

APR 13 2012

11-10K.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-51K.	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Hildebrandt, Melanie	Email Address melanieh@iup.edu
Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number &/or Title Change ☐ Catalog Description Change	
SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE	
SOC 361 Social Stratification	
Current Course prefix, number and full title	Proposed course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other	
Current program name	Proposed program name, if changing
4. Approvals	
Department Curriculum Committee	Date
Chair(s)	
Department Chair(s)	
College Curriculum Committee Chair	
College Dean	
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	

* where applicable

Received

APR 13 2012

Liberal Studies

Received

SEP 21 2011

Liberal Studies

Received

DEC 9 2010

Liberal Studies

Syllabus of Record
SOC 361- Social Stratification

I. CATALOG DESCRIPTION

Prerequisite: SOC 151

3c-01-3cr

Examines leading perspectives in the major sociological subfield of social stratification. Attention drawn to different ways of ranking people in human societies, issues concerning the distribution of income and wealth, the role of political power in determining who gets what, and the causes and consequences of social inequality for specific groups.

II. COURSE OUTCOMES

In this course, students will:

- a) Examine their individual positions as members of a social class group, the meanings and implications of their class background, and how their socio-economic positions interact with other aspects of their identity and structural opportunities.
- b) Compare their own class cultures, histories, and experiences with those of others from diverse backgrounds, environments and nationalities.
- c) Assess the role of power, politics, culture, social networks, and socialization in maintaining a stratified society;
- d) Evaluate the impact of classism on social policy and group relations in the national and local contexts.

III. COURSE OUTLINE [Below are example topics and content for this course.]

Week One Introductions, Definitions, and Examples

Social Class

Power

Classism

Gender and Race as forms of inequality

Week Two and Three: Classical Approaches to understanding Inequality

Who Benefits? Who Loses?

Marx, Weber, Wright Theories

Occupational Prestige and Earnings differences

Davis and Moore on Stratification

Week Four: Historical Patterns of inequality

Industrialization and Internal Colonialism

Post Industrialism

Globalization and Migration patterns

The Role of immigration in economic development

Post-Reagan-omics- Growing inequality

Week Five: Social Reproduction of Inequality

Socialization and Childrearing
Bourdieu's concept of Habitus
Lareau- Parenting styles

Week Six: The lived experience of social class- Life at the Top

C Wright Mills and W. Domhoff
Power Elite
The Top One Percent
Women of the Upper class

Week Seven: Midterm evaluation

Review and evaluate all material covered to date

Weeks Eight and Nine: The Lived Experience of Social Class- Life at the Bottom

WJ Wilson, Massey and Denton
Segregation by class and race
The Working Poor
Rural vs. Urban poverty
Homelessness
Anti-poverty policy

Week Nine: Education and inequality

Who goes to college?
Schools and Neighborhoods
Private Schools vs. Public schools

Week Ten: Racial and Ethnic inequality

Black Wealth/White Wealth
Immigration and the racial hierarchy
Native Americans and poverty

Week Eleven: Gender Inequality

The Wage Gap
Sex Segregation – Blue vs. Pink Collar
Work Family and Gender inequality

Week Twelve: Power and Politics

Democracy and capitalism
Structured inequality in voter participation

Week Thirteen: Inequality in Health Care

Social, physical and economic influences on health
Health and unemployment

Week Fourteen: Review all material to date

Week Fifteen: Final Evaluation

IV. EVALUATION METHODS

The final grade will be determined as follows:

Participation	0 to 15%
Writing Assignments	10 to 50%
Class Presentation(s)	0 to 25%
Quizzes (may be in class, on-line, or Take home, multiple choice or Essay)	0 to 40%
Exams (may be in-class, on-line, or Take home, multiple choice or Essay)	25 to 75%
Other forms of Evaluation	<u>0 to 50%</u>
Total	100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. GRADING SCALE

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI: ATTENDANCE POLICY

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e. MWF classes); 2 absences for classes that meet for 75 minutes twice per week (i.e., T/Th classes); and 1 absence in classes that meet for 150 or more minutes per week.

[Note: Individual faculty members should develop an attendance policy for the course that is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Adams, Maurianne, Warren Blumenfeld, Rosie Castenada, et.al. 2000. *Readings for Diversity and Social Justice*. New York: Routledge

Correspondents of the New York Times. 2005. *Class Matters*. New York: Henry Holt and Company.

Gilbert, Dennis. 2008. *The American Class Structure in an Age of Growing Inequality*, 7th edition. Thousand Oaks, CA: Pine Forge Press.

Grusky, David B. and Szonja Szelenyi. 2007. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. Boulder, CO: Westview Press.

VIII. SPECIAL RESOURCE REQUIREMENTS

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations

should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. BIBLIOGRAPHY

Aguirre, Jr., Adalberto and David Baker. 2008. *Structured Inequality in the United States: Critical Discussions on the Continuing Significance of Race, Ethnicity and Gender*. 2nd edition. Upper Saddle River, NJ: Pearson- Prentice Hall.

Domhoff, G. William. *Who Rules America? Power and Politics*, 4th edition. New York: McGraw Hill.

Hays, Sharon. 2003. *Flat Broke With Children: Women in the Age of Welfare Reform*. New York: Oxford University Press.

- Kivel, Paul. 2004. *You call this a Democracy? Who Benefits, Who Pays and Who Really Decides*. New York: The Apex Press.
- Manza, Jeff and Michael Sauder. 2009. *Inequality and Society: Social Science Perspectives on Social Stratification*. New York: W.W. Norton & Company.
- Marger, Martin N. 2008. *Social Inequality: Patterns and Processes*.
- Massey, Douglas and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.
- MacLeod, Jay. 1995. *Ain't No Makin' It*. Boulder, CO: Westview Press.
- Ostrander, Susan A. 1984. *Women of the Upper Class*. Philadelphia: Temple University Press.
- Reiman, Jeffrey. 2004. *The Rich Get Richer and the Poor Get Prison, seventh edition*. New York: Pearson.
- Rothenberg, Paula S. 2007. *Race, Class, and Gender in the United States. Seventh edition*. New York: Worth Publishers.
- Rothman, Robert A. 2005. *Inequality and Stratification: Race, Class and Gender, 5th edition*. New York: Pearson/Prentice Hall.
- Secombe, Karen. 1998. *So You Think I Drive a Cadillac?* New York: Allyn & Bacon.
- Shapiro, Thomas M. 2004. *Great Divides: Readings in Social Inequality in the United States, 3rd edition*. Mountain View, CA: Mayfield Publishers.
- Sidel, Ruth. 1996. *Keeping Women and Children Last*. New York: Penguin Books.
- Stack, Carol. 1974. *All Our Kin*. New York: Harper Colophon.
- Wilson, William J. (1996) *When Work Disappears*. New York: Alfred A. Knopf.
- [See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1. Culture and Cultural Diversity 4. Individual Development and Identity 5. Individuals, Groups and Institutions	(a) – (d)	