

***Sociology: SYA 4930***  
***Stratification and Mobility: Fall, 2014***  
***Monday and Wednesday: 11:00AM– 12:15PM***  
***Room: CPR 255***

***Instructor: Mr. Jasmón Bailey***  
***Office 210A Cooper Hall; Telephone 813-974-7675***  
***E-mail: JasmonBailey@mail.usf.edu***

***Office Hours:***  
***Tuesday and Thursday 12:00PM – 1:30PM***  
***Other times by appointment***



***Function of this Syllabus:*** This syllabus contains important information about this course — e.g., the purpose of the course, how the class will be conducted, and information about course policies. Additionally, the syllabus functions as a tentative course outline. Therefore, it is subject to revisions throughout the duration of the semester. Any modifications to the syllabus will be posted to Canvas as needed. The syllabus also makes reference to other course documents. Some of the material (stated or referred to in this syllabus) deals with course policies. **It is assumed that you have fully read and comprehended the material in this syllabus, unless you tell me otherwise.**

***Course Description:*** This course is designed to introduce you to sociological theories, concepts and empirical studies relating to stratification systems, social inequality, and social mobility. Specifically, we will explore

how these frameworks are applied to topics such as race and ethnicity, gender, class, sexuality, and intersectionality. While most of these topics will focus on contemporary social life in the United States, we will also explore these topics relative to historical, comparative, and global frameworks. There are two **required** textbooks for this course:

- (1) Marger, Martin N. 2014. *Social inequality: Patterns and Processes*, 6<sup>th</sup> ed. NYC: McGraw-Hill.
- (2) Newman, David M. 2012. *Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality*, 2<sup>nd</sup> ed. NYC: McGraw-Hill.

There is also one recommended (optional) book: Kerbo, Harold R. 2012. *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*, 8<sup>th</sup> ed. NYC: McGraw-Hill. There will be a few readings from this book. However, I will post them on Canvas. You may purchase the required textbooks at the bookstore or on Amazon. The recommended textbook may be purchased on Amazon or through the publisher. Note: **You must keep up with the course material and reading assignments to successfully complete this course.**

#### **Course Objectives:**

- To understand the social phenomena of stratification, inequality, and mobility.
- To become familiar with the theories, concepts, and studies associated with stratification, inequality, and social mobility.
- To gain knowledge about specific research designs for the study of stratification, inequality, and social mobility.
- To understand the patterns and processes of social inequality relating race, class, gender, sexuality, and intersectionality.

**Classroom Decorum:** The classroom should be a safe place in which all students can openly engage in intellectuality. Everyone should feel comfortable to raise and debate scholarly issues. Therefore, all students are expected to show professional etiquette and refrain from non-class related activities when class is in session. The expectation of professional etiquette means everyone will act civilly and cooperate with one another. The classroom will be a place where people respect and listen to one another, speaking when appropriate, and permitting other people to contribute and express their ideas or inquiries. The expression of ideas or inquires contributing to the topic under discussion are always welcomed. Ideas or views should be supported by, or related to, peer reviewed scholarly articles.

**Use of Tape Recorders:** You should feel free to tape record the lectures. My expectation is that taping will not be used as a substitute for being fully engaged in the presentation of the material, but you may find it to be helpful.

**Other Electronic Devices:** Cellphones, laptops, and/or tablets are strictly prohibited in class. Any use of these electronics will result in an immediate removal from class and subsequently you will receive a **five-point deduction off your final course grade.**

**Attendance Policy:** Class attendance is not taken, nor is it calculated as a factor in your final grade. You are, however, strongly encouraged to make attendance a high priority. The subject matter and lecture content demand that you approach the course in a disciplined manner. If you miss a class, it is your responsibility to

obtain lecture notes from another student. Please do not ask me to provide them. I do not distribute copies of my notes.

