

## **COURSE INFORMATION**

UNIVERSITY OF NORTH TEXAS

SOCIAL STRATIFICATION

SOCI 3330/900 FALL 2019

Credit Hours 3

Internet Class

mandatory or optional online meeting times

and requirements to be announced and specified (see below)

### **Professor / Instructor Contact Information**

Milan Zafirovski, Professor

Chilton Hall 397D

Office phone & fax number (940) 565-2190 (may be changed) (940)  
369-7035

Office hours face to face Tuesday 2:5PM online every day 9AM-  
9PM

Email address [Milan.Zafirovski@unt.edu](mailto:Milan.Zafirovski@unt.edu)

Teaching Assistant information to be announced

### **About the Professor / Instructor**

Milan Zafirovski is professor in the Department of Sociology at the University of North Texas. He received his doctoral degree in sociology from Florida International University, Miami in 1999. He teaches Social Stratification, Community Organization, Social Problems for undergraduate students and Sociological Theory and Social Stratification for graduate students.



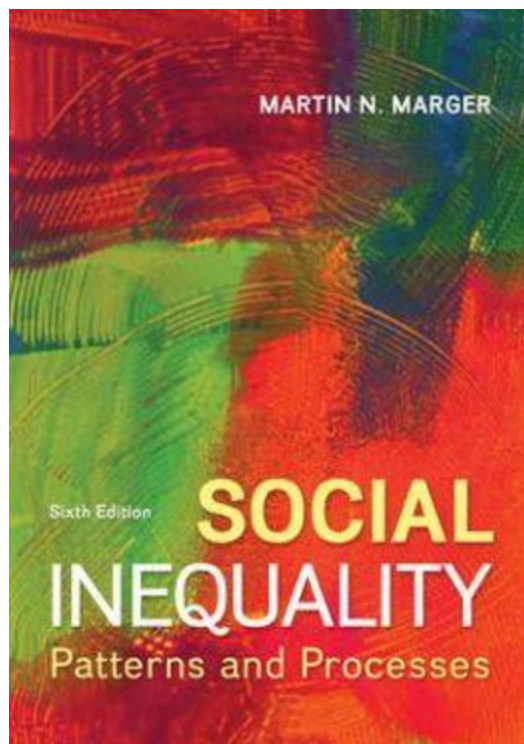
### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Pre-requisites None

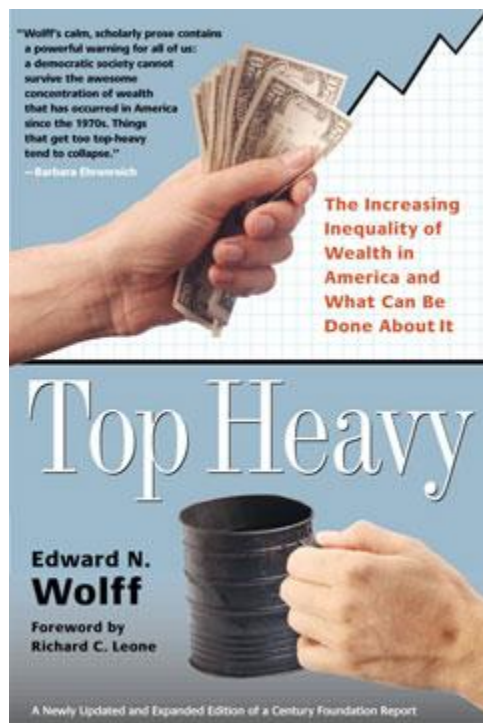
Instructor permissions Not required

### **Materials – Text, Readings, Supplementary Readings**

Required materials Martin Marger. *Social Inequality: Patterns and Processes*. McGraw Hill. Last (6<sup>th</sup>) edition. ISBN 9780078026935



Supplementary readings (recommended). Edward Wolff. *Top Heavy*. New Press.  
ISBN-13: 9781565846654



## Course Description

Description of general content of the course. This is an undergraduate Internet-based introductory course dealing with social stratification—i.e. vertical societal differentiation or hierarchical inequality in society. The course analyzes the causes, processes and patterns of social inequality in its various forms. Emphasis is placed on the economic, political, ethnic/racial and other forms of social inequality, as manifested in socially conditioned and patterned differentials and inequities in terms of class, power, and status. While taking into due consideration the observation about the ubiquity of social inequality across human society and over historical time, the course centers its attention on the United States and other comparable contemporary societies. This course applies a thorough comparative-historical perspective on social stratification, by comparing and contrasting the United States and other developed societies over time.

