

University of North Texas at Dallas
Spring 2017
SYLLABUS






SOCL 3330D: Social Stratification 3 Hrs					
Department of		Sociology	Division of		Liberal Arts and Life Sciences
Instructor Name:		<i>Syeda S. Jesmin, Ph.D., M.P.H.</i>			
Office Location:		<i>Dallas Building 2 #324</i>			
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Office Hours:		Wednesdays 10:30 am- 1:30 pm and by appointment			
Classroom Location:		Online			
Class Meeting Days & Times:		Online			
Course Catalog Description:		Bases of social differentiation; status, power and mobility in social systems; influence of stratification on behavior; class structure in the United States.			
Prerequisites:		SOC1 1510D or equivalent			
Co-requisites:		None			
Required Text:		<p>Social Stratification & Inequality Edition: 8th</p> <p>Author: Kerbo</p> <p>ISBN: 9780078111655</p> <p>Copyright Year: 2012</p> <p>Publisher: McGraw-Hill</p>			
Access to Learning Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>			
Course Goals or Overview:					
<p>This course provides intensive preparation in theoretical and substantive topics in social stratification and mobility. The course begins with broad overviews of theory and research in the area. Subsequent sections of the course look in some detail at social classes, the factors that influence the persistent class inequalities. The course looks closely at inequalities in educational attainment and earnings, at factors that generate and maintain gender and race/ethnic inequalities, and at the stratification of lifestyles, social participation, and health. Where possible, the course includes cross-national and/or historical comparisons.</p>					
Learning Objectives/Outcomes: At the end of this course, the student will					
1	Be able describe the meaning and nature of many dimensions of stratification				
2	Be able to explain and critique the theories of stratification				
3	Be able to describe and explain the nature of the American class system				









4	Be able to identify persistence of gender, race and ethnic inequalities
5	Be able to critic the process of legitimization in the formulation and maintenance of social classes.

COURSE OUTLINE

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by announcements during class.

Tentative Schedule* CLASS READINGS & EXAM DATES

Weeks	Topic	Assignments, Exams
Weeks 1-2 January 17- Jan 29	Chapter 1: Perspectives and Concepts in the Study of Social Stratification Chapter 2: Dimensions of Inequality in the United States <i>Article:</i> Income inequality and social dysfunction <i>Other:</i> My highlights of Weeks 1-2 <i>Video:</i> Income distribution (clip) <i>Video:</i> Single & Unequal (clip) <i>Video:</i> Race wealth gap (clip)	Introduce yourself  Quiz 1 (Due: 1/27-1/29)
Weeks 3-4 Jan 30 – Feb 12	Chapter 3: Social Stratification in Human Societies Chapter 4: Social Stratification Theory: Early Statements <i>Video:</i> Occupy Movement (clip) <i>Video:</i> Marx's theory (clip) <i>Video:</i> Marx's alienation explained (clip) <i>Video:</i> Marxism (clip) <i>Video:</i> Class consciousness explained	Discussion 1  Quiz 2 (Due: 2/10-2/12)
Weeks 5- 6 Feb 13- Feb 26	Chapter 5: Modern Theories of Social Stratification <i>Article:</i> Social capital and adolescent violent behavior <i>Article:</i> Does Cultural Capital Really Affect Academic Achievement <i>Video:</i> Pierre Bourdieu introduction <i>Video:</i> Bourdieu-who defines taste? <i>Video:</i> Pretty Woman (3 types of capital) <i>Video:</i> Reproduction of class	Discussion 2  Quiz 3 (Due: 2/24-2/26)
Weeks 7- 8 Feb 27-March 12	Chapter 6: The upper class Chapter 8: The Middle and Working Classes <i>Web link:</i> Social Register <i>Web link:</i> Taste varies by class (restaurant menu) <i>Video:</i> Legally Blonde rich marries rich (clip) <i>Video:</i> old rich excludes new rich (clip) <i>Video:</i> Nickel & Dimmed (clip)	Discussion 3  Quiz 4 (Due: 3/10-3/12)
Weeks 9-10 March 13-26	Chapter 9:Poverty, the Political Economy of Welfare Article: Work, employment, & single mothers' survival strategies. <i>Video:</i> Growing up poor (Clip)	Discussion 4 

