

**SOCIAL STRATIFICATION (2022)**  
**(SOCI 462 SECTION 01: 3 Credit Hours)**  
**Total Contact Hours for the Course: Approximately 45**  
**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of Sociology**  
**Spring Semester 2012**

**Tuesday and Thursday 8 AM-9:15 AM**  
**Taylor Social Science Building Room 104**

“I am learning all the time. The tombstone will be my diploma.” –Eartha Kitt

Instructor: Professor Stacye Blount  
Office: Williams Hall 212  
Phone: (910) 672-1531 (office); (910) 672-1122 (Sociology Department)  
Office Hours: Monday and Wednesday: 10 am-12 noon  
Tuesday and Thursday: 11 am-1 pm  
Other times by appointment  
E-mail: [sblount@uncfsu.edu](mailto:sblount@uncfsu.edu) (the best way to contact me)

***Librarian Information***

Charles Chesnutt Library: <http://library.uncfsu.edu/>

Name: Miss Takiyah Jemison  
Telephone: (910) 672-1547  
E-mail: [tmjemison01@uncfsu.edu](mailto:tmjemison01@uncfsu.edu)  
Note: You must make an appointment to see Ms. Jemison.

## ***FAYETTEVILLE STATE UNIVERSITY ELECTRONIC MAIL POLICY***

FSU provides each student, free of charge, an e-mail account (username@uncfsu.edu) that is easily accessible through the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. **Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.** The university maintains computer labs for students use, and these labs are available for checking e-mail. Students making inquiries through e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account. Rules and regulations governing the use of FSU e-mail may be found at the following website: <http://www.uncfsu.edu/policy/general/FSUE-mailFINAL.pdf>

## ***COURSE OVERVIEW AND DESCRIPTION***

This course is focused on a study of classes, castes, estates, status groups, and social mobility, with an examination of theories of social mobility and a comparison of modes of stratification in selected societies. Specifically, the course focuses on race, class, and gender as systems of inequality.

**Note:** It is possible for this course to be controversial for some students because the content may challenge beliefs, opinions, and convictions held by individuals and the public about equality in the United States.

## ***DISABILITY DISCLOSURE STATEMENT***

- If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) which may influence your performance in this course, you must meet with a representative in the Center for Personal Development to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact the Center for Personal Development at 672-1222, Campus Location: Spaulding Building. You will need to complete the Services for Students with Disabilities form (website address: [http://www.uncfsu.edu/studentaffairs/cfpd/disabled\\_student\\_services.htm](http://www.uncfsu.edu/studentaffairs/cfpd/disabled_student_services.htm)).

## ***REQUIRED TEXTBOOK/COURSE MATERIALS***

- Beeghley, Leonard. 2008. *The Structure of Social Stratification in the United States*. 5th ed. Boston, MA: Allyn and Bacon.
- Fireside, Daniel, Amy Gluckman, Smriti Rao, and Alejandro Reuss. 2009. *The Wealth Inequality Reader* (3rd ed.). Boston, MA: Dollars & Sense.
- Katznelson, Ira. 2005. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*. New York: W. W. Norton & Company.

- Readings on Blackboard (as necessary-BB in the course schedule) These articles are found under *Course Documents* in Blackboard.
  - **Note:** As needed, I will distribute additional readings in class or on-line. This situation will probably occur when news in mass media is relevant to course material and/or when I discover an article that is better suited than the one I had initially assigned for a particular topic. Although these readings may be assigned on an impromptu basis, they are required readings for the course.

### ***STUDENT LEARNING OUTCOMES:***

Upon completion of this course, students should be able to:

- Define sociological concepts and theoretical perspectives related to social stratification (foundational knowledge)
- Analyze everyday life experiences and social problems using sociological concepts and theoretical perspectives related to social stratification (application: critical, creative, and practical thinking)
- Connect race, class, and gender to their personal life experiences and the constraints of social structure (integration)
- Explain the importance of analyzing individual life experiences within larger social and historical circumstances (human dimension)
- Identify instances in which application of the sociological imagination has prompted them to rethink their points of view about reasons for their circumstances and the circumstances of other people (caring)
- Discuss the recognition of the fact that academic success requires continuous active and reflective intellectual involvement in class and outside the classroom (learning to learn)

### ***COURSE REQUIREMENTS AND EVALUATION CRITERIA***

As your professor, I strive to maintain a classroom environment that promotes an optimal learning experience; therefore, you are expected to abide by the guidelines (see below) for this class.

