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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: Soc 361 Social Stratification

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	10/13/13
Department Chairperson(s)	<i>Christy</i>	10/15/13
College Curriculum Committee Chair	<i>Will</i>	11/14/13
College Dean	<i>Ann</i>	11/15/13
Director of Liberal Studies (as needed)	<i>Dr. H. ...</i>	3/14/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/1/14

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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.

EUSLO: Informed Learners

Rationale: Assignments, including reflection papers and essay exams, will engage students in an exploration of their own family's socio-economic status, including their own and their family's attitudes toward money, education, child-rearing, geographical mobility, and their family's migration and occupational history. By exploring their own class background, students will examine the relationship between macro level economic trends and policies and the kinds of outcomes that have been (and will be) experienced by various social classes.

Objective 2: Compare past and present trends of social inequality in the United States with those found in other contemporary societies.

EUSLO: Informed and Responsible Learners

Rationale: Assignments will require students to demonstrate knowledge of historical, economic and social forces including colonialism, imperialism, industrialization, deindustrialization, and globalization, and the way these forces shape the relationships between communities and cultural groups in the United States and other similar Western societies with a view to understanding the current process of world integration and globalization.

Objective 3: Apply sociological theories, principles and methods to present-day practical questions in social stratification;

EUSLO: Empowered Learners

Rationale: Through numerous examples presented in class, students will evaluate whether conservative/functionalist theories or radical/conflict theories offer stronger explanations for the growing gap between rich and poor in the U.S. Likewise, students will identify various methods of

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

Rationale: Through written assignments face to face interviews, and in-class discussion, students will compare their own class cultures, histories, and experiences with those of others from diverse racial and ethnic backgrounds, geographic environments and nationalities. Readings and class discussions will explore the patterns of mobility and occupational attainment and will help students identify of the role played by systemic racism, immigration policy, labor market changes and urban/rural economic development, or lack thereof, on the life chances of various segments of the population.

Objective 5: Assess the role of power, politics, culture, social networks, and socialization in maintaining a stratified society;

EUSLO: Empowered and Responsible Learners

Rationale: Assignments will require students to evaluate the relationship between capitalism and democracy through an examination of populist responses to the consolidation of governmental and corporate power since the mid-20th century. Students will identify the key economic and political decision-makers including business lobbies, the power elite, the national capitalist class and policy planning groups (think tanks), and elite boarding schools.

Objective 6: Evaluate the impact of interpersonal, institutional, and cultural classism on social policy and group relations in the international, national and local contexts.

EUSLO: Informed, Empowered and Responsible Learners

Rationale: Students will become aware of how classism, (the systems of privilege/disadvantage based on socio-economic status), is perpetuated by health care providers, law enforcement officials, social service agencies, businesses, employers, the media and others. Through examples provided in class and in the readings, students will evaluate the extent to which stereotypes and controlling images of the poor shape public discourse and decisions about public policy.

III. COURSE OUTLINE

Introductions, Definitions, and Examples	3 hours
Social Class	
Power	
Classism	
Gender and Race as forms of inequality	
Classical Theoretical Approaches to Understanding Inequality	6 hours
Conservative and Radical Perspectives on Inequality	

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 Migration patterns 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 and Neighborhoods Private Schools vs. Public schools	
Racial and Ethnic inequality	3 hours
Black Wealth/White Wealth Immigration and the racial hierarchy Global Assembly line	
Gender Inequality	3 hours
The Wage Gap Sex Segregation – Blue vs. Pink Collar Work, Family and Gender inequality	
Power and Politics	3 hours
Democracy versus capitalism	

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 activities for the first and second halves of the semester. The final is not cumulative.

Poverty Advocacy Project

This semester-long, individual and group project is designed to raise the awareness of students about the challenges of escaping and remaining out of poverty. Students are assigned a hypothetical “family” for whom they will become advocates throughout the semester. As a group, students will navigate the various agencies, policies and myriad obstacles that work with, for, or against low-income people.

V. GRADING SCALE

A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI: ATTENDANCE POLICY

The University attendance policy will be implemented in class.