***Email and Canvas Communication:*** I will place up-to-date information on the course via Canvas. Thus, any changes to the syllabus will be posted on Canvas, as well as handouts and grades. Additionally, Canvas contains the digital drop-box for the submission of your assignments. Outside of my office hours, the best way to contact me is through email. **Your email must be written in a business-professional format in order to be answered or acknowledge.** Thus, it must include the following: salutation, introduction of self, academic inquiry, and closing. The salutation should always address me as Mr. Bailey.

***Pop Quizzes:*** Although I don't make attendance mandatory, I have noticed a correlation between attendance and grade performance. More specifically, I have noticed that most of the students who do poorly in this class also do not attend class regularly. While I do understand that many students hate the idea of pop quizzes, I use them to reward and encourage regular attendance and class participation. I will assume that you have read the material before class and are willing and able to communicate your ideas and inquiries during our class discussions. Your class contributions could range from questions about the readings, personal examples related to the topic of discussion, and/or epiphanies you had about the topic of discussion. I will give no more than five (5) pop quizzes throughout the semester. The quizzes are such that if you have done the assigned reading or paid attention in class you should get full credit. The credits for these quizzes are based on a pass (symbolized as a "check") or fail (symbolized as a "check minus") grade. Two (2) points will be deducted off your total points earned for every quiz you fail. **Please note: If I hand out the quiz at the beginning of class, those who are late to class miss the quiz. No exceptions.**

Grading scale for pop quizzes:

- Pass 5/5 Quizzes = 0 points deducted off your total points accumulated
- Pass 4/5 Quizzes = 2 points deducted off your total points accumulated
- Pass 3/5 Quizzes = 4 points deducted off your total points accumulated
- Pass 2/5 Quizzes = 6 points deducted off your total points accumulated
- Pass 1/5 Quizzes = 8 points deducted off your total points accumulated
- Pass 0/5 Quizzes = 10 points deducted off your total points accumulated

***Tests (25%):*** There will be four (4) tests given during the semester. Each test is non-comprehensive in nature. Tests will consist of multiple-choice, true-false, short answer and/or long essay questions. **There are no provisions for extra credit.**

***Test Administration:*** All tests will be administrated via Canvas. You will have one hour to complete the exam. The access period to start the exam will open at 11:00AM and closed at 5:00PM on the scheduled test date. If you miss this access period, you will **not** be able to make up the exam. Therefore, you will receive a grade of zero for the missed exam. Additionally, answers will not be given to you after the exam has been completed. If you would like to review your graded exam, please see me during my office hours or schedule an appointment.

***Makeup Test Policy:*** You are encouraged to take the exams during their scheduled test date. **If you are justifiably unable to take an exam, you may take a makeup test(s) on the date makeup tests are administered (Finals week).** A justifiable excuse is one that accompanies an official/legitimate medical, legal,

or academic document. Any other excuse will be at my discretion. You should note that the expression *makeup test* only refers to a test being taken because you were not present when the test was originally scheduled. The expression *makeup test* **does not** mean a test taken in an effort to substitute a better grade for a grade on a previous test. You are not allowed to substitute one test grade for another by taking a makeup test. Please **do not** request any exceptions to this policy.

**Weekly Comments (15%):** You must write a 3 paragraph paper commenting on the assigned reading for the week. Paragraphs should range from 4 to 7 sentences long. The paper should be doubled spaced, with 12-point Times New Roman font. Your comments should demonstrate critical thought and analysis about the assigned reading. Your comments should comprehensively address all of the readings assigned for the week. You must submit your comments as an attached word document via Canvas by 5:00pm every Friday. Delayed comments will not be accepted. **No exceptions.**

**Group Facilitated Lecture & Discussions (20%):** You will be assigned to a group in which you and your members will be responsible for presenting/lecturing the topic specified on a scheduled date (see calendar). Lectures must **not** exceed 45 minutes. Additionally, they must include the following: (1) groups must reintroduce and integrate the major concepts from the previous lecture into the reading assigned for the date. (2) The presentation must include the major concepts and themes from the assigned reading relevant to the scheduled date. (3) Presentations must use some form of visual aids (e.g., Prezi, YouTube, PowerPoint, brochure, handouts, etc...) or an in-class activity. (4) Presentations must be creative, innovative, and most importantly, informative. (5) Lastly, groups should present at least three discussion questions and two multiple-choice questions that engage the class in critical thinking about the reading. All questions must accompany answers, which **must be submitted to me by 9:00am before start of class**. Delayed submissions will result in a **5-point grade deduction** for the presentation.