#### ***Attendance***

Your contribution to this class is important to your classmates and me; therefore, I STRONGLY recommend consistent attendance and participation. If you desire to have a meaningful, interesting, and rewarding experience in this class, it will be necessary for you to be prepared for this class. I shall capture your attendance patterns. Although you may tell me that you will be absent from class, this notification does not imply that the absence is an excused one.

During the first half of the semester/term, faculty will assign an interim grade of “EA (Excessive Absences)” for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about [possible] completion of missed assignments. The EA is not a final grade; therefore, students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

### ***FSU Policy on Disruptive Behavior in the Classroom***

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

#### **The FSU Policy on Disruptive Behavior identifies the following behaviors as disruptive:**

- Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
- Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
- Use of cell phones and other electronic devices that are in violation of the class syllabus;
- Overt inattentiveness (e.g., sleeping, reading newspapers, doing work for another class during the class period);
- Eating in class (except as permitted by the faculty member);
- Threats or statements that jeopardize the safety of individuals;
- Failure to follow reasonable requests of faculty members; and/or
- Entering class late or leaving class early on a regular basis.
- Other behaviors as specified by the instructor (see additional items related to Sociology 462 below).

#### **Additional Sociology 462 (Social Stratification) Expectations for Behavior**

- In accordance with the above policy, it is disruptive and rude to enter and re-enter the classroom during the class period. Please tend to personal matters before the beginning of the class period.
- Children are not permitted in the classroom. Classroom guests must have prior approval of the instructor.

#### **The instructor may take the following actions in response to disruptive behavior:**

- Direct student(s) to cease disruptive behavior.
- Direct student(s) to change seating locations.
- Require student(s) to have an individual conference with the faculty member. During this meeting, the faculty member will explain the consequences of continued disruptive behavior.
- Direct student(s) to leave class for the remainder of the class period.
- Dismiss class for the remainder of the period. This action must be reported to the chairperson of the department.
- Deduct points from the final grade for a student.
- File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the chairperson of the department.

**NOTE:** For the complete FSU policy on disruptive behavior in the classroom, please see the following website: [www.uncfsu/policy/academic\\_affairs/DisruptiveBehavior.Final.pdf](http://www.uncfsu/policy/academic_affairs/DisruptiveBehavior.Final.pdf).

### *Course Policies*

- Withdrawal Policy: The last day to withdraw from classes is Friday, March 23, 2012. The last day to withdraw from the university is Friday, April 20, 2012.
- Course Buddies: I advise you to exchange contact information with two course buddies. You should use these course buddies as resource persons for this class in the event that you are absent from class. You are responsible for information missed due to absence.
- Class Website: The course website is maintained on Blackboard. It will provide access to the syllabus, PowerPoint lecture summaries, class handouts, and current course announcements. I will do my best to be diligent about posting the lecture outline under *Lectures* in Blackboard before the class lecture. Please check Blackboard daily for course updates and announcements. You are responsible for material posted in Blackboard.
- Submission of Assignments: Each assignment will have specific instructions for submission. **Please do not send any assignments to my e-mail address without prior approval from me.**
- Late Assignments: An assignment is considered late if it has not been submitted on or before the due date. Penalties accompany late paper submissions. You will lose ten percent (10%) of the total points for each day that the assignment is late. Late is late is late . . . no matter the reason for the late submission. You will be penalized for late submissions. Since you will provide electronic submissions for most completed assignments, the link necessary for electronic submission will be available until midnight on the day after the assignment is due. For example, if an assignment is due on January 18, 2012, then the link for submission will be available until midnight on January 19, 2012. If you need to submit an assignment after the due date, you will need to contact me so that I can reopen the assignment link in Blackboard. Again, points for late submission will be deducted by me. I do not accept any assignment that has not been submitted to me within a week after the due date. For example, if you do not submit an assignment that was due on January 18, 2012 on or before January 25, 2012, you need not submit the assignment because I will not accept it. Be diligent about submitting your assignments on time.
- Late Arrival to Class: If you enter the classroom after the attendance roster has been collected by me, you will be considered absent for the class period. Be diligent about coming to class on time. Although you will be considered absent, it will be beneficial to your learning experience to remain in class.

