

ORIGINAL

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-120</u>
Action <u>Approved</u>
Date <u>2-1-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Social Stratification

DEPARTMENT Sociology/Anthropology

CONTACT PERSON Dr. Thomas Nowak

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Minian S. Chait
Department Curriculum Committee

Ray Snyder
Department Chairperson

R. Joyce
College Curriculum Committee

Richard Joyce
College Dean*

Charles Westbrook
Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input type="checkbox"/>
4. Historical consciousness	<input type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input type="checkbox"/>	<input type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Understanding the Physical Nature of Human Beings	<input type="checkbox"/>	<input type="checkbox"/>
D. Certain Collateral Skills:		
1. Use of the library	<input type="checkbox"/>	<input type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. **To which of the six will your course contribute? Check all that apply and attach an explanation.**

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

SOCIAL STRATIFICATION
SO 445

Part II. Which Liberal Studies Goals Will Your Course Meet?

A. Intellectual Skills and Modes of Thinking.

Social Stratification gives students several intellectual skills. These skills are: (a) inquiry, abstract logical thinking, critical analysis and synthesis; (b) literacy; and (d) values and ethics. Subsequent sections detail how these goals are met.

A1. By alerting students to the social forces which shape their behavior, and how to use techniques common in the social sciences to define and analyze problems arising from (and sustaining inequality) stratification, this course encourages inquiry and critical thinking. Typically we begin with major theoretical approaches to the study of inequality and the interplay between theory and method. We then examine the actual pattern and process of stratification in the United States. We discuss the division of the middle class into a relatively affluent (often two-professional) upper middle class and (with the destruction of many unionized blue collar jobs) a falling income lower middle class. Many communities are now exploring how they might provide affordable housing for this latter group.

A2. Written projects, essay exams and class discussion all contribute to the student's literacy. (See syllabus for example of projects).

A6. Social Stratification confronts major ethical issues in illustrating how the dominant theoretical perspectives in Sociology color social analysis and often lead to a conservative, liberal, visionary or radical critique of inequality in society. In so doing, we sensitize students to their own biases about racial and occupational inequality, gender stereotypes, status differences, etc. Once students become more aware of their own prejudices and how such prejudices influence their behavior, and how groups and individuals currently and historically have combatted injustice, our students are better positioned to make ethical choices and take responsibility for them.

B. Social Stratification helps students acquire "a body of knowledge essential to an educated person." By helping the student interpret events as part of general patterns, I encourage the student to learn more about his/her own and other society. Social inequality often reflects or constitute "major trends in society" (e.g, racism, unemployment, declining productivity, divorce). Social processes which generate and support such inequality (e.g., socialization, tracking in education) help us understand how such social trends develop in the United States

and other societies. A course in social stratification is often comparative. Inequality in America is typically compared to the structure of inequality in Scandinavian countries and East Asian countries such as Japan.

Part III. Does Your Course Meet the General Criteria for Liberal Studies?

A. This course is taught by a single instructor.

B. Social Stratification gives strong attention to the perspectives of ethnic minorities and women. Gender stratification and race and ethnicity are basic areas of sociological concern and get serious treatment social stratification. In this course I explore topics such the position of ethnic groups and women over time in different labor markets; family structure, the "culture of poverty", ethnicity and gender; social mobility amongst different ethnic groups, etc.

C. Social Stratification typically uses two or three non text books. Newman's book (see syllabus), is an ethnographic account of downwardly mobile managers and details how job loss affects families, substance abuse, children, etc.

D. This is not an introductory course, but should have a wide appeal. Since so many other disciplines (economics, political science, history, family relations, anthropology, psychology) and courses cover issues helpful in understanding inequality in the United States it would be artificial to limit such a course to sociology majors. Since this course does not use complex statistical or demographic techniques and does not require students to interpret studies using such techniques, it is suitable for a broad student audience.

E-1. Social Stratification confronts major ethical issues in illustrating how the dominant theoretical perspectives in Sociology color social analysis and often lead to a conservative, liberal, visionary or radical critique of inequality in society. In so doing, we sensitize students to their own biases about racial and occupational inequality, gender stereotypes, status differences, etc. Once students become more aware of their own prejudices and how such prejudices influence their behavior, and how groups and individuals currently and historically have combatted injustice, our students are better positioned to make ethical choices and take responsibility for them.

