to change the world?
10 March 30	TBA		Draft 1 (optional)
11 April 6	Spring Break		
12 April 13	TBA		
13 April 20	TBA		Draft 2 (optional)
14 April 27	TBA		
15 May 4	TBA		Final paper due in my box, my office, or by email no later than May 11 at 5 p.m.