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Company Description

Company Services

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Company References

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**Course Revision -- Syllabus of Record**

**SOC 361- Social Stratification**

**I. CATALOG DESCRIPTION**

**Prerequisite:** SOC 151

**3c-01-3cr**

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

**II. COURSE OUTCOMES**

At the end of this course, student will be able to:

Objective 1: Identify their positions as members of a social class and the implications of their class background.

FIISI O: Informed Learners

**Rationale:** Assignments, including reflection papers and essay exams, will engage students in an

measuring social inequality in terms of relative and absolute deprivation, social and cultural capital, and health and education outcomes and intergenerational transfers of wealth.

Objective 4: Explore the patterns of mobility and occupational attainment within their families and contrast those experiences with the conditions, challenges and privileges facing others.

EUSLO: Informed and Responsible Learners

Marx, Weber, Wright Theories  
Occupational Prestige and Earnings differences  
Davis and Moore on Stratification

**Historical Patterns of inequality** **6 hours**

Industrialization and Internal Colonialism  
Post Industrialism

~~Globalization and Inequality~~

The Role of immigration in economic development  
Post-Reaganomics- Growing inequality

**Social Reproduction of Inequality** **3 hours**

Socialization and Childrearing  
Bourdieu's concept of Habitus  
Lareau- Parenting styles

**Lived experience of Social Class- the Upper Class** **3 hours**

C Wright Mills and W. Domhoff  
Power Elite  
The Top One Percent  
Women of the Upper class

**Midterm** **1 hour**

**Lived Experience of Social Class- Life at the Bottom** **5 hours**

WJ Wilson, Massey and Denton  
Segregation by class and race  
The Working Poor  
Rural vs. Urban poverty  
Homelessness  
Anti-poverty policy- "welfare" and the poverty line

**Education and inequality** **3 hours**

Who goes to college?

~~Schools in Neighborhoods~~

Private Schools vs. Public schools

**Racial and Ethnic inequality** **3 hours**

Black Wealth/White Wealth  
Immigration and the racial hierarchy  
Global Assembly line

Structured inequality in voter participation

**Inequality in Health Care**

**3 hours**

Social, physical and economic influences on health  
Health and unemployment

**Culminating Activity (Final Examination)**

**2 hours**

**IV. EVALUATION METHODS**

The final grade will be determined as follows:

Reading Response Papers (daily in class)	15%
Quizzes	15%
Exams (midterm and final)	40%
Poverty Family Advocacy Project	25%
Attendance	<u>5%</u>
Total	100%

**Reading Response Papers**

To ensure that students are well prepared for class discussion, the first 10 minutes of each class meeting will be spent writing responses to a "prompt" or question(s) about particular themes or ideas found in the non-text book readings.

**Quizzes**

Multiple-choice quizzes will be scheduled at two week intervals throughout the semester to evaluate student comprehension of the text book chapters in preparation for the Midterm and Final exams.

**Midterm and Final Exams**

A midterm and final exam will cover topics discussed in lecture, readings, films, and class

**VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS  
(samples)**

Gilbert , Dennis. (2011). *The American Class Structure in an Age of Growing Inequality, 8<sup>th</sup> edition*. Thousand Oaks, CA: Pine Forge Press.

**Supplemental Readings:**

Adams, Maudianne, Warren, Blumenfeld, et al. (2013). *Readings for Diversity*

Grusky, David B. and Szonja Szelenyi. (2011). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender, 2<sup>nd</sup> edition*. Boulder, CO: Westview Press.

**VIII. SPECIAL RESOURCE REQUIREMENTS**

None required

**IX. BIBLIOGRAPHY**

Aguirre, Jr., Adalberto and David Baker. (2008). *Structured Inequality in the United States: Class, Race, and Gender in the Contemporary South*. Cambridge, MA: Harvard University Press.

Rothman, Robert A. (2005). *Inequality and Stratification: Race, Class and Gender, 5<sup>th</sup> edition*. New York: Pearson/Prentice Hall.