E-2. By alerting students to the social forces which shape their behavior, and how to use techniques common in the social sciences to define and analyze problems arising from (and sustaining inequality) stratification, this course encourages students to analyze problems and evaluate solutions. Typically we begin with major theoretical approaches to the study of inequality and the

interplay between theory and method. We then examine the actual pattern and process of stratification in the United States. We discuss the division of the middle class into a relatively affluent (often two-professional) upper middle class and (with the destruction of many unionized blue collar jobs) a falling income lower middle class. Many communities are now exploring how they might provide affordable housing for this latter group.

E-3. Written projects, essay exams and class discussion all encourage student expression. (See syllabus for example of projects).

E-4. The sociological perspective, according to Macionis, "involves detaching oneself from familiar explanations of the social world in order to gain new insight that at first may seem somewhat strange" (Macionis, pg. 2). In challenging students' common perspectives and assumptions, this course will encourage students to think creatively about a wide range of issues concerning inequality in the United States.

E-6. Current issues, thoughts, institutions and events are widely discussed Social Stratification. When we examine family structure of unemployed managers or of divorced women, we not only analyze reasons why families have changed in the United States (e.g, change in occupational opportunities for women, changes in levels of education for women, changes in how women perceive themselves), but also examine how new family structures--dual career households, female headed households--affect the pattern of inequality in the U.S. We also discuss the division of the middle class into a relatively affluent (often two-professional) upper middle class and (with the destruction of many unionized blue collar jobs) a falling income lower middle class. Many communities are now exploring how they might provide affordable housing for this latter group. These examples could be expanded almost indefinitely.

Social Stratification
(Sociology 435)
Dr. Thomas Nowak
Spring 1989
Wed. 6:30-9:30

Office Hours:
T/R 9:00-9:30; 1:30-3:00
Wed 1:30-2:30 in 331 Sutton
Phone 357-4405

OBJECTIVES FOR THE COURSE

The wide diversity in American society takes many forms--race and ethnic, class, gender and region. As a course in stratification (i.e., class divisions in society), we not only will examine the roots and causes of some of the divisions in our society, but also the consequences of such divisions. The study of class in American society must be closely linked to a study of gender, occupation, and power. Since race is the focus of another sociology course (Racial and Ethnic Minorities), we will not emphasize it in this course.

We begin the course by investigating concepts central to the study of class. These concepts include occupation, mobility, class culture and occupation, labor markets and the structure of opportunity, etc.

Much of this class will examine the experience of downward mobility in the American middle class. Because the process and experience of mobility differs among different occupational groups, we include several groups--managers, air traffic controllers, blue-collar workers, middle class women--in our discussion.

We also examine the life and behavior of middle class Americans, including important economic and political values. We subsequently explore why many middle class individuals avoid organizations and do not participate in politics. Finally, we ask whether government can or will under such circumstances reduce inequality in American society.

COURSE MATERIALS

The following books are available in the book store.

Dennis Gilbert and Joseph Kahl, The American Class Structure, (Dorsey, 1987)

Herbert J. Gans, Middle Class American Individualism, (The Free Press, 1988)

Katherine Newman, Falling From Grace, (The Free Press, 1988)

METHOD OF EVALUATION

Course grades will be based on grades received on three essay exams taken in class or during the finals period. Exams will cover not only materials presented in lectures and readings, but also other in class activities such as simulations, films, discussions, and group exercises.

Students will also write an eight to ten page essay on some aspect of stratification. Students may choose a topic from a list of suggestions distributed by the instructor or choose another topic after consulting with the instructor.

