

COURSE INFORMATION

UNIVERSITY OF NORTH TEXAS

SOCIAL STRATIFICATION SOCI

3330/900/950 SPRING 2016 Credit Hours 3

Internet Class mandatory or optional online meeting times to be announced

Professor / Instructor Contact Information

Milan Zafirovski, Professor

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Office hours face to face Tuesday 2:5PM-9PM

online every day 9AM-

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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.

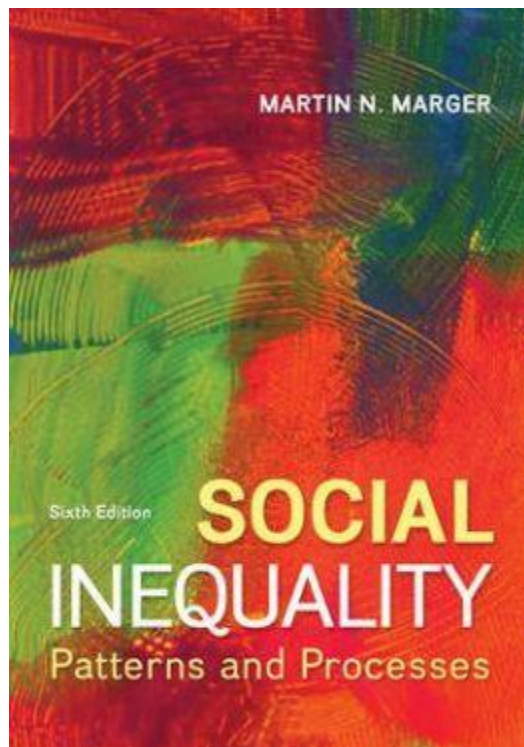
Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre-requisites None

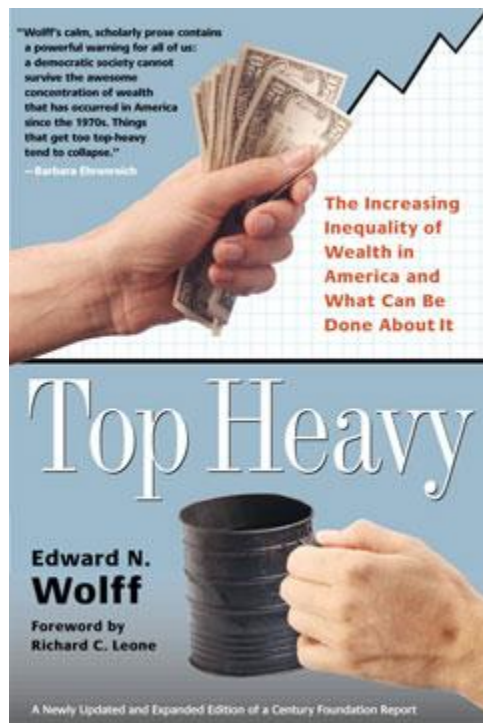
Instructor permissions Not required

Materials – Text, Readings, Supplementary Readings

Required materials Martin Marger. *Social Inequality: Patterns and Processes*. McGraw Hill. Last (6th) edition. ISBN 978-0-07-352830-4



Supplementary readings (recommended). Edward Wolff. *Top Heavy*. New Press.



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 Bb Learn:

<http://www.unt.edu/helpdesk/bblearn/>

Browser requirements:

<http://kb.blackboard.com/pages/viewpage.action?pageId=84639794>

Computer and Internet Literacy:

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, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>

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 Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard'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 Blackboard, 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 such that for each week 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, discussion post, and a Zip Code survey. 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 quizzes, exams, participation in discussions, and other assignments. Necessary files such as lecture materials are located in Course Content, quizzes and exams in Assessments, 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 Blackboard and supported resources. The student help desk may be reached at:

Email: 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 Blackboard course. Students will follow and access all online lectures provided in Course Content. Students will complete the assigned 'online' exams and quizzes by accessing the 'assessment' tool in the Blackboard course. Quizzes and exams are located in Assessments. Students will respond to posted online course discussion questions using the Blackboard 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 Blackboard assignment drop box tool/tab 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, simplifying and objectifying the grading process as much 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 Blackboard) 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.