Instructional methods. In general, the course combines sociological methods and concepts with empirical observations and facts to objectively examine issues of social inequality, for example, poverty, wealth/income disparities, political inequality, and the like. Sociological methods, concepts, and data are used for the sake of a better understanding and explaining social stratification in contemporary communities and larger societies. Specific instructional methods include online lectures presenting main sociological concepts and empirical facts of social stratification through course outlines, online discussions, and the like. The profile and perspective of this course is mostly sociological. Nonetheless, this sociological perspective on social stratification will often be combined with those of other social sciences, especially anthropology, political science and history. In this regard, the course will have a thorough inter-disciplinary orientation, which is necessitated by the (multi-disciplinary) character—economic, political, historical, and cultural--of the subject of social inequality. Given this orientation, the course can be interesting and challenging both for students with majors/minors in sociology and for those majoring in such social sciences as anthropology, history, political science, as well as psychology, economics, business, etc. However, the course is not limited to social-science students, but can also be of interest and use for those in the physical and other sciences, especially biology (e.g. the issue of the role of biological determinants in social inequality and human behavior overall). Preferably, students should possess some elementary preparation in sociology and related social sciences at the introductory level.

Given its intermediate character, the course can serve as a stepping-stone for further studies of social stratification on undergraduate as well as graduate levels.

Goals / Rationale of the course. The content of the course will benefit students by helping them better understand and make sense of social stratification in America and other contemporary societies, including real-life, topical, and publicized issues of wealth and income distribution, political power and democracy, opportunity and

social mobility, and the like. The course closely relates to the content, primary concepts and principles of sociology which has a long-standing tradition of studying social stratification and related issues. The course will emphasize acquiring and applying a basic scientific and inter-disciplinary type of knowledge by providing the main sociological and related concepts, objective facts (including statistical data), and explanations of social stratification in America and comparable societies. It will also emphasize a specific type of abilities such as comprehending, learn, applying, and connecting (rather than merely memorizing) concepts and facts. The course is organized in a specific sequence through learning modules because these are seen as the most appropriate ways to reach the goals and learning objectives of the course. Each particular course subject or lesson is presented by a learning module. A learning module includes learning objectives to be reached for that particular lesson, lesson content with sub-contents, summary, and assignments for students.

Learning objectives/outcomes. The learning objectives/outcomes for the overall course (also provided for each learning module) are the following.

- ☐ students will learn, comprehend, and connect principles, concepts, and empirical facts of social stratification in contemporary society;
- ☐ students will be able to analyze, understand, and explain how and why social stratification exists, persists, or changes in society;
- ☐ students will be able to relate and compare social stratification to society as a whole, including economy, politics, civil society, and culture;
- ☐ students will be able to place and analyze social stratification within a larger comparative-historical and global context by comparing the United States with other contemporary societies;
- ☐ students will be able to apply sociological concepts, principles, and methods to better understanding and addressing current issues of social stratification;
- ☐ students will be able to increase their capacities and motivations or interests in further studying social stratification and related sociological subjects at undergraduate and graduate levels

### **Teaching Philosophy**

I emphasize that teaching and education overall is based on science and research such as sociological and other scientific studies, as complementary in relation to each other. Therefore I emphasize and reiterate that scientific knowledge represents the basis of teaching and education and really ‘power’ for students and society as a whole. I stress practical applications of concepts and principles to understanding, analyzing and helping resolve contemporary social issues. I use a

variety of teaching methods, including both traditional and modern ones. I strive for maximum student-teacher communication, interaction and cooperation. I pursue justice in evaluating students through an equality between performance/merit and grades.