- Grade Discrepancies and Appeals: You are responsible for keeping all graded work until final grades have been assigned by me. If a discrepancy exists between my calculations and your calculations, it is your responsibility to prove the number of points that you earned during the quarter. Please check the grade center in Blackboard to be certain that the grade that is written on your assignment and the grade recorded in the grade center are the same grade. If you wish to appeal a grade, you must provide the reason for the grade appeal in writing. I must receive the grade appeal request within one week of the date that the graded assignment is returned to you (For example, if I return a paper to you on January 18, 2012, then your grade appeal must be submitted on or before January 25, 2012). I will only address grade appeal requests that are submitted in written form. Be aware that a re-evaluation of your work may result in a lower grade than the original grade. Grade appeals are NOT meant to be opportunities to re-write your assignments. I will alert you when I will accept a “*revise and resubmit*” version of an assignment.
- Revision and Resubmission of Assignments: At my discretion, you may revise and resubmit an assignment for regrading by me. Before you revise and resubmit an assignment, you must meet with me to discuss the challenges in the paper. If you do not meet with me, you cannot revise and resubmit the assignment.
- Make-up Work and Incomplete Grades: I do not give make-up work for missed quizzes, in-class assignments, and discussion preparations. Additionally, I do not give incomplete grades. I require documentation from the appropriate official before I will consider giving a make-up exam for a major exam missed by you. Please adjust your schedule to accommodate the schedule for this class.
- Religious Observances: The policy for religious observances can be found at the following website: <http://www.uncfsu.edu/policy/subject.htm>. The policy is located under the *Academic Affairs* section.
- Extra Credit: Extra credit is given at my discretion.
- Academic Integrity: All students are expected to display academic integrity. Suspected violations such as plagiarism, cheating, and fabrication are examples of academic dishonesty and will be dealt with according to the university policy (<http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf>).
- Assistance with the Course: If you are having difficulty in this course, please come see me as soon as possible. Please do not wait until the last minute to come talk to me about your performance in this class. I am happy to assist you with course material. If you do not alert me in a timely manner, it is unlikely that I will be able to assist you with the situation. Additionally, do not approach me with discussion about your academic progress before or after class. Discussion about academic progress is a private issue; therefore, it is my practice to have those conversations in my office. Feel free to visit me during my office hours to discuss your progress in the class. If you are unable to visit me during office hours, please make an appointment to see me.

- Writing Center/Smart Thinking: Tutors at the **writing center** are available to help you with your writing assignments. The university writing center is located in 216-C Helen Chick Building. The phone number is 672-1864. Please check the website for hours of operation (<http://www.uncfsu.edu/learningcenter/writingcenter/index.htm>). In addition to the writing center, the university sponsors access to **Smart Thinking**. This program is under Course Tools in Blackboard.
- E-mail Messages: I will answer e-mail messages that you send to me. Please put Sociology 462 in the subject area and be certain that your FULL NAME appears somewhere in the e-mail message. I will not respond to e-mail messages that do not contain your full name and SOCIOLOGY 462 in the subject line. Furthermore, please use Standard Written English in your e-mail messages to me. Do not use text message syntax in e-mail messages that you send to me. Our relationship is a professional one. Thus, your e-mail message to me should begin (“Dear Professor Blount”) and end in a professional tone. I am diligent in responding to e-mail messages that you send to me. I do not respond to e-mail messages that are not sent from your UNCFSU e-mail account.
- Syllabus Changes: I have the right to amend the contents of this syllabus and/or the schedule during the term to accommodate unanticipated events and developments. Furthermore, it is my right to modify the content of the syllabus when student learning will be enhanced by flexibility and responsiveness of your professor. You are responsible for any changes in the syllabus that are announced in class, in Blackboard, and/or through e-mail messages sent to your UNCFSU account. Be assured that changes will be fair, reasonable, and in your best interest. Please maintain your UNCFSU e-mail account.
- Statements Concerning Electronic Devices in the Classroom
  - Personal laptops should be for note-taking and/or for retrieving information that is relevant to class discussions.
  - Please turn all electronic devices to vibrate or silent mode (preferable mode). It is amazing that you can check your electronic device AFTER class and see who called you and/or sent a text message to you. It is rude to send text messages during the class period. If you have special circumstances, please inform me.
  - **Note:** It is possible that opportunities will exist for you to use your cell phone or smart phone to sent text messages for responses to questions posed in class. In these instances, the use of these devices to send text messages in class is permissible by me.
- The environment in this class is governed by the Student Code of Conduct (<http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf>).
- You are responsible for having knowledge of information printed in the undergraduate catalog (<http://catalog.uncfsu.edu/ug/index.htm>).