**Final Group Projects (40%):** The final project will consist of a proposal, a seven to eight-page paper, and a class presentation. The project will be on one of the eight topics below. I will ask you to select five preferred topics, from most preferred (1) to least preferred (5). There will be three to five people in a group. Therefore, not everyone will get her or his preferred topic. Once you have been assigned your group and topic, your group must do the following:

- 1) Write a proposal (Due October 6, 2014) (5%)
  - a. Each group is responsible for submitting one proposal for their final group presentation. The proposal should be between 1-2 pages in length. It should include the following:
    1. Names and signatures of all group members
    2. The topic and a tentative title for the paper/presentation
    3. An abstract and introductory paragraph for the paper and presentation explaining the title and what the paper (i.e. what concepts and issues will be discussed)... An abstract and introductory paragraph for the paper and presentation explaining the title and what the paper will be about. Please include major concepts and issues related to your research questions/topic. Below I have included some great references for your convenience:
      - How to write an abstract:
        - <http://writingcenter.unc.edu/handouts/abstracts/> (Links to an external site.)

- <http://users.ece.cmu.edu/~koopman/essays/abstract.html> (Links to an external site.)
  - Introductory paragraph:
    - <http://homeworktips.about.com/od/paperassignments/a/introsentence.htm> (Links to an external site.)
    - <http://www.writing.ucsb.edu/faculty/donelan/intro.html>
4. A list of readings that might pertain to your topic of interests and why these particular readings are relevant.
  5. Your group must create a plan of action and division of labor report (e.g. a task sheet) for each group member. The plan of action and division of labor must accompany a grading rubric created and agreed upon by all group members. This rubric will help you evaluate the contribution/performance of each group member. In other words, you are creating your own grading rubric for your group member. This grading rubric must be mutually agreed upon.
- 2) Complete a seven to eight-page paper (*not* including references) and class presentation (*not* to exceed 15 minutes) including the following (25%):
- a. Define the issue and make an argument,
  - b. Review the extant research and literature on the issue. It is expected that 7 secondary scholarly sources (e.g., peer-reviewed journals, edited volumes, and academic texts) will be used. Three of the seven scholarly sources will come from the textbooks used in class.
  - c. Apply a theory and concepts to support your argument,
  - d. Draw connections between your argument and broader issue and our course material,
  - e. A closing discussion of the implications of your paper and what contributions the paper makes to the chosen topic and the course.

As a group, it is your responsibility to demonstrate a strong understanding and analysis of your chosen topic, and satisfactory application of the material from the course.

**Topics:**

1. Race/Ethnicity, Middle Class, & Social Mobility
2. Gender, Middle Class & Social Mobility
3. Race/Ethnicity, Class, Gender & Political Inequality
4. Sexuality, Social Mobility, and Work Inequality
5. Immigration, Stratification, & Social Mobility
6. Intersectionality, Heterogeneity, and Inequality
7. Intersectionality, Healthcare, and Inequality
8. Intersectionality, Work, and Social Mobility

The paper and presentation should include the following:

- I. Introduction
- II. Literature Review
- III. Theory & Conceptual Application

## IV. Connections to Course

## V. Discussion &amp; Conclusion

- 3) **Group Member Contribution/Alternatives Grade (10%):** For the final project, you will receive a grade by your group members. This grade will be based on each member's assessment of the effort, work ethic and quality of the contribution made by each member for the project. You will need to provide a detailed account (1 to 2 pages) explaining why you chose to give a particular grade to your group member. I will assign grades based upon the common/similar evaluations made by most members of the group. Gendered, racial, and/or age biases will not be tolerated. Thus, I highly recommend that you give a substantial amount of thought in your evaluation. Additionally, your evaluation will need to take into consideration the plan of action and division of labor as indicated in your proposal
- a. *Alternatives:* I will ask for a group progress report from each group to ensure that all members are doing their fair share of work. If there is a majority consensus that one member is not doing their fair share, then that person will either be placed in a new group or will have to complete their own project (with a new topic). Conversely, at this mid-point one can also choose to leave the group, if they feel like they are putting in more work than the rest of the group. This person may continue with the same topic or choose a different one. In either case, you or the group must meet with me immediately to discuss the change and/or new topic assignment. Additionally, a new plan of action will need to be discussed and implemented.

**Presentation Attendance:** Attendance is mandatory during final group projects. If you do not attend class on the final presentation days, you're personal exam grades will be docked **20 points** (five points off each exam). **No exceptions.**

**Students Having Special Needs/Disabilities:** If you have any special needs/disabilities which require that you request some type of accommodation(s) for the successful completion of this course, you must notify the Office of Disability Services as soon as possible. Failure to notify the Office of Disability Services in a timely manner could, at best, result in a delay in the approval of the accommodation(s). **By timely manner, I mean within the first three days of class.**

**Policy on I/W Grades:** A grade of I (Incomplete) will only be issued in extraordinary circumstances, and any requests for such will be evaluated on a case-by-case basis. Should you drop the course within the time frame that the university establishes, you will receive a grade of W. If you want to drop the course, you do not have to consult with me. The only requirement is that you drop the course before the university deadline to drop.

**Other Items to Consider:** Every effort will be made to adhere to the course schedule reflected in this syllabus. You should take note, however, that the schedule could be altered. Note: Although it is highly unlikely, unforeseen circumstances could result in a change in the test schedule. Any changes in the schedule will be announced in class and via Canvas. It is your responsibility to keep apprised of any changes.

Finally, a sheet titled *Rules for the Road* is attached as part of this syllabus. It outlines other class policies. Please read it carefully. It covers a variety of important topics — how best to contact me, class conduct, etc. Please read this document carefully

The policies set forth in this syllabus, along with the *Rules for the Road* document, apply equally to all students. **Please do not ask for an exception to any policy that could directly or indirectly relate to your final**

**course grade.** For example, please **do not** ask to submit an extra-credit project of some sort. Similarly, please **do not** ask for permission to take a test when the access period has closed. It is imperative that all students be given the same opportunities along the road to a final course grade. This *no exceptions* approach is in place for the benefit of all students; it works to ensure that all students are evaluated on the same basis.

I strongly recommend that you read the reading assignment at least one day in advance of the date that the topic is to be covered in lecture. You may find the material to be more comprehensible after you have heard the lecture on a topic, but I still encourage you to read the assigned reading in advance. Additionally, you may want to read the assigned material a second time — in other words, once more after the lecture.