Secombe, Karen. (1998). *So You Think I Drive a Cadillac?* New York: Allyn & Bacon.

Sidel, Ruth. (1996). *Keeping Women and Children Last*. New York: Penguin Books.

Stack, Carol. (1974). *All Our Kin*. New York: Harper Colophon.

Wilson, W. J. (2012) *More than Just Race: Being Black and Poor in the Inner City*. New York: W.W. Norton.

Wilson, William J. (1996). *When Work Disappears*. New York: Alfred A. Knopf.

<b>Conceptual Framework</b>	<b>INTASC Standards</b>	<b>NCSS Program Standards</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
1a	1	1.Culture and Cultural Diversity 4. Individual Development and Identity 5. Individuals, Groups and Institutions	(1) - (6)  (1), (4), (6)  (1) - (6)	Quizzes  Exams  Papers  Presentations

### 3. Rationales for Proposed Revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Elective 1 Category.

Outcomes and common learning objectives.

2. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. SOC 361 Social Stratification meets these criteria due to its emphasis on ways that the class structure profoundly shapes social, institutional and cultural practices, and how class inequalities take different forms in other societies, from caste/class systems in India and parts of Africa, to socialist democracies in



## Liberal Studies Course Approval General Information

1. This course's two yearly sections can be taught by numerous professors in the Department of Sociology. All instructors involved in teaching the course will meet every year to exchange collab-

discuss new possible content (in keeping with new pedagogy and research on the subject matter), and review the course objectives, guidelines and grading criteria. Such meetings will ensure the maintenance of basic equivalency.

2. By virtue of the subject matter and content, this course focuses on the perspectives and contributions of minorities and women, as well as the voices of individuals who, by virtue of their low income or low prestige occupations, are rarely allowed to speak with authority about their own lives

included in the course materials, including Michael Nunez's internet photographs exhibit entitled "H...

**Sample Assignment**

**Poverty Family Advocacy project  
Soc 361 Social Stratification  
Worth 20% of Final Grade**

**Introduction**

Poverty rates in the United States began increasing during the last decade, and the current

shows that an increasing number of these have lost their health insurance.

## Family profiles

### **Jenny Jones:**

- Jenny is a single white mother (aged 23) with 2 children (Jake aged 8, Tina aged 3).
- Jenny dropped out of high school at age 16 as a result of her mental health issues.

## Online research and discussion board; 30% of total grade for the project

- **Sign up as an advocate** for one of the families in a particular topic area (e.g., “food” for the Jones family). Since there are 16 possible advocate positions but 20 students in the course, two people can