### ***A Few Words about Writing***

Writing is an evolutionary (describing a gradual process in which something usually changes into a complex or better form) action. Writing skills are usually improved with practice. Even though I will be diligent in giving instructions with clear expectations to you and providing useful and constructive feedback to you, it is important that you approach your writing assignments with purpose.

It is mandatory that you use the American Sociological Association (ASA) formatting and style guide for your papers. The ASA guidelines are the only guidelines that I will accept in this class. A copy of the current ASA Style Guide is on reserve in the Chesnut Library. I have provided a copy of the style guide as a reference guide for tutors in the writing lab.

In this course, I expect your writing to demonstrate to me that you are thinking and learning about sociology. Additionally, writing offers the opportunity for you to purposely grapple with concepts and theories related to sociology and apply those concepts and theories to the social world.

#### **An academically responsible and accountable student:**

- Recognizes that learning is a life-long process.
- Attends class on a regular basis, is well-prepared to participate in all class activities, and completes all assignment by the deadline.
- Assumes responsibility for his or her academic success and monitors his or her academic progress in classes.
- Uses good time management skills and prioritizes responsibilities.

## ***GUIDELINES FOR GENTLE CLASS DISCUSSIONS***

- Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist in our society.
- Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups. This statement is true for members of oppressed and privileged groups.
- Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- Agree not to “blame victims” for the condition of their lives.
- Assume that people-both the groups we study and the members of this class-always do the best they can.
- Actively pursue information about our groups and those persons who belong to other groups.
- Share information about our groups with other members of the class, and never demean, devalue, or in any way “put down” people for their experiences.
- Agree to combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
- Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that class members agree not to repeat the remarks.

Source: Cannon, Lynn Weber. 1990. “Fostering Positive Race, Class, and Gender Dynamics in the Classroom.” *Women’s Studies Quarterly* 18(1/2): 126-34.

## *Course Requirements and Grading*

### **Class Participation/Discussion Preparation (possible total points: 220 points-22@10 points each): 60%**

This assignment is due on the day that we discuss the readings. I do not give make-ups for missed discussion preparation guides. NO EXCEPTIONS.

### **Sociobiography Assignment (possible total points: 100 points): 25%**

We shall discuss sociobiography guidelines on Tuesday, January 17, 2012. The paper is due in Blackboard by 11:59 PM on Tuesday, March 20, 2012. Please bring a hard copy to class on Tuesday, March 20, 2012.

### **Reflective Writing Assignment (possible total points: 30 points): 15%**

This assignment will require you to reflect on the content of the course. It will be completed in class. I shall not give make-ups for missing this assignment.

### ***Possible Total Number of Points: 350 points***

At the end of the semester, I shall calculate your final grade by dividing the total points earned by you by the total number of possible points (350) that can be earned in the course and multiplying the result by 100. I do not grade on a curve.

Grade Percentage	Letter Grade
92-100	A
83-91	B
73-82	C
64-72	D
0-63	F

**Note:** If you do not understand my expectations of you for a particular assignment, you need to contact me **BEFORE** you complete the assignment.

### **Midterm Grade Calculation**

I will use grades for required assignments that are scheduled for January 9, 2012 through March 1, 2012 to calculate your midterm grade. I shall not incorporate extra credit points in the calculation of the midterm grade. I shall incorporate those points when I calculate the final grade.



## **THE AMERICAN DREAM, SOCIAL MOBILITY, AND PRIVILEGE**

- Tuesday, February 14, 2012      Social Mobility  
Reading: Chapter 5: pages 113-top of page 119; pages 129-top of page 140 (Beeghley) (prep 7)
- Thursday, February 16, 2012      Privilege  
Reading: *Making Systems of Privilege Visible* by Stephanie Wildman and Adrienne Davis (BB) (prep 8)
- Tuesday, February 21, 2012      The American Dream and Meritocracy  
Reading: The American Dream: Origins and Prospects in *The Meritocracy Myth* by Stephen McNamee and Robert K. Miller (BB) (prep 9)
- Thursday, February 23, 2012      Film: *The Help*
- Tuesday, February 28, 2012      Film: *The Help*
- Thursday, March 1, 2012      Film: *The Help*
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## **SPRING BREAK! ENJOY! MARCH 6, 2012 AND MARCH 8, 2012**