*~ SEE NEXT PAGE FOR COURSE CALENDAR ~*

DRAFT

<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Monday	8/25	INTRODUCTION	
Wednesday	8/27	BASIC CONCEPTS OF STRATIFICATION, INEQUALITY, & SOCIAL MOBILITY	Kerbo 2012. Ch1: 1- 18
Monday	9/1	LABOR DAY	
Wednesday	9/3	BASIC CONCEPTS OF STRATIFICATION, INEQUALITY, & SOCIAL MOBILITY CON'T...	Marger 2014. Ch1: 1 - 24
Monday	9/8	DIFFERENCES & SIMILARITIES	Newman 2012. Ch1: 3-29 *Group 1
Wednesday	9/10	DIFFERENCES & STRATIFICATION	Marger, Martin. 2014. Ch 2: 26-52
Monday	9/15	DIFFERENCES & STRATIFICATION CON'T... (NOTIFICATION OF GROUP PROJECT ASSIGNMENT)	Newman, David. 2012. Ch 2: 32-74 *Group 2
<b>Wednesday</b>	<b>9/17</b>	<b>EXAM I</b>	
Monday	9/22	CLASS: MIDDLE CLASS	Newman, David. 2012. Ch 6: 206-249
Wednesday	9/24	CLASS: MIDDLE CLASS CON'T...	Marger, Martin. 2014. Ch 5: 111-144 *Group 3
Monday	9/29	CLASS: POVERTY & THE POOR	Kerbo, Harold. 2012. Ch 9: 237- 280.
Wednesday	10/1	CLASS: POVERTY & THE POOR CON'T...	Marger, Martin. 2014. Ch 6: 146-181 *Group 4
Monday	10/6	INEQUALITY FOR ALL (GROUP PROJECT PROPOSALS DUE)	Film
<b>Wednesday</b>	<b>10/8</b>	<b>EXAM II</b>	
Monday	10/13	IDEOLOGY, PREJUDICE, & DISCRIMINATION	Marger, Martin. 2014. Ch 8: 220-253
Wednesday	10/15	IDEOLOGY, PREJUDICE, & DISCRIMINATION CON'T...	Newman, David. 2012. Ch 5: 158-203

			*Group 5
Monday	10/20	RACIAL/ETHNIC STRATIFICATION	Marger, Martin. 2014. Ch 10: 289-328
Wednesday	10/22	GENDER STRATIFICATION	Marger, Martin. 2014. Ch 11: 330-363 *Group 6
<b>Monday</b>	<b>10/27</b>	<b>EXAM III</b>	
Wednesday	10/29	NO CLASS: RESEARCH WRITING DAY & <b>GROUP PROGRESS REPORT DUE</b>	
Monday	11/3	INEQUALITIES IN THE LEGAL SYSTEM	Newman, David. 2012. Ch 7: 253-294
Wednesday	11/5	POLITICAL INEQUALITY	Marger, Martin. 2014. Ch 12: 365-402 *Group 7
Monday	11/10	GLOBAL INEQUALITY	Kerbo, Harold. 2012. Ch 15: 444- 457
Wednesday	11/12	GLOBAL INEQUALITY CON'T...	Newman, David. 2012. Ch 9: 342-368 *Group 8
Monday	11/17	SOCIAL MOBILITY	Kerbo, Harold. 2012. Ch 12: 347- 390.
Wednesday	11/19	SOCIAL MOBILITY CON'T	Marger, Martin. 2014. Ch 7: 183-218 *Group 9
<b>Monday</b>	<b>11/24</b>	<b>EXAM IV</b>	
Wednesday	11/26	HAPPY THANKSGIVING	
Monday	12/01	PRESENT GROUP PROJECTS	
Wednesday	12/03	PRESENT GROUP PROJECTS	
Monday	12/08	MAKEUP EXAM DAY	

\*Group Facilitated Lectures/Presentations

**Grading Policies:** Course grades will be based upon weekly comments, group lecture presentations, tests, the final group project, and member (or alternative) project contribution. Weekly comments are worth 15% of your final

grade. Group lectures are worth 20%. Test are worth 25%. The final group project is worth 40%. Aforementioned, all grades will be posted on Canvas. These percentages have already been incorporated into the Canvas grading system. Therefore, please do not ask me to calculate your grade. Pop quizzes are deduction points. Thus, your final score will be contingent upon the pop quizzes. **Again: There are no provisions for extra credit.**

<b>Graded Elements</b>	<b>Percentage</b>
Weekly Comments	15%
Group Lectures Presentations	20%
Tests	25%
Final Group Project	40%

### ***Rules of the Road***

Listed below are some Rules of the Road for this class. Please read them carefully and treat them as stated policies. The class can be demanding, and many of the policies relate to an effort to create the proper class atmosphere for all the students who are enrolled. Your adherence to all the policies is expected.