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

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

Supplemental Readings:

Adams, Maurianne, Warren Blumenfeld, et.al. (2013). *Readings for Diversity and Social Justice, 3rd edition*. New York: Routledge

Grusky, David B. and Szonja Szelenyi. (2011). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender, 2nd 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: Critical Discussions on the Continuing Significance of Race, Ethnicity and Gender, 2nd edition*. Upper Saddle River, NJ: Pearson- Prentice Hall.

Domhoff, G. William. (2013). *Who Rules America? The Triumph of the Corporate Rich*. New York: McGraw Hill.

Hays, Sharon. (2003). *Flat Broke With Children: Women in the Age of Welfare Reform*. New York: Oxford University Press.

Held, David and Ayse Kaya, eds. (2007) *Global Inequality: Patterns and Explanations*. Malden, MA: Polity Press.

Hurst, C. (2012) *Social Inequality: Forms, Causes and Consequences, (8th Ed)*. New York: Pearson.

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.

Massey, Douglas and Nancy Denton. (1993). *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.

MacLeod, Jay. (2008). *Ain't No Makin' It, (3rd ed)*. Boulder, CO: Westview Press.

Ostrander, Susan A. (1984). *Women of the Upper Class*. Philadelphia: Temple University Press.

Reiman, Jeffrey. (2012). *The Rich Get Richer and the Poor Get Prison, 10th edition*. New York: Pearson.

Rothenberg, Paula S. (2009). *Race, Class, and Gender in the United States, 8th edition*. New York: Worth Publishers.

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

Seccombe, 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.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
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 Expected Student Learning 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 northern Europe. Americans tend to have difficulty recognizing how social class interacts with systems of social, economic, cultural, and political power, both at home and abroad, therefore, students who have taken this class will use their increased awareness of social inequality and the intertwining nature of class, race and gender, to engage in debates, take action, or serve as advocates around such issues as health care reform, minimum/living wage increases, immigration policy, welfare and the social safety net, voter identification laws, income and property tax laws, and education policy, etc. One assignment in this course, the Poverty Family Advocacy project is specifically designed to raise students' awareness of and facility with navigating the myriad social institutions and policies that affect the lives of low income Americans.
3. Liberal Studies course approval general information questions have been addressed.

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 syllabi, 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 and experiences. A wide array of first person narratives –in written and/or audio-visual format- are included in the course materials, including Michael Nye's internet photography exhibit entitled Hunger (<http://www.michaelnye.org/hunger/photoaudio.html>) and "Can't Everybody Fear Me Like That?" by Saint (in Adams, et. al, (2013) *Readings for Diversity and Social Justice*, 3rd edition). In addition, theoretical analyses of the intersections of race/class/gender and the social reproduction of class inequality written by non-white authors such as Patricia Hill Collins, Eduardo Bonilla-Silva, and William Julius Wilson are central to the course.
3. As indicated on the syllabus, this course has, beyond the required textbook, several options for a supplemental, non-fiction supplemental reader (Adams, M. 2013 *Readings in Diversity and Social Justice*) and/or in-depth sociological study (MacLeod, (1995). *Ain't No Makin' It*).
4. This is not a majors' course but is designed to serve as a controlled elective for Sociology majors and minors, while also serving IUP's general student population, by providing an introduction to the topic of class inequality, systemic and institutional classism, the power elite, democracy and capitalism, and populist anti-poverty social action.

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 recession/depression has exacerbated the problem. Many families are struggling to keep their heads above water, and an increasing number of these have lost the battle. How is our society responding? How well do our public and private programs provide a safety net for these families and help them get back on their feet while they are looking for work, especially now that work is so scarce?

For this assignment, students will examine how public- and private-sector programs and policies structure the opportunities available to people who are poor. In particular, students will learn about current social service and educational programs that affect families and individuals who are poor and unemployed/underemployed in their community. At the end of the project, students will be able to:

- describe the impact of these programs and policies on the choices available to families who are poor;
- critically assess what current programs and policies work and what ones don't work to help alleviate poverty, and explain why; and
- propose changes and/or alternative programs or policies that are likely to be more effective.