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## **WHEN AFFIRMATIVE ACTION WAS WHITE: AN UNTOLD HISTORY OF RACIAL INEQUALITY IN TWENTIETH-CENTURY AMERICA**

- Tuesday, March 13, 2012      Preface, Chapter 1 (prep 10)  
Thursday, March 15, 2012      Chapter 2 (prep 11)
- Tuesday, March 20, 2012      Chapter 3 (prep 12)  
Thursday, March 22, 2012      Chapter 4 (prep 13)
- Tuesday, March 27, 2012      Chapter 5 (prep 14)  
Thursday, March 29, 2012      Chapter 6 (prep 15)
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## **THE WEALTH INEQUALITY READER**

Tuesday, April 3, 2012	Inequality and Economic Crisis (first 5 readings) (prep 16)
Thursday, April 5, 2012	Inequality and Economic Crisis (next 6 readings) (prep 17)
Tuesday, April 10, 2012	The Causes of Inequality (first 5 readings) (prep 18)
Thursday, April 12, 2012	The Causes of Inequality (next 5 readings) (prep 19)
Tuesday, April 17, 2012	The Consequences of Inequality (4 readings) (prep 20)
Thursday, April 19, 2012	Strategies for Change (readings on pages 176, 182, 189, 195, and 199) (prep 21)
Tuesday, April 24, 2012	Strategies for Change (readings on pages 210, 225, 230, 255 and 271) (prep 22)
Thursday, April 26, 2012	Reflective Writing Assignment

## **APPENDIX A: THE ROLE OF THE PROFESSOR IN CLASS DISCUSSIONS**

I desire to establish an active dialogue that encourages you to incorporate active and reflective thinking in your study of sociology. Thus, I view my role as facilitator of class discussions.

## **APPENDIX B: DISCLAIMER ABOUT POSSIBLE OFFENSIVE MATERIAL**

Some material presented in this class may be offensive to you. Films and/or written material may contain course language and/or harsh descriptions of social issues. If the material covered in this class questions your race, ethnicity, social class, gender, sexuality, faith, or any other aspect of your identity, please take the opportunity to evaluate the basis for your reaction.

## **REFERENCES**

- American Sociological Association. 2010. *American Sociological Association Style Guide*. 4th ed. Washington, DC: American Sociological Association.
- Beeghley, Leonard. 2008. *The Structure of Social Stratification in the United States*. 5th ed. Boston, MA: Allyn and Bacon.
- Fireside, Daniel, Amy Gluckman, Smriti Rao, and Alejandro Reuss, eds. 2009. *The Wealth Inequality Reader* (3rd ed.). Boston, MA: Dollars and Sense.
- Harro, Bobbie. 2010. "The Cycle of Liberation." Pp. 52-58 in *Readings for Diversity and Social Justice* 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita (Rosie) Castañeda, Heather W. Hackman, Madeline L. Peters, and Ximena Zúñiga. New York, NY: Routledge-Taylor and Francis Group.
- Harro, Bobbie. 2010. "The Cycle of Socialization." Pp. 45-51 in *Readings for Diversity and Social Justice* 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita (Rosie) Castañeda, Heather W. Hackman, Madeline L. Peters, and Ximena Zúñiga. New York, NY: Routledge-Taylor and Francis Group.
- Katznelson, Ira. 2005. *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*.
- MacLeod, Jay. 2009. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. 3rd ed. Boulder, CO: Westview Press.
- Ore, Tracy E. 2006. "Part I: Constructing Differences." Pp. 1-18 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* 3rd ed., edited by Tracy E. Ore. New York: McGraw-Hill Companies, Inc.
- Wildman, Stephanie M. and Adrienne D. Davis. 2008. "Making Systems of Privilege Visible." Pp. 109-115 in *Privilege: A Reader*, edited by Michael S. Kimmel and Abby L. Ferber. Boulder, CO: Westview Press.

Young, Iris Marion. 2010. "Five Faces of Oppression." Pp. 35-45 in *Readings for Diversity and Social Justice* 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita (Rosie) Castañeda, Heather W. Hackman, Madeline L. Peters, and Ximena Zúñiga. New York, NY: Routledge-Taylor and Francis Group.