COURSE OUTLINE AND READINGS

- Jan. 25: INTRODUCTION
- Feb. 1: Theories of Class; Position, Prestige & Power
Gilbert and Kahl, pp. 1-50, 198-240
- Feb. 8: Occupation, Change, and Income Distribution
Gilbert and Kahl, pp. 51-115
- Feb. 15: Socialization, Association, Lifestyles and Values
Gilbert and Kahl, pp. 116-151
Gans, pp. 1-42
- Feb. 22: Family, Education and Career
Gilbert and Kahl, pp. 168-197
- March 1: Exam #1
- March 8: Succession and Mobility: Structural Opportunities
Gilbert and Kahl, pp. 152-167
Newman, pp. 1-41
- March 15: Rejected Managers
Newman, pp. 42-94
- March 22: The Downwardly Mobile Family
Newman, 95-142
- March 29: Middle Class Women in Trouble
Newman, pp. 202-241
- April 5: Exam # 2
- April 12: Brotherhoods of the Downwardly Mobile
Newman, pp. 143-174
- April 19: The Abandonment of Blue Collar Workers
The Decline of Unions and Union Activism
Newman, pp. 174-201
Gilbert and Kahl pp. 241-285
- April 26: Organizational Avoidment and Political Nonparticipation
Gans, pp. 43-97
- May 3: Individualism and Liberal Democracy

Suggested essay topics.

Projects will be graded on such criteria as clarity, logic, defense of argument, comprehensiveness, and demonstrated understanding of relevant course materials. In your project make sure that you do not overgeneralize: note examples that provide exceptions to your argument as well as those that substantiate it. Also, be sure to include concrete detail and relate that detail to relevant course materials. To do any adequate project, you should write no less than 8 to 10 typewritten pages (projects need not be typed if they are legibly written). Make sure to include with your report all completed questionnaires or any actual notes taken during interviews or systematic investigations.

1. One place where social class differences are striking (and easily accessible) is in transportation. For this essay you will collect data in a bus station, a train station, and an airport. How clean is the facility? What type of lighting is in the room? What types of services are available-- taxis, television, places to sit, televisions, places to sit, places to store luggage. etc.? How easy is it to obtain information about transportation. What types of people seem to be using this type of transportation? How are the patrons treated by the staff? How do these differences reflect the social class differences of the travellers?.

2. Another contrast can be found in comparing different types of car dealerships. Used car dealers might be compared to new car dealers, or different types of new care dealerships might be compared--from economy cars to BMW's and Mercedes.

3. Choose a country that has royalty and write a paper analyzing their place within the social structure. Students may choose either a contemporary royal family (Britain, Monaco) or an historical example. In your paper you might explore: what kind of power do the members of the royal family have? Describe their residences and their property holdings. What is a typical day in their lives? How would a structural-functional analysis describe their place in society? How would a social-conflict theorist evaluate their place in society?

4. Write a brief paper which compares one aspect of social stratification in the United States to another country. You may choose to look at occupational or income distributions, the sexual division of labor, stratification by race or social mobility with the two countries. Explain the differences which they find.

5. Is social stratification inevitable? Develop an essay that takes a position on this question. In your essay you must provide

support for your argument and link it to the theoretical positions that are reviewed in the course.

6. Inquire among your friends to find out who among them has parents and grandparents still living in the same locale as you are. Choose one of the specific value-conflict issues listed at the end of this assignment and interview separately your friend, his/her parent, and his/her grandparent (three generations of the same sex in one family) about the value-conflict issue to find out each person's views. Beforehand, write up a series of interview questions, to be handed in, that you think will show most adequately and comprehensively the specific views of each generation on this issue. Also include questions on the background of each person (e.g., education, occupation, place of residence, specific experiences) which you think may help to explain similarities and differences between the generations.

During the interview take detailed notes in the person's own words on what each person has to say about the value-conflict issue. In your report answer all of the following questions: What value differences exist between the generations? What do you think accounts for these differences? (education? experience? etc.?) In what ways are the views of the three generations similar to one another, and what do you think accounts for these similarities? Do you think the intergenerational differences would have been more or less extreme in a similar family if you had chosen three individuals of the opposite sex from the one you did choose? Why or why not? In your report, include your interview notes (both your actual interview questions and each person's responses to them), as well as your analysis of the results.

Value-conflict issues (Note: Make sure to ask a broad range of questions that will show clearly each person's views about the specific issue area that you are investigating, not simply their personal behavior. Also make sure that you have asked a wide enough variety of questions on all aspects of your topic that value differences will be evident if they do exist.):

- sexual permissiveness
- patriotism
- need for and importance of close ties with relatives
- religion and church attendance
- importance of scientific activity
- use of nonprescription drugs (such as marijuana and cocaine)
- importance of hard work and saving
- health and eating habits
- material possessions
- hedonism (living to satisfy needs for personal pleasure)
- capital punishment