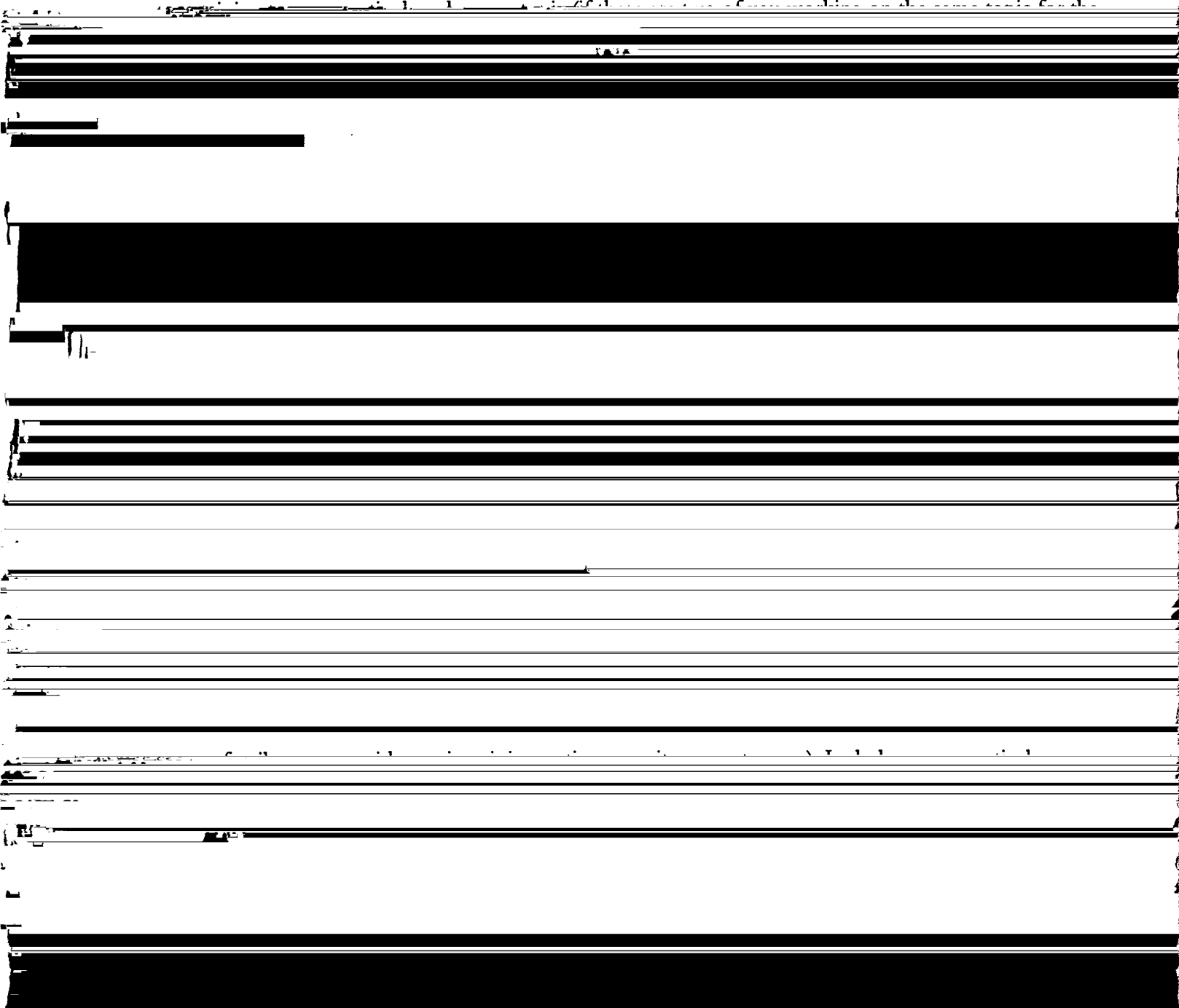
- **Research your topic online.** I have posted a few links that may be helpful, but you will have to do more research on your own. In addition, you may want to contact and interview people who occupy your advocacy role in “real life,” or people who are affected by this issue, or who work in or for organizations that address this issue. Public/elected officials may also be useful sources of information.

- **Post the results of your research on the course online discussion board** either under your advocacy role or under your family. I expect you to post at least 2 times during each week (excluding

Each plan should give some overview of what services are available for families like yours in your community. The individual sections of the plan could look something like this:

- For housing, the advocate might describe two or three different neighborhoods that are likely prospects for permanent housing, including average rents, crime rates, access to public transportation, quality of the schools for the kids, and the like in order to evaluate the potential benefits and drawbacks of each neighborhood.
- For health care, the advocate could describe two or three (or more) different options for accessing services, including where to do so (e.g., where to apply for Medicaid), any criteria that the applicants must meet, what services are generally available at that program/provider, the cost, and if the specific needs of the family can be met by that program. Again, suggest what the advantages and drawbacks to each program/provider are likely to be.

While you will need to coordinate with the other advocates, each of you will write the section



- Evaluate which policies/programs are effective in helping to alleviate poverty and which ones are not, and explain why.
- Include any policy changes that you think need to be made if we are to seriously address poverty and its attendant problems in the United States

- Incorporate relevant material that you have learned in the assigned readings and class discussions for the course. The best papers will make explicit connections between your WebQuest observations, on the one hand, and concepts and analyses that have been covered in the course, on the other.

