

University of North Texas
College of Arts and Sciences
Department of Sociology

COURSE INFORMATION

SOCI 3330.900/950: Social Stratification

Fall 2016

Internet Course

Credit Hours: 3

Professor/Instructor Contact Information

Nikolitsa Grigoropoulou, Instructor

Office: Chilton Hall Room 121

Office hours: Wednesday and Friday 9:30 – 11:30 am or by appointment.

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About the Professor/Instructor

My name is Nikolitsa Grigoropoulou and I am a fourth year Masters' pass through Ph.D. student in the Department of Sociology at University of North Texas. I currently teach Social Stratification and Race, Class, Gender, and Ethnicity for undergraduate students. My research interests include religious minorities, ethnic and racial relations, immigration, and Islamophobia – a fairly new term used in social and political sciences to describe the irrational fear of Muslims. My home country is Greece and I pursue my studies in the U.S. with the kind sponsorship of the Fulbright Foundation and the International Institute of Education.

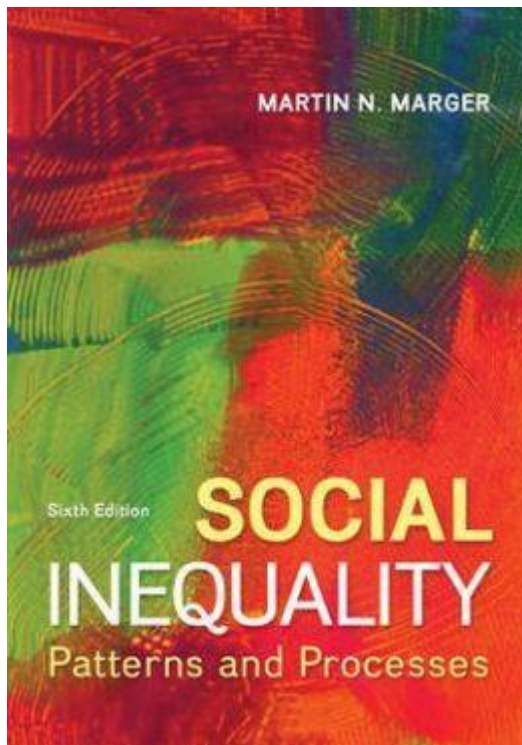
Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre-requisites	None
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Instructor Permissions	Not required
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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.



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 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, etc. 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 more. 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

“Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.”

Nikos Kazantzakis – Greek writer

I believe that learning is a wonderful process and has even more remarkable results. Education is the most powerful predictor of one's latter socio-economic position in life and, as you will see several times in the readings, is commonly used to draw class boundaries. As an instructor, I am committed to facilitate my students' path to knowledge and academic achievement. Instructors in online courses are the embodiment of “bridges”: we bring our students in contact with the material and we encourage them to make their own meanings out of it and use it to advance in their academic and professional career. Within this context, I am also interested to get to know my students to be able to respond to their needs and concerns more effectively.

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

Word Processor

Other related hardware or software necessary for the course

Minimum Technical Skills Needed:

- ✓ Using the learning management system on Blackboard
- ✓ 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.

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

Assigned Readings:

In order to be successful in this class, students must complete the assigned readings for each week. A chapter outline will be available for each week's module which can be used as a guide to read the chapters. 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.

Quizzes:

During the semester, students will have to take five (5) quizzes in total, approximately one every two or three weeks (see course schedule). These will serve as a self-check for mastering sufficiently the material as we proceed towards the exams and will count toward your final grade.

Exams:

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).

A week before the exams a pool of 150-200 multiple choice questions will be distributed as a review. 50 out of these questions will be on your exam.

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

Discussion Forums:

It is the policy of this course that *no* extra-credits or ‘special treatments’ will be given individually to students—No additional assignments, chances, requests, and exceptions. However, six (6) discussion boards in total will be available for extra credit opportunities, starting with a discussion forum where you can introduce yourselves during the first week of classes. Discussion forums are optional (not required), but they can be very useful in preparing for the midterm and the final exam. Not to mention that you get some extra points!

ASSESSMENT AND 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 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 Questions

Quizzes: 10 points each

Quizzes will be available from **Wednesday at 8:00 am to Sunday at 10:00 pm** on a given week.

