I. Locator Information:

Instructor: Dr. Jerry N. Woods
Course number and name: SOCI 462-01: Social Stratification
Semester Credit Hours: 3
Total Contact Hours: 45
Day/Time Class Meets: M, W, F/3:00a.m. – 3:50a.m.
Class Location: TSS 103
Email: jwoods1@uncfsu.edu
Office Phone: (910) 672-2220

Office Hours: M, W, 11:00a.m. - 2:00p.m.; F, 11:00a.m. - 1:00p.m.;
*Also by appointment
Office Location: TSS, Room 204A

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established email as the primary mode of correspondence between university officials and enrolled students. Inquires and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquires or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at:
http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

SOCI 462 Expectations: Since all emails are official communications, please use standard business language, grammar, and capitalization.

II. Course Description:

SOCI 462 is a study of classes, castes, estates, status groups, and social mobility, with an examination of theories of social mobility and comparison of modes of stratification in selected societies. Prerequisite: SOCI 210
III. **Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. **Required Textbook:**


V. **Student Learning Outcomes***:

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

1. Define and explain the nature and scope of inequality in American society. (8.1)
2. List determinants of inequality in American Society. (3.3)
3. Explain various theories of stratification as found in sociological literature. (7.1, 7.2)
4. Identify characteristics of class, caste, and estate. (7.4)
5. Demonstrate an understanding of the impact of the concept of inequality on personal life chances such as health care, food and shelter, and personal well-being. (5.4, 10.1, 10.2)
6. Examine the relationship between inequality and various aspects of social life such as crime, violence, and protest. (5.2, 5.4, 7.2, 10.1)

*DPI, NCATE, INTASC standards are in parentheses.

VI. **Course Requirements and Evaluation Criteria:**

1. **Grading Scale:** A=92-100, B=83-91, C=73-82, D=64-72, F=63 or less (numbers indicate percentages)
2. **Attendance Requirements:** Each student is expected to regularly and punctually attend class throughout the term and to participate in a meaningful way in class activities. Students must be present for the duration of the class. **Absences beyond one unexcused absence will have an adverse effect on a student’s grade and being excessively absent and late could result in failure of the course.** For an absence to be excused,
the student must provide evidence (i.e., a physician’s note) that justifies his or her failure to attend class. Arriving late to class on three occasions without permission of the instructor will equal one absence. Leaving class early without prior approval is impermissible and will carry the same penalty as an absence.

3. Graded Assignments: Students will be evaluated on their performance on three examinations, including the final examination; and a research paper.

Class participation and class attendance will be primary considerations. There will be no extra credit projects.

There will be no dropped examinations. All the examinations count and will be included in the calculation of the final grade.

Dates for the exams are indicated on the assignment schedule. No make-up exams will be given except in cases of dire circumstances. In such cases, arrangements should be made with the instructor before the regular exam date, if possible.

Each student is expected to complete a major written assignment. The due date is indicated in the course assignment schedule. The assignment should be typed or word processed. The paper will have double spacing and margins of one inch or one and a quarter inch on all sides. It must represent the student’s own work, be proof read, and be stapled together before it is submitted for grading. Completed papers should reflect the American Sociological Association Manual style.

The major written assignment requires each student to write a research paper of 3-5 pages on a topic related to social stratification. A list of ideas below might assist you in choosing a topic for your paper. I would like to see your topic by January 22 and your outline by January 29, 2009. Concise, well-organized papers with proper use of citations are expected. This paper is a research paper. It must contain notes and a bibliography. Any paper without notes and a bibliography will receive a low or failing grade. Do not utilize internet sources for your notes or bibliographical references. Try to synthesize knowledge and use your own words. Do not “cut and paste” from other authors. That is, do not simply copy or even paraphrase entire paragraphs, using one paragraph from here, one from there, and one from somewhere else. Make sure you reference your sources. You should use at least five different sources. Your paper must have a title page, an endnotes page, and a bibliography.

Topics/Issues/Ideas for consideration for your research paper:
(a) Politics; (b) Health Care; (c) Education; (d) Gender; (e) Employment; (f) Housing. (Keep in mind that the content of your paper must focus on/must have as its primary concern social stratification/social inequality. You must identify who and/or what is unequal, discuss the nature of the inequality, and explain/analyze why the inequality exists.)

Evaluation and Grading Rubric for the Research Paper

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Content</td>
<td>25%</td>
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<tr>
<td>Organization</td>
<td>25%</td>
<td></td>
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<tr>
<td>Sentence Construction</td>
<td>20%</td>
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<tr>
<td>Citing/Documenting</td>
<td>10%</td>
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<tr>
<td>Bibliography</td>
<td>10%</td>
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</tr>
<tr>
<td>Overall Presentation</td>
<td>10%</td>
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</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

1. **Content** refers to the ideas you present and the demonstrated knowledge of those ideas.

2. **Organization** refers to an introduction that specifies the key issues addressed; a discussion of those ideas in the order they were identified; the smooth transition from one issue to the next and from introduction, to body, to conclusion.

3. **Sentence Construction** implies that the sentences are logically organized, correct in subject and verb agreement and in other rules of grammar, and varied in length and structure.

4. **Citing/Documenting** refers to supporting the information in your paper with note numbers appropriately placed and the source of the information appropriately identified, properly placed, and accurately written on an endnotes page.

5. **Bibliography** refers to whether the bibliography is submitted and written according to the specified style.

6. **Overall Presentation** is the instructor’s assessment of the student’s effort and effectiveness, and of such things as neatness, margins, indentations, and paragraphing.