The problem

Three hypothetical families end up in emergency housing (a homeless shelter) in your community. How can these families secure permanent housing, get back on their feet economically and maintain an income that will enable them to live above the poverty level while also addressing other pressing family needs? And how can their children become upwardly mobile?

Your role

You will work as an advocate on behalf of one of these families, providing them with the information and assistance that will enable them to access resources in one of the following areas or “topics”:

- housing
- food
- health care
- education and/or job training (for children and adults, if needed)
- jobs/income
- cultural skills and legal assistance (only in the case of the immigrant family).

Although you will be doing your web research individually, it is equally important that you discuss and share information with others both in and outside the course. You will be collaborating with the other students working with “your family” to come up with a plan that integrates the actions the family can take to meet their needs in each of these areas.

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, no GED; she has worked at a fast food restaurant and as a motel maid in the past, but otherwise has no special job training skills; currently unemployed.
- Jenny has in the past had an addiction to methamphetamine, is currently “clean” but needs help to remain so.
- Father of children is at unknown address in another state.
- Jake is starting 3rd grade and is having trouble learning to read, may have a reading disability.
- Tina has asthma, needs regular medical care and medication to avoid trips to the emergency room.

Barb and Mike Smith:

- Barb and Mike are a married African American couple (Barb aged 35 and Mike aged 35) with 1 child (Russell, aged 12).
- Mike has a high school degree; worked as an auto worker until his job was eliminated in 2005; he suffers from clinical depression, has only been able to get short-term jobs as a laborer since 2005.
- Barb has an associate degree from a community college, has a part time job as a low-wage clerical worker, has high blood pressure that needs to be managed.
- Russell suffers from sickle cell anemia, which is severe enough that he periodically has to be admitted to the hospital and often needs to stay home from school.
- Barb’s mother lives in a small apartment on social security, has diabetes, needs Barb’s assistance to get groceries, get to doctor’s appointments, etc.

Rosa and Jose Hernandez:

- Rosa and Jose are a married couple (Jose aged 29, Rosa aged 25) with three children (Jesus aged 4, Olivia aged 2, and Maria, aged 8 months)
- Both are Mexican immigrants with only rudimentary English skills.
- Jose has an eighth grade education, was a farm worker in Mexico; he has a green card to work in the U.S., has had a succession of temporary jobs in landscaping and roofing in your community. There are currently no jobs in the village where he grew up in Mexico.
- Rosa has an eighth grade education, did domestic work in Mexico when it was available in their village (laundry, cleaning, etc.). She is undocumented, fears being sent back to Mexico and separated from her family.
- Olivia and Maria were born in the U.S. so are citizens, but Jesus is an undocumented immigrant.
- Jesus has behavioral problems (he is unruly, won’t follow directions, bites other children) and was kicked out of a church-based preschool program.
- Rosa had a difficult delivery with Maria, and has had a set of nagging physical problems ever since (fatigue, widespread pain, trouble sleeping, digestive problems, and headaches).

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 sign up for either housing or jobs/income for each family; only one person may sign up for each of the other advocate positions.
- **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 this first week of classes); *at least 1 post each week should be a response to your classmates’ posts.* Post any useful web links on the discussion threads for either the family or the advocacy role, or in the Miscellaneous Links thread. Include links or citations to newspaper articles, articles in journals, and the like that pertain to programs or policies, current events, or theories having to do with your family or, more generally, people who are poor. These resources add context to your advocacy work and are likely to be helpful when you write your analysis paper.

Your participation in the online discussion will be graded on the following:

- Credit+ (equal to an A)
- Credit (equal to a C+/B-)
- No Credit (equal to an F).

See the Online Discussion Protocol Grading Rubric at the end of this handout for more information.

- **Read the research and findings of the other advocates and respond to them** when appropriate. *Your thoughtful responses to the posts of your classmates are just as valuable as are the posts in which you include resources you have found, and will be counted as such.* One- or two-word responses do not count.
- **Discuss your findings and thoughts online** both with your “advocacy role cohort” (those who are advocates for the same topic) and with the other advocates for “your family.”