Assessment Method: Multiple Choice Questions

Discussion Forums: 2 points each

This is an **optional activity**, not required. Students will have to post their discussion on the given topic of the discussion board and reply to one of their fellow students. Although this is an optional activity, students are expected to prepare their discussion in order to demonstrate their understanding of the related concepts and will be graded for quality, timeliness, and use and application of theories and concepts from the course material.

Discussion forums will be available from **Wednesday at 8:00 am to Sunday 10:00 pm** on a given week.

Grading Summary:

Exams	2 at 100 points each	200 points
Final Exam	5 at 10 points	50 points
Total		250 points

Range of Points	Range of Percentages	Grade
223 - 250	90% - 100%	A
198 - 222	80% - 89%	B
173 - 197	70% - 79%	C
148 - 172	60% - 69%	D
0 - 147	0% - 59%	F

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 Center for Student Rights and Responsibilities to consider whether the student's conduct violated UNT's Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. UNT's Code of Student Conduct can be found at www.unt.edu/csrr.

Academic Integrity Policy:

Academic dishonesty is defined as follows by the Office of Academic Integrity on the website: <http://www.unt.edu/csrr/development/dishonesty.html>

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** The deliberate adoption or reproduction of ideas, words or statements of another person as one's own without acknowledgement.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Violations of the policy of academic integrity are taken seriously at UNT and may include (1) failing grades on assignments and/or the course and (2) reports to the VPAA that become a part of the official student record. You should read the procedures and sanctions for academic dishonesty on the website of the Vice President for academic Affairs at <http://vpaa.unt.edu/academic-integrity.htm>. If you are in doubt about any of the issues related to academic integrity, it is your responsibility to consult with the course instructor regarding these requirements before your assignments are submitted.

Disability Statement:

Students requesting accommodations and services due to a disability are required to provide the authorization letter issued by the Office of Disability Accommodation (ODA) before their requests can be processed. Attempts will be made to meet all certified requirements. For more information contact the Office of Disability Accommodation (ODA) at 940-565-4323.

Syllabus as a Contract:

The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. I will try to adhere to the schedule provided, but I reserve the right to alter the syllabus to better suit the needs of the class.

WEEKLY CLASS SCHEDULE

Date	Assigned Reading	Assignment Due
Week 1		
August 29-September 04	Chapter 1 An Introduction to the Study of Social Inequality pp. 1-25	Discussion Forum: Introduce Yourself
Week 2		
September 05-11	Chapter 3 The American Class System pp. 54-81	Quiz #1
Week 3		
September 12-18	Chapter 4 The Upper Class and the Power Elite pp. 82-110	Discussion Forum (optional)
Week 4		
September 19-25	Chapter 5 The Middle Classes and the Changing Economy pp. 111-145	Quiz #2
Week 5		
September 26 – October 02	Chapter 6 Poverty and the Poor pp. 146-182	Discussion Forum (optional)
Week 6		
October 03-09	Review for Midterm Exam	
Week 7		
October 10-16	Midterm Exam	Chapters 1, 3-6

Week 8		
October 17-23	Chapter 7 Stratification Systems and Social Mobility pp. 183-219	
Week 9		
October 24-30	Chapter 8 Ideology and Legitimation of Inequality pp. 220-254	Quiz #3
Week 10		
October 31 – November 06	Chapter 9 Public Policy and the Class System pp. 255-288	Discussion Forum (optional)
Week 11		
November 07-13	Chapter 10 Racial and Ethnic Stratification I (Differentiation) pp. 289-295	Discussion Forum (optional)
Week 12		
November 14-20	Chapter 10 Racial and Ethnic Stratification II pp. 295-329	Quiz #4
Week 13		
November 21-23 Thanksgiving Break	Chapter 12 Political Inequality pp. 365-377	Discussion Forum (optional)
Week 14		
November 28 – December 04	Chapter 12 Political Inequality pp. 377-403	Quiz #5

Week 15		
December 05-11	Final Exam Review	
December 09	Reading Day	No Classes
Finals Week		
December 12-14	Final Exam	Chapters 7-10, 12

Have a Great Semester!!!