The due date for this paper is in the syllabus (April 24). The papers will be graded according to the

following criteria:

Criteria	Credit 5 (= A)	Credit 4 or 3.5 (= B- /C+)	No Credit 0 (= F)
<b>Postings</b>	More than 2 postings each week, including responses to others' posts	2 postings each week	Fewer than 2 postings each week
<b>Description</b>	It is very clear that readings	Readings were mostly	No evidence that readings

2. **Don't be overcome by your emotions.** Take a few breaths and step away from your computer if need be.
3. **Sign your real name.** It is easier to build a classroom community when you know to whom you are responding.
4. **Avoid self-centered comments.** If you have a problem, it's not the class's problem.

an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated," "My audio doesn't work today") unless it contributes in some way to the class.



## Syllabus of Record

### SOC 361- Social Stratification

#### IV. CATALOG DESCRIPTION

**Prerequisite:** SOC 151

**3c-01-3cr**

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

#### II. COURSE OUTCOMES

In this course, students will:

meanings and implications of their class background, and how their socio-economic positions interact with other aspects of their identity and structural

- opportunities.
- b) Compare their own class cultures, histories, and experiences with those of others from diverse backgrounds, environments and nationalities.
- c) Assess the role of power, politics, culture, social networks, and socialization in maintaining a stratified society;
- d) Evaluate the impact of classism on social policy and group relations in the

Week Five: Social Reproduction of Inequality  
Socialization and Childrearing  
Bourdieu's concept of Habitus  
Lareau- Parenting styles

Week Six: The lived experience of social class- Life at the Top

Power Elite  
The Top One Percent  
Women of the Upper class

Week Seven: Middle class

Review and evaluate all material covered to date

Weeks Eight and Nine: The Lived Experience of Social Class- Life at the Bottom  
~~W.I. Wilson, Massey and Denton~~

Segregation by class and race  
The Working Poor  
Rural vs. Urban poverty  
Homelessness  
Anti-poverty policy

Week Nine: Education and inequality

Week Fourteen: Review all material to date

Week Fifteen: Final Evaluation

**IV. EVALUATION METHODS**

The final grade will be determined as follows:

Participation	0 to 15%
Writing Assignments	10 to 50%
Class Presentation(s)	0 to 25%

This arrangement is designed to provide

## VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Adams, Maurianne, Warren Blumenfeld, Rosie Castaneda, et al. 2000. *Race, Class, and Gender*. New York: Routledge.

*and Social Justice*. New York: Routledge

Correspondents of the New York Times. 2005. *Class Matters*. New York: Henry Holt and Company.

Gilbert, Dennis. 2008. *The American Class Structure in an Age of Growing Inequality, 7<sup>th</sup> edition*. Thousand Oaks, CA: Pine Forge Press.

Grusky, David B. and Szonja Szelenyi. 2007. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. Boulder, CO: Westview Press.

## VIII. SPECIAL RESOURCE REQUIREMENTS

### Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

### Technical Support

determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

### **Academic Integrity**

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy. <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>

<http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they

Kivel, Paul. 2004. *You call this a Democracy? Who Benefits, Who Pays and Who Really Decides*. New York: The Apex Press.

Manza, Jeff and Michael Sauder. 2009. *Inequality and Society: Social Science Perspectives on Social Stratification*. New York: W.W. Norton & Company.

Marger, Martin N. 2008. *Social Inequality: Patterns and Processes*.

Massev, Douglas and Nancy Denton. 1993. *American Anartheid: Segregation and the Making*

*of the Underclass*. Cambridge, MA: Harvard University Press.

MacLeod, Jay. 1995. *Ain't No Makin' It*. Boulder, CO: Westview Press.

Wallerstein, Immanuel. 1984. *Women of the Upper Class*. Philadelphia: Temple University Press.