1. Please make every effort to arrive on time. I will also make every effort to arrive on time.
2. Cellphones, laptops, and/or tablets are strictly prohibited in class. Any use of these electronics will result in an immediate removal from class and subsequently you will receive a five-point deduction off your final course grade.
3. Make certain that you have an activated university e-mail account. Test grades will be posted on Canvas, but your grades will not be posted by the system if you don't have an activated account. Also, any e-mail messages that I might send related to the class would be sent did not have an activated university e-mail account. Even if you conduct most of your e-mail communication via a commercial provider, you should make it a habit to check your university e-mail account on a regular basis.
4. If you know that you will have to leave class early, please take a seat as close to the door as possible. The collection of materials (backpacks, notebooks, text books, etc.) can be disruptive, so a quick, quiet exit is requested.
5. Please refrain from communicating with your classmates in any way (talking, gesturing, etc.). It is imperative that the classroom be free of extraneous noise during the lecture/discussion. Each student has a right to an unimpeded flow of information during the class session. The slightest amount of extraneous communication can easily undermine the process. You should feel free to exit the classroom anytime (other than during a test or the final exam) that you have a desire to engage in extraneous communication. In fact, I would much prefer that you do just that. If you engage in extraneous communication during the class session, I will probably ask you to leave the classroom.
6. Questions are encouraged during lecture, and all students should feel free to ask questions at any point. You are expected to extend courtesy to those who might ask questions — the courtesy of not making comments about others' questions or showing signs of displeasure.
7. If you need to contact me, let me urge you to use e-mail, as opposed to a phone call. I typically monitor my e-mail on a fairly constant basis (even during the evening hours and on weekends) and am far more likely to respond quickly to an e-mail (as opposed to a phone call).
8. You should always feel free to come by my office anytime during my posted office hours or anytime that my office door is open. If I am tied up with another appointment or otherwise preoccupied, I will be glad to work with you to set a specific time for a visit (including times apart from my posted office hours).

***Academic Dishonesty and Disruption Of Academic Process:*** Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

**Plagiarism:** Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work.

**Cheating:** Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one’s own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

**PUNISHMENT GUIDELINES FOR ACADEMIC DISHONESTY:** Punishments for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” or “Zero” on the subject paper, lab report, etc., an “F” in the course, suspension or expulsion from the University. The University drop and forgiveness policies shall be revoked for a student accused of academic dishonesty. The internal transcript of a student who is awarded an “F” for academic dishonesty will read “FF.” Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student’s transcript.

- a. For observation of or exchanging test information with other students during the course of a classroom test, the students who receive or give such information may receive an “F” with a numerical value of zero on the test, and the “F” shall be used to determine the final course grade. It is the option of the instructor to fail the student in the course.
- b. For the use of any prohibited device, such as a cheat sheet, recording, calculator if forbidden on exam, etc., during the course of a classroom test to assist the student or other students, the student using such prohibited device may receive an “F” in the course.
- c. For the use of another student, a stand-in, to take an examination for the enrolled student, it is suggested that the enrolled student receive an “F” in the course and be suspended from school for one year and that the stand-in, if a University student, be suspended from school for one year.
- d. For stealing, borrowing, or buying of research papers, creative works, speeches or tests and other exam materials, or the dissemination of such materials, or the manipulation of recorded grades in a grade book or other class records, the student, if enrolled in the course, may receive an “F” in the course and may be expelled from the University.
- e. It is suggested that students who receive or give stolen computer programs receive an “F” with a numerical value of zero on the program or programs, and the “F” be used to determine the final course grade. It is the option of the instructor to fail the student in the course.

*Finally, let me suggest that you clear your mind of any previous notions of what this course is about or how it will be taught. Believe it or not, I want EVERYONE to make an A in this course. I will do my best to ensure that happens but YOU must do your part as well!*

DRAFT