7. **Total Score** is the sum of the scores for all the categories.
4. **Value of Each Assignment:** Each examination will be **20 percent** of your final grade for a total of 60 percent. The value of the research paper will be **25 percent**. **Attendance and participation** will be **15 percent** of your grade.

5. **Policy on Missed Tests and Late Assignments:** All students are expected to take the exams and to submit the research paper on the assigned dates. Only under extraordinary circumstance should a student miss an exam or fail to submit the paper on the due date. Missing an exam without an approved excuse will result in 10 percentage point being deducted from a student’s grade for the exam. Students who miss an exam without a legitimate excuse must take it the next time the class meets. Papers that are late will be penalized five percentage points and must be submitted at the next class.

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

FSU Core Curriculum Learning Outcome under Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU policy on disruptive behavior (see FSU website for complete policy) identifies the following behavior as disruptive:

- a. Failure to respect the rights of other students to express their viewpoint 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:

- b. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;

- c. Use of cell phones and other electronic devices;

- d. Overt inattentiveness (sleeping, reading newspapers);

- e. Eating in class (except as permitted by the faculty member);

- f. Threats or statements that jeopardize the safety of the student and others;
g. Failure to follow reasonable requests of faculty members;

h. Entering class late or leaving early

i. Other: Leaving class to answer a cell phone or to make a phone call; wearing a hat, cap, or other inappropriate head covering while in class; chewing gum; and bringing children into the classroom during the class period.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

a. Direct students to cease disruptive behavior.

b. Direct students to change seating location

c. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.

d. Dismiss class for the remainder of the period (must be reported to the department chair).

e. Lower the student’s final grade by a maximum of one letter grade.

f. 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 to the faculty member’s department chair.

7. **Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates one of these rules, the instructor will warn him or her privately. On the second violation, the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

**VII. Academic Support Resources:** University Learning Center, Writing Lab

**VIII. Course Outline and Assignment Schedule:** This calendar is subject to change as we go through the semester.
Week 1 (Jan 13-Jan 17)  Class Orientation: Discussion of the syllabus, including grading and the research paper
   The Road to Social Inequality: (Chapter 1)
   A Conceptual Introduction
   January 18, Interim grading period begins for X, EA, and F grades

Week 2 (Jan 20-Jan 24)  
   In Marx’s Wake: Theories of Social Stratification and Social Inequality (Chapter 2)
   January 20 – MARTIN LUTHER KING, JR., HOLIDAY, UNIVERSITY CLOSED

   January 24, Deadline for X (No Show) grades

Week 3 (Jan 27-Jan 31)  
   Repeat Performance: Globalization Through Time and Space (Chapter 3)

Week 4 (Feb 3-Feb 7)  
   FEBRUARY – BLACK HISTORY MONTH  
   Foundation for Social Inequality: Concepts and Structures (Begins) (Chapter 4)

Week 5 (Feb 10-Feb 14)  
   *Exam #1 (Feb 10)  
   Foundation for Social Inequality: Concepts and Structures (Continues) (Chapter 4)

Week 6 (Feb 17-Feb 21)  
   Heading the Hierarchy: Upper Class and Super Class (Begins) (Chapter 5)

Week 7 (Feb 24-Feb 28)  
   Heading the Hierarchy: Upper Class and Super Class (Continues) (Chapter 5)

Week 8 (Mar 3-Mar 7)  
   The Badly Besieged Middle Class (Chapter 6)  
   *RESEARCH PAPER IS DUE (Friday, March 7)  
   March 1-March 7 (Saturday – Friday), Midterm Examinations

Week 9  
   MARCH 8 (S) – MARCH 14 (F) – MIDTERM BREAK, NO CLASSES, UNIVERSITY OPEN
Week 10 (Mar 17-Mar 21)
  Working Class Estranged From Entitlement (Chapter 7)
  *RESEARCH PAPER IS DUE (Friday, March 17)

Week 11 (Mar 24-Mar 28)
  American Poverty: The Dream
  Turned Nightmare ( Begins) (Chapter 8)
  *EXAM #2 (Mar 24)
  MARCH 28 - Deadline for Removing “I” (Incomplete) Grades
  MARCH 28 – Deadline for withdrawing from classes

Week 12 (Mar 31-Apr 4)
  American Poverty: The Dream
  Turned Nightmare (Continues) (Chapter 8)

Week 13 (Apr 7-Apr 11)
  Racism: A Persistent American Presence (Chapter 9)
  APRIL 10, THURSDAY, FOUNDERS DAY

Week 14 (Apr 14-Apr 18)
  Racism: A Persistent American Presence (Chapter 9)
  April 18 (F)—SPRING HOLIDAY, UNIVERSITY CLOSED

Week 15 (Apr 21-Apr 25)
  Women’s Oppression: Sexism
  and Intersectionality (Chapter 10)

Week 16 (Apr 28-May 2)
  Astride with the Best and the Wisest
  Wrap-up and Review (Chapter 11)

  *Final Exam for Graduating Seniors (Apr 28 – May 3)
  Final Grades Due for Graduating Seniors (Monday, May 3)
  Last Day of Classes (May 2)
  *Final Exam for Students not Graduating (May 3 (S)–May 9 (F))
  *EXAM #3/FINAL EXAM – Wednesday, May 7; 2:00 p.m.-3:50 p.m.
  Commencement (Saturday, May 10, 9:00a. m.)
  Final Grades Due for Students not Graduating (Monday, May 12)

IX. Teaching Strategies:
  Since this is an upper level major class, the primary teaching strategies will be lecture and discussion. Each student is expected to read the assigned readings and participate in an analysis or evaluation of those readings at the next meeting. It
is essential that each student come to class prepared to discuss the readings and assignments. Active and reasoned participation is required.

X. Bibliography