Written family plan (approx. 2 pages per topic, such as housing); 30% of total project grade

Develop a written plan with the other advocates for “your family” to answer the questions posed at the beginning:

How can these families secure permanent housing, get back on their feet economically and maintain an income that will enable them to live above the poverty level while also addressing other pressing family needs? And how can their children become upwardly mobile?

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 pertaining to your particular advocacy topic (if there are two of you working on the same topic for the same family, you can either write a joint section or write separate ones). Include some practical explanation for why you have developed this particular plan (e.g., other more appropriate job possibilities for Mike are out of state and thus inaccessible). Also include any Catch-22s or unsolvable dilemmas these families are likely to run into (e.g., if Barb gets a full-time job, then her son may no longer be eligible for Medicaid to pay for his periodic hospitalizations).

The written plan for each family is due in class on the date specified in the syllabus (April 5). Please indicate who wrote each section. You will be given an individual (rather than a group) grade based on the following criteria:

- Does the plan give a reasonably comprehensive overview of the family's options?
- Are the different options that are proposed practical for this particular family? If not, are the options' drawbacks or shortcomings explained?
- How well does the plan for each individual topic (e.g., housing or health care) take into consideration the needs of the family in the other topic areas? Here, you need to coordinate with the other members of your family group.
- How well does the advocate evaluate whether or not the options presented will actually meet the family's needs?

Analysis paper (approximately 5-6 pages); 40% of total project grade

The purpose of this essay is to demonstrate what you have learned about the policies and programs that affect families and individuals who are poor and unemployed/underemployed in your community. I suggest that you limit your analysis to the topic area you have chosen as an advocate, although this is not required. If they are relevant, include federal and state programs and/or policies along with local ones. (I don't expect you to identify and analyze all policies and programs in a given topic area.) Include the following:

- Describe current public and private policies and/or programs that are intended to assist people who are poor and unemployed/underemployed in your chosen topic area.

- 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:

- Is there a good overview of contemporary policies and programs in the topic area (e.g., housing, health care) that are intended to help alleviate poverty? Some historical background is a plus, but not required.
- How well does the author evaluate the effectiveness of these policies and programs for helping to alleviate poverty? Does the author explain why some policies and programs work and others don't?
- Does the analysis incorporate concepts and theories from assigned course readings and discussions?
- Do the author's suggestions for policy changes follow logically from her/his analysis?

ONLINE DISCUSSION GUIDELINES

Grading Rubric

Criteria	Credit 5 (= A)	Credit 4 or 3.5 (= B- /C+)	No Credit 0 (= F)
Postings	More than 2 postings each week, including responses to others' posts	2 postings each week	Fewer than 2 postings each week
Description of Contribution	<p>It is very clear that readings were understood and incorporated into responses.</p> <p>Asks questions that extend the discussion and makes insightful, critical comments.</p> <p>Contributes new information and identifies the source.</p> <p>Contributes many relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>Readings were mostly understood and sometimes incorporated into responses.</p> <p>Relates the issues to prior material covered in the course.</p> <p>Contributes some relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>No evidence that readings were understood or incorporated into the discussion.</p> <p>Repeats basic correct information related to discussion.</p> <p>Contributes few relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>

Online Discussion Protocol

1. Postings should be fairly evenly distributed during the duration of the project.
2. Postings should be a minimum of three sentences, or one short paragraph, and a maximum of two paragraphs.
3. Responses should be well written with proper punctuation, spelling and grammar.
4. Avoid short one-word postings, for instance, "I agree," unless accompanied by supporting statements from the readings, your research, or prior knowledge (work and life experience).
5. Stay focused on the topic.
6. Ask questions; challenge other postings that lack supporting evidence or present incorrect information.
7. Encourage further discussion, by building on current threads.
8. Check your postings for responses from others and respond in kind.
9. Use proper "netiquette."

Online Discussion Netiquette

1. **Think of your comments as printed in the newspaper.** Your online comments will be seen, heard and remembered by others in the class. Before you make an emotional, outrageous or sarcastic remark online, think about whether you would care if it were seen in your local newspaper.

