

University of North Texas at Dallas
Fall 2018
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>		
Office Phone:	972-338-1589		
Email Address:	Syeda.jesmin@unt.edu		
Office Hours:	Mondays 9:40- 11:30 am, 12:50-3 pm; and by appointment		
Virtual Office Hours:	Virtual: Tuesdays 10 am-2 pm		
Classroom Location:	Founders Hall #307		
Class Meeting Days & Times:	Mondays and Wednesdays 11:30 am-12:50 pm		
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:	Social Stratification and Inequality, 8th Edition Harold R. Kerbo ©2009, ISBN-13: 978-0078111655 Lower edition is acceptable		
Recommended Text and References:	None		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview:			
	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.		
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 Aug 27- Sept 9	Chapter 1: Perspectives and Concepts in the Study of Social Stratification Chapter 2: Dimensions of Inequality in U.S. <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) Film	Introduce yourself Quiz 1
Weeks 3-4 Sept 10- 23	Chapter 3: Social Stratification in Human Societies Chapter 4: Social Stratification Theory: <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
Weeks 5- 6 Sept 24- Oct 7	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 Online meeting: October 3	Discussion 2 Quiz 3
Weeks 7- 8 Oct 8- 21	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) Online meeting: 10, 17	Discussion 3 Quiz 4
Weeks 9-10 Oct 22- Nov 4	Chapter 9:Poverty, the Political Economy of Welfare Article: Work, employment, & single mothers' survival strategies. <i>Video:</i> Growing up poor (Clip) <i>Video:</i> Homelessness facts (clip) <i>Video:</i> Truth about economy (Clip) Online meeting: 24, 31	Discussion 4 Quiz 5

Weeks 11-12 Nov 5- Nov 18	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 <i>Online meeting: November 7, 14</i>	Discussion 5 Quiz 6
Weeks 13-14 Nov 19- Dec 2	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) Chapter 17: World Stratification and Globalization: Poor of This Earth <i>Video:</i> Globalization (documentary) <i>Online meeting: November 21, 28</i>	Discussion 6 Quiz 7
Weeks 15 & 16 Dec 3- Dec 16 Discussion 7 Film Analysis due		



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 $7 \times 25 = 175$ 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” (90%) 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. Group works

3-4 times during the semester, students will be asked to form small groups and work on a topic during the class time. These dates will be determined randomly by the instructor. If a student is absent on the day of the group project, to receive the grade he/she will require to submit documentation to make up the work. Group projects together will worth 25 points.

3. Final Paper: Film Analysis on Blind Side

At the end of the semester, students are required to submit a Film analysis. This paper is worth of 100 points. Detail instructions for the paper is available on Blackboard.

4. QUIZZES

There will be 7 quizzes (100 X7)). 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 @ 25 points each	175
1 Film Analysis	100 points	100
3-4 group projects	10+10+15 or 5+5+5+10	25
7 quizzes	7 @ 100 points	700
Total:		1000

Grade Determination:

A = 900=1000 pts; i.e.90% or better

B = 800 – 899 pts; i.e. 80 – 89 % C

= 700 – 799 pts; i.e. 70 – 79 % D =

600 – 699 pts; i.e. 60 – 69 %

F = 599 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

Assignment Policy:

If you are unable to submit the assignments due to serious illness where you are physically incapacitated

(e.g., hospitalized), medical documentation is required to resolve the missed assignment. *Be sure to speak with me immediately if you fail to meet the assignment submission deadline.*

Exam Policy:

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). If you are unable to take an exam due to serious illness where you are physically incapacitated (e.g., hospitalized), medical documentation is required to resolve the missed exam. **If you miss any exam, then you will be given an essay make-up exam.** Be sure to speak with me immediately if you miss an exam. Remember, you must submit official documentation in order for this policy to apply to you.*

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.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class.

It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Office of Student Life as the instructor deems appropriate.

Optional Policies:

- *Use of WebCT/Blackboard: **Review the course website several times per week, if not daily.***
Visiting the website frequently will familiarize you with the resources available on the site as well as alert you to any changes or additions to the website (e.g., possible changes to the syllabus, due date reminders posted in the calendar, instructions for discussions).
- *Grade of Incomplete: You should discuss with me in advance if an “I” has to be assigned.*
- Please provide me, the instructor, with **48 hours** to respond to e-mail messages.