## **TECHNICAL REQUIREMENTS / ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Hardware and software necessary to use CANVAS:

<https://clear.unt.edu/supported-technologies/canvas>

Browser requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>

Computer and Internet Literacy:

[http://clt.odu.edu/oso/index.php?src=pe\\_comp\\_lit](http://clt.odu.edu/oso/index.php?src=pe_comp_lit)

Headset/Microphone (if required for synchronous chats)

Word Processor

Other related hardware or software necessary for the course

## **Minimum Technical Skills Needed:**

Examples include:

Using the learning management system

Using email with attachments

Creating and submitting files in commonly used word processing program formats

Copying and pasting

Downloading and installing software

Using spreadsheet programs

## **ACCESS & NAVIGATION**

### **Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, CANVAS. To get started with the course, please go to: <https://clear.unt.edu/home>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

## **Student Resources**

As a student, you will have access to:

- Student Orientation via CANVAS. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- CANVAS's On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within CANVAS, you will have access to the "UNT Helpdesk" tab which provides student resources and Help Desk Information.

### **How the Course is Organized**

The course information is organized by using learning modules consisting of learning objectives to be reached, content and sub-contents, summary, and assignments (see above). It is structured by week or part of it such that for each week or part of it a learning module is used.

### **What Should Students Do First?**

Students should first, once they have accessed the course, read carefully the syllabus. Also, they need to complete an introductory assignment, and discussion post. In addition, they need to send contact information to the instructor via the email tool and introduce themselves to each other.

### **How Students Should Proceed Each Week for Class Activities**

Students will be able to access the materials each week in order to successfully complete the course activities, including exams, participation in discussions, and other assignments. Necessary files such as lecture materials are located in Course Content, exams in Assignments, and discussion topics in the Discussion Forum. A class activity schedule has been created to track student activities, including participation in discussions and other assignments.

### **Student Technical Support**

The University of North Texas provides student technical support in the use of CANVAS and supported resources. The student help desk may be reached at:

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

## **COURSE REQUIREMENTS**

Students will access and follow all course instructions found in the weekly content area of the CANVAS course. Students will follow and access all online lectures provided in Course Modules. Students will complete the assigned 'online' exams and quizzes by accessing Modules in the CANVAS course. Quizzes and exams are located in Modules. Students will respond to posted online course discussion questions using the CANVAS discussion tool. Online participation through discussions is required. Each student should post at least 1 discussion per week based on the readings and lectures. Students will complete and submit assignments electronically using the CANVAS assignment tool if such assignments are specifically required. Student will complete an on-going semester project in accordance with the instructions given in this syllabus and the online course if such assignments are specifically required.

This course has simple requirements, namely objective exams that make the grading process as simply and objective as possible. In this course there will be two exams, a midterm exam and a final examination (see course schedule). The format of midterm and final exams will have short, clear multiple-choice questions (usually 50). The exams will be objective such to evaluate students' reading, knowledge, and grasp of the readings. Exam scores will be computer-generated and so will be the final grade. Therefore there will be *no* subjective elements in how exam scores and the final grade are determined. The worth of each exam will be 100 points (maximum). Exams will be given and taken only online (UNT CANVAS) during the specified time period and with specific time limits (e.g., 1 hour).

Failure to take an online exam, without proper documented justification, during the specified time period (see below) will result in a *zero* (0) score for the missed exam. If an online exam is missed with documented justification during the specified period, make-up exams can be taken either online or in person (*closed* books and notes) in the department of sociology no later than 2 days after the specified exam period. This applies only to *midterm* exams, *no* final make-up exams will be given after the specified time period. Therefore, *no* incompletes will be given in case of a failure to take an exam during the specified time period without documented justification. Exams *cannot* be retaken or continued either online or in person because of 'bad' Internet connection and other computer 'problems'. It is student responsibility to have a proper Internet connection and computer. Online computer-generated exam scores are final and *cannot* be changed by professor under any circumstances (just as SAT or GRE scores cannot be changed). Each exam may be taken only ONCE (in one attempt), and any attempts to take the exam again will be an act of academic dishonesty and pursued

accordingly. Exams must be taken by each student *individually* and independently of other students, and not in groups and collaboratively; if it is determined that an online exam is taken in groups and collaboratively, this will be treated as academic dishonesty and pursued accordingly. There is no ‘curving’ of exam scores. The only basis for dispensing credits/grades is objective performance and merit. This ensures maximum fairness in grading. It is students’ own responsibility for class notes, outlines, announcements, etc. The professor will be always and maximally available to students online and in office to address their queries and concerns.

Technical instructions (from UNT CLEAR). Avoid using a wireless connection for exams unless one is certain of its reliability. Take exams using a supported web browser on a computer or laptop rather than using an iPad. If using an iPad, the Chrome browser is recommended. Contact the UIT Helpdesk at 940-565-2324 for assistance in the event of technical problems affecting the ability to access or complete a test.