	<p><i>Video:</i> Homelessness facts (clip) <i>Video:</i> Truth about economy (Clip) <i>Video:</i> Blind Side (Film)</p>	 <p>Quiz 5 Assignment (Due: 3/24-3/26)</p>
<p>Weeks 11-12 March 27- April 9</p>	<p>Chapter 10: Gender Stratification and Inequalities: The Persistence of Ascription <i>Article:</i> Bringing the Men Back in: Sex Differentiation and the Devaluation of Women's Work <i>Video:</i> Culture and gender inequality</p>	 <p>Discussion 5  Quiz 6 (Due: 4/7-4/9)</p>
<p>Weeks 13-14 April 10- 23</p>	<p>Chapter 11: Inequalities of Race and Ethnicity: The Persistence of Ascription <i>Article:</i> The Context of Discrimination: Workplace Conditions, Institutional Environments, and Sex and Race Discrimination Charges <i>Video:</i> Housing segregation (documentary) <i>Video:</i> 2042 & White minority (Clip)</p>	 <p>Discussion 6  Quiz 7 (Due: 4/21-4/23)</p>
<p>Weeks 15-16 April 24- May 7</p>	<p>Chapter 16: World Stratification and Globalization: The Poor of This Earth <i>Video:</i> Globalization (documentary)</p>	 <p>Discussion 7  Quiz 8 (Due: 5/5-5/7)</p>
<p>Week 17 May 8-16</p>	<p>Final paper due on May 9</p> 	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Online Discussions

For 7 times throughout the semester students will be asked a specific question or questions related to course materials. *These questions will be posted in the Blackboard.* You will have a minimum of THREE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 7X20=140 points. Here are some guidelines regarding your participation in these class discussions.

1. For each question or questions that I've designated for a particular chapter, submit your well-considered response. Then, take a look at what others have said on the topic. Respond to at least ONE of your fellow students with at least one comment/question regarding something he/she has said.
2. As far as evaluating your discussion responses, I will be interested in whether a response shows an understanding of what sociology is and the sociological perspective. Integrate sociological concepts into your responses. Applying these concepts accurately shows your familiarity with

the reading as well as your ability to apply it. Avoid simply repeating what others have already said in their responses. Take some time to offer different examples or ways of analyzing the issue. Also, it's important to remember that this isn't a talk show where it's adequate to simply state your personal opinion. Earning an "A" (18 points out of 20) on the discussions requires going beyond the minimal requirements of the assignment.

3. Remember, this isn't The Jerry Springer Show. Occasionally, it's apparent that a response is meant to be cute or funny, but not serious and thoughtful. I'm not looking for comedic talent. The discussions require more than having a conversation with your colleagues in the class.
4. I strongly recommend that you take the time to compose your discussion response (e.g., in your software program like Microsoft Word or Works), save it and then post it in the Discussion Area. Always keep a copy of your discussion responses in case of a technical problem on the course website.
5. As mentioned in the section above, students should be courteous to others in the class. That means no YELLING!!, personal insults, threats, profanity as well as other inappropriate postings in the Discussion Area. Sometimes students will disagree with each other. That's okay—disagreements should be expressed politely and intellectually (focusing on the course material).

2. Assignment

There will be one short assignment (1-2 pages) where students will write a rough outline/proposal on their Final research paper. Detail instructions on this assignment is available in Blackboard. Based on my feedback on this assignment, students are expected to work on their final research paper. If students are interested to work on the final research paper as a group project, they need to get my approval at this stage (while submitting this assignment). The assignment is worth of 20 points.

3. Service Learning Project

This service learning paper is worth of 100 points. Detail instructions for the paper is available on Blackboard. Students would have two options to choose from.

Option 1: Community focused service learning: This is a place-based service learning project. The goals are to (1) engage students in communities and learn; and (2) offer resources to communities to promote social change. **Option 2:** Agency based service learning: In this project students will get some agency-based experiences as objective researchers and critically analyze if the agency is reproducing inequality or addressing the structural causes of inequality.

4. QUIZZES

There will be 8 quizzes (30 X8)). Quizzes consist of short answer, essay, and/or multiple choice questions. Quizzes are not cumulative, although key ideas and concepts will carry over.

***Please note that make-up quizzes are all essay and are given during the week of final exams. They are ONLY given in the event of a DOCUMENTED excused absence. (Reasons for excused absence include hospitalization, death in the family, etc.) If you miss, be prepared to provide proof for having done so. It is in your best interest to not miss an exam. (Prior arrangements can be made on an individual basis if you will miss a quiz and you know that ahead of time.)**

Grading Matrix:

Instrument	Value (points or percentages)	Total
7 Online Discussions	7 @ 20 points each	140
1 assignment	1 @ 20 points	20
1 Research paper	100 points	100
8 quizzes	8 @ 30 points	240
Total:		500

Grade Determination:

- A = 450=500 pts; i.e. 90% or better
- B = 400 – 449 pts; i.e. 80 – 89 %
- C = 350 – 399 pts; i.e. 70 – 79 %
- D = 300 – 349 pts; i.e. 60 – 69 %
- F = 299 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work

to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html