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 theUIT Helpdesk at 940-565-2324 for assistance in the event of technical problems affecting the ability to access or complete a test.

It is the policy of this course that *no* extra-credits or ‘special treatments’ will be given to any students—No additional assignments, chances, requests, and exceptions. Discussions are optional (not required) but extra points are given, specifically 1 point per discussion post, if discussions are posted in the Discussion Forum. Discussions also can be very useful in preparing for the midterm and the final exam. The only basis for dispensing credits/grades is objective performance and merit rather than needs, desires and other subjective considerations. 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.

COMMUNICATIONS

The communication tools in the course are:

- Announcements at least weekly and more frequently as needed
- GoToTraining
- 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.’

ASSESSMENT & GRADING

Exams: 100 points each

Course Objective/Learning Outcomes: students will demonstrate knowledge, understanding, and explanation of basic concepts and facts of social stratification. 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 Blackboard exam tool in Assessments. 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 Blackboard 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.

Assessment Method: Multiple Choice and/or Essay Exam

Quizzes: maximum extra-points for each quiz is 5, 1 point @ 1 question/correct answer. This is an optional activity, not required.

Assessment Method: Multiple Choice and/or Essay Exam

Discussion Forums: maximum extra-points for discussions is equal to the number of discussion topics and chapters = 11, 1 point @ discussion post/topic. This is an optional activity, not required.

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.

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 theory (readings) to application (activities).

As stated above, each discussion post in the Discussion Forum will be given 1 point (1 weekly topic/chapter = 1 point).

Grading

Grades will be determined as follows:

Total Points Possible for Semester = 200 from exams, plus variable extra-points (optional, see above)

$200 - 180 = A$

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)

January 19-25, 2016

Reading Assignment: CHAPTER
1 An Introduction to the Study of Social
Inequality, in Marger, pp. 1-25.

January 25- February 01, 2016

Reading Assignment: CHAPTER 3. The
American Class System, in Marger, pp. 54-81.

February 01-08, 2016

Reading Assignment: CHAPTER 4. The
Upper Class and the Power Elite, in Marger, pp.
82-110.

February 08-15, 2016

Reading Assignment: CHAPTER 5. The
Middle Classes and the Changing Economy,
in Marger, pp. 111-145.

February 15-22, 2016

Reading Assignment: CHAPTER 6. Poverty
and the Poor in Marger, pp. 146-182.

February 22-29, 2016

Review for Midterm Exam

March 05-06, 2016	Midterm Exam (above chapters, 1, 3-6)
March 07-14, 2016	Reading Assignment: CHAPTER. 7. Stratification Systems and Social Mobility, in Marger, pp. 183-219.
March 14-20, 2016	<u>Spring Break</u>
March 21-28, 2016	Reading Assignment: CHAPTER. 8. Ideology and Legitimation of Inequality, in Marger, pp. 220-254.
March 28-April 04, 2016	Reading Assignment: CHAPTER. 9. Public Policy and the Class System, in Marger pp. 255- 288.
April 04-11, 2016	Reading Assignment: CHAPTER. 10. Racial and Ethnic Stratification I (Differentiation), in Marger, pp. 289-295.
April 11-18, 2016	Reading Assignment: CHAPTER. 10. Racial and Ethnic Stratification II, in Marger, pp. 295-329.
April 18-25, 2016	Reading Assignment: CHAPTER. 12. Political Inequality, in Marger, pp. 365-403.
April 25- May 02, 2016	Review for Final Exam
April 30- May 06, 2016	Pre-finals Week
May 06, 2016	Reading Day (no classes)
May 07-08, 2016	Final Exam Chapters 7-10, 12 (material since midterm exam)

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