### **Optional course requirements**

Optional course requirements include quizzes, participation in discussions, and a review of supplementary readings. Quizzes are given every week (see the weekly schedule in the last part of the syllabus) and cover the reading assignment for that week. Quizzes are optional (not required) and provide extra-points to be added to and thus increase total exam scores.

Discussions are on a weekly basis, also optional and worth extra points, specifically 1 point per 1 weekly discussion forum, if discussions are posted by due date and according to instructions. Discussions can be very useful in preparing for the midterm and the final exam. The discussion forums are primarily related to the textbook readings, as well as other readings and resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to discussion forums will be graded for quality, timeliness, linking together readings to real-life activities, and above all being grounded in readings. Discussions close a week after the last discussion topic. In order for students to receive bonus points, their discussions should be original posts so that students initiate and write them first, as different from replies to others, which normally do not receive extra-points. In addition, student discussions should follow additional instructions as specified for discussion forums. In sum, these instructions are that discussions should be (1) original posts, (2) have a minimum 1 paragraph with 4 full, elaborate (as distinct from overly short) sentences, (3) are based on the book overall, and (4) give specific book support such as citations or data.



Lastly, a review of supplementary readings can be done by the end of the semester as an optional activity awarded extra-points. Instructions for a review are writing 5 full pages, double-spaced, font 12, margin 1, covering the entire reading, minus tables, numbers, and notes extensively cite the reading, but the review should not be a copy of it. The completed review should be submitted by the due date specified below.

## COMMUNICATIONS

The communication tools in the course are:

- Announcements at least weekly and more frequently as needed
- Email / Messages
- Discussions by week on a particular topic

**Interaction with Instructor Statement.** The primary tool to communicate directly with students is Email / Messages. Students should send personal concerns or questions to the email tool. Students can expect to receive a response to course e-mail and discussion board postings the same day (if they sent and posted by 9PM), at the latest following day. The time frame in receiving feedback on assignments will be 2 days. Grades will be posted 1 day after the exam is over. For student behavior online see 'netiquette.'

## ASSIGNMENTS & GRADING

**Exams:** 100 points each

Course Objective/Learning Outcomes: students will demonstrate knowledge, understanding, and explanation of basic concepts and facts of community organization. The exams are closed-book and taken individually. The exams will cover the required textbook reading and the content of the online lectures. Complete the exams online by accessing the CANVAS exam tool in Modules. The exams will be timed and grades made available to students following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the CANVAS Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation. Assignments Method: Multiple Choice

**Quizzes:** Maximum extra-points for each quiz is 4, with 1 point @ 1 question/correct answer. The number of quizzes for a semester is 11, therefore total possible quiz points are 44. This is an optional activity, i.e., not required, but its

extra-points can substantially increase exam scores and thus improve the final grade.

Assignments Method: Multiple Choice and/or Essay Exam.

**Discussion Forums:** Maximum extra-points for discussions is equal to the number of weekly discussion forums multiplied by 1, namely 11 points, 1 point @ discussion forum. This is an optional activity, not required, but awards extra-points to be added to and increase exam scores. The discussion forums are primarily related to the textbook readings, as well as other readings and resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality, timeliness, and an analysis of linking together concepts in readings to applications such as real-life activities. As stated above, discussion posts will be given extra-points, so that 1 weekly discussion forum post is worth 1 point.

Course Objectives/Learning Outcome. Students will be active and engaged participants in discussion forums within their learning community by analyzing, creating, and evaluating information presented in the textbook, other readings and resources, student research or observations, and class and other activities.

**Reviews of supplementary readings:** reviews of supplementary readings are optional, and extra-points for a review range from 1-5 depending on Assignments, with the maximum of 5 points. This is an optional activity, not required.

Assignments Method: comparison of the review with the reviewed reading and instructions

## **Grading**

Grades will be determined as follows:

Total Required Points Possible for Semester = 200 points maximum from exams. Total extra-points possible = 60 points maximum from quizzes (44), discussion forums (11), and review of supplementary readings (5), as optional activities (see above). Grades are calculated based on 200 maximum points from exams, for example, 189 (including exams and any extra-points) out of 200, which gives an appropriate grade, A. Note: Grades are not calculated based on 260 maximum points including exams and extra-points, so students who wish not to engage in optional activities are not penalized under any circumstances, as their grades will be obtained only from their exam scores according to the grading scale below.