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 great idea, great. If you want to contribute to 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.
5. **Avoid negativity.** You can disagree. You should disagree. You can challenge ideas and the course content, but avoid becoming negative online. It will affect you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. **There is no need to be aggressive online.** No flaming, all caps, or !!!!, or ????
7. **Be polite, understate rather than overstate your point, and use positive language.** Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. **Disagree politely.** When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. **Don't disrupt.** Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but if you have something entirely different to bring up, wait or post it in another thread.
10. **Don't use acronyms** than not everyone would understand and know.

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:

- a) Examine their individual positions as members of a social class group, the 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 national and local contexts.

III. COURSE OUTLINE [Below are example topics and content for this course.]

Week One Introductions, Definitions, and Examples

Social Class

Power

Classism

Gender and Race as forms of inequality

Week Two and Three: Classical Approaches to understanding Inequality

Who Benefits? Who Loses?

Marx, Weber, Wright Theories

Occupational Prestige and Earnings differences

Davis and Moore on Stratification

Week Four: Historical Patterns of inequality

Industrialization and Internal Colonialism

Post Industrialism

Globalization and Migration patterns

The Role of immigration in economic development

Post-Reagan-omics- Growing inequality

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

Week Seven: Midterm evaluation
Review and evaluate all material covered to date

Weeks Eight and Nine: The Lived Experience of Social Class- Life at the Bottom
WJ 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
Who goes to college?
Schools and Neighborhoods
Private Schools vs. Public schools

Week Ten: Racial and Ethnic inequality
Black Wealth/White Wealth
Immigration and the racial hierarchy
Native Americans and poverty

Week Eleven: Gender Inequality
The Wage Gap
Sex Segregation – Blue vs. Pink Collar
Work Family and Gender inequality

Week Twelve: Power and Politics
Democracy and capitalism
Structured inequality in voter participation

Week Thirteen: Inequality in Health Care
Social, physical and economic influences on health
Health and unemployment

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%
Quizzes (may be in class, on-line, or Take home, multiple choice or Essay)	0 to 40%
Exams (may be in-class, on-line, or Take home, multiple choice or Essay)	25 to 75%
Other forms of Evaluation	<u>0 to 50%</u>
Total	100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. GRADING SCALE

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI: ATTENDANCE POLICY

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e. MWF classes); 2 absences for classes that meet for 75 minutes twice per week (i.e., T/Th classes); and 1 absence in classes that meet for 150 or more minutes per week.

[Note: Individual faculty members should develop an attendance policy for the course that is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Adams, Maurianne, Warren Blumenfeld, Rosie Castenada, et.al. 2000. *Readings for Diversity 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, 7th 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

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To

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, (website: <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 were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. BIBLIOGRAPHY

Aguirre, Jr., Adalberto and David Baker. 2008. *Structured Inequality in the United States: Critical Discussions on the Continuing Significance of Race, Ethnicity and Gender*. 2nd edition. Upper Saddle River, NJ: Pearson- Prentice Hall.

Domhoff, G. William. *Who Rules America? Power and Politics*, 4th edition. New York: McGraw Hill.

Hays, Sharon. 2003. *Flat Broke With Children: Women in the Age of Welfare Reform*. New York: Oxford University Press.

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*.

Massey, Douglas and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.

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

Ostrander, Susan A. 1984. *Women of the Upper Class*. Philadelphia: Temple University Press.

Reiman, Jeffrey. 2004. *The Rich Get Richer and the Poor Get Prison, seventh edition*. New York: Pearson.

Rothenberg, Paula S. 2007. *Race, Class, and Gender in the United States. Seventh edition*. New York: Worth Publishers.

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

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

Shapiro, Thomas M. 2004. *Great Divides: Readings in Social Inequality in the United States, 3rd edition*. Mountain View, CA: Mayfield Publishers.

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

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

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

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1. Culture and Cultural Diversity 4. Individual Development and Identity 5. Individuals, Groups and Institutions	(a) – (d)	Quizzes Exams Papers Presentations