200-180 = A
179-160 = B
159-140 = C
139-120 = D
119-0 = F

Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

## TENTATIVE ASSIGNMENTS BY WEEKS

(Please note that course schedule is subject to change when necessary)

WEEK 1 August 26-September 02, 2019      Reading Assignment: CHAPTER 1 An Introduction to the Study of Social Inequality, in Marger, pp. 1-25.  
September 01, 2019      Quiz #1—optional activity for extra-points, 12.00AM-11.59PM.

WEEK 2 September 02-09, 2019      Reading Assignment: CHAPTER 3. The American Class System, in Marger, pp. 54-81.  
September 08, 2019      Quiz #2—optional activity for extra-points, 12.00AM-11.59PM.

WEEK 3 September 09-16, 2019      Reading Assignment: CHAPTER 4. The Upper Class and the Power Elite, in Marger, pp. 82-110.  
September 15, 2019      Quiz #3—optional activity for extra-points, 12.00AM-11.59PM.

WEEK 4 September 16-23, 2019      Reading Assignment: CHAPTER 5. The Middle Classes and the Changing Economy, in Marger, pp. 111-145.  
September 22, 2019      Quiz #4—optional activity for extra-points, 12.00AM-11.59PM.

WEEK 5 September 23-30, 2019      Reading Assignment: CHAPTER 6.  
Poverty and the Poor in Marger, pp. 146-182.

WEEK 6 September 30-October 07, 2019      Review and study for Midterm Exam,  
taking a quiz.

October 06, 2019      Quiz #5—optional activity for extra-  
points and possible rehearsal for Midterm Exam.

WEEK 7 October 07-11, 2019      Midterm Exam Week—Review and  
study continued, discussions extended.

October 12-13, 2019      MIDTERM EXAM—covers chapters  
1, 3, 4, 5, 6, mandatory activity for grade, October 12, 12.00AM- October 13,  
11.59PM.

WEEK 8 October 14-21, 2019      Reading Assignment: CHAPTER. 7.  
Stratification Systems and Social Mobility, in Marger, pp. 183-219.

October 20, 2019      Quiz #6—optional activity for extra-  
points.

WEEK 9 October 21-28, 2019      Reading Assignment: CHAPTER. 8.  
Ideology and Legitimation of Inequality, in Marger, pp. 220-254.

October 27, 2019      Quiz #7—optional activity for extra-  
points.

WEEK 10 October 28-November 04, 2019      Reading Assignment: CHAPTER. 9.  
Public Policy and the Class System, in Marger pp. 255-288.

November 03, 2019      Quiz #8—optional activity for extra-  
points.

WEEK 11 November 04-11, 2019      Reading Assignment: CHAPTER. 10.  
Racial and Ethnic Stratification I (Differentiation), in Marger, pp. 289-295.

November 10, 2019      Quiz #9—optional activity for extra-  
points.

WEEK 12 November 11-18, 2019      Reading Assignment: CHAPTER.  
10. Racial and Ethnic Stratification II, in Marger, pp. 295-329.

November 17, 2019      Quiz #10—optional activity for extra-  
points.

WEEK 13 November 18-25, 2019      Reading Assignment: CHAPTER. 12.  
Political Inequality, in Marger, pp. 365-403.

WEEK 14 November 25-      Review and study for Final Exam,  
Thanksgiving Break, all discussions after the midterm exam continue, taking a quiz  
December 02, 2019

November 28-29, 2019      Thanksgiving holiday, University  
closed

December 02, 2019      Quiz #11—optional activity for extra-  
points.

WEEK 15 December 02-08, 2019      Review and study for Final Exam  
continued, all discussions continue, review of supplementary readings due.

December 04-05, 2019      Pre-finals Week

December 05, 2019      Last class day  
Discussions end  
Review of supplementary readings  
due—optional activity for extra-points.

December 06, 2019      Reading day (no classes)

December 07-08, 2019      FINAL EXAM--covers Chapters 7, 8,  
9, 10, 12, after the midterm exam, mandatory activity for grade, December 07,  
12.01AM- December 08, 11.59PM

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)