

Social Class and Mobility

Course / 3354/W01; Fall 2016

UPDATED August 14 2016

SOCI 3354 - Social Class and Mobility

3 Class Hours 0 Laboratory Hours 3 Credit Hours

Prerequisite: SOCI 1101.

Examination of social class and hierarchy in America. Issues in empowerment, equality, styles of life, and the nature of poverty and social mobility will be highlighted.

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Enrollment Status Statement: **PLEASE NOTE** Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal.

LATE POLICY: Late assignments are not accepted or awarded credit without prior arrangement with the professor. If there is a critical situation, please let me know in advance or, in the case of an emergency, as soon as possible and I will work with you to arrange an extension. Emergencies include accidents, acute health issues, or family emergencies. I will have work graded and submitted to you in five to seven days from the due date.

Please use Design2Learn (hereafter called D2L) email for all written course communication.

"There is nothing to which men cling more tenaciously than the privileges of class." – Leonard Sidney Woolf

COURSE DESCRIPTION

This course is designed to examine social class, stratification and inequality in America; and class conflict in historical, comparative, and global perspective. More specifically, because ranking seems to be universal in human groups we will analyze theories that explain the variation and change in status hierarchies, and discuss the processes in place that situate individuals as higher or lower in these hierarchies. Current issues related to empowerment, equality, equity, life chances, and the nature of poverty and social mobility will also be explored.

This course requires a significant amount of reading, as your objective is to examine numerous perspectives and critically analyze and interpret a variety of theories related to social class and mobility. The ideas may at times be challenging, but you are invited to accept the challenge, and be open and receptive, as you will sharpen and acquire skills that will be as functional in your everyday life as they are intellectually stimulating and capable of expanding the boundaries of your freedom.

The major part of this course is online at a time that is convenient for you. **Each course week will begin on Monday and end on Sunday.** Course requirements include weekly reading assignments, online discussions, writing assignments, self-assessments and graded essay exams. A typical traditional course requires 40 hours of in-class instruction during the semester with a recommended additional two to three hours of study and preparation for every hour spent in class.

As a completely online course, it is important that you read and understand this syllabus (all of the requirements). An online "I Understand and Agree" contract is posted (see the Self-Assessments section of D2L). Please review, include your initials below each statement, type your name and the date at the end of the contract, then submit, confirming that you have read and understand all of the requirements for this course. Review and complete by or before August 31st at 11:59 pm. Note: your first exam will not be graded until your completed "I Understand and Agree" contract is received.

REQUIRED TEXTS

Obtaining the required texts is solely the responsibility of the student. If you order the assigned books from sources other than the bookstore, you are responsible for ensuring that the books arrive on time or getting another copy in the meantime - you are responsible for remaining current with your assigned readings.

Eitzen, D. Stanley and Janis E. Johnston. 2007. *Inequality: Social Class and Its Consequences*. Boulder, CO: Paradigm Publishers.

Kerbo, Harold R. 2012. *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*. 8th Edition. New York, NY: McGraw-Hill.

& All other articles listed will be available online.

COURSE OBJECTIVES

- Analyze and discuss how to recognize, understand and explain social class, stratification, class conflict, inequality and social mobility.
- Analyze and discuss the importance of social class, stratification, class conflict, inequality and social mobility research, and studying and understanding sociological theories related to these topics.
- Critically review and interpret the history, causes, paths and/or social consequences of social class, stratification, class conflict inequality and social mobility.
- Investigate the possibility for people to move within a society's stratification system.
- Analyze, apply, synthesize, summarize and evaluate information related to the impact of social class, stratification and inequality through a "Strong Response" Assignment.

LEARNER ENGAGEMENT

Student engagement for this course includes the following:

- Reading the assigned books
- Writing
- Online activities
- Essay Exams
- Complete a Strong Response Assignment

COURSE INFORMATION/EXPECTATIONS

You are responsible for reading all of the assigned material each week. As you read the material, ask yourself:

- What are the issue(s), main conclusion(s), and reason(s) for these conclusions?
- What was the social, political, and cultural climate of the time? What are the historical links/connections?
- What do I know about the author(s)? Are there any fallacies in the author's (authors') reasoning?
- How strong is the evidence? Any significant gaps?
- Are there any other reasonable conclusions? What do I think?

As you analyze sociological thought related to social class, stratification, inequality, class conflict and mobility, there will be several opportunities to demonstrate your understanding of these theories and concepts through writing assignments and online discussions. In addition to the required readings, you may be assigned to watch films and/or video clips, and/or critique a number of current events using newly learned or expanded upon social change theories.

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MINIMUM TECHNOLOGY REQUIREMENTS, COURSE GUIDELINES, DISCUSSION BOARDS

This is an entirely online course. Students are expected to have the necessary computer background to work in this format, and are advised to seek additional technical assistance from computer services if needed (see resource links in "Start Here" folder). Students will be expected to read each assigned chapter carefully, and then use the provided support materials as review. Assigned chapters are available in learning modules. The "Ask the Instructor" and "Cyber Café" discussion boards will serve as other forms of communication. Important updates and general comments will be posted regularly via the "News" section – it is suggested that you visit this online course at least three times a week. Weekly attendance questions will also be posted as a fun form of communication, but more importantly to encourage you to stay current in the course throughout the semester. For technology problems, visit Student Technology Services at <http://its.kennesaw.edu/students.htm>.

Many of the assignment modules have videos attached to them. This means that you must access the course with a device that supports Flash technology, such as Windows Media. The upshot of this is that you cannot access this course from an iPad or iPhone. You must have a laptop, desktop, or computing tablet that allows for Flash technology to be used.

Recommendation: Save all of your work on a thumb drive (flash drive). This includes copies of drafts and final versions of discussion posts, exams and assignments. I will not accept excuses for lost work – even when printers are out of cartridges or computers crash. Always plan ahead when it comes to using technology!

On-line Discussion Boards/Participation Requirement

Online participation via the course discussion boards is a key component of this course!

Cyber Café – This discussion board will be used by students to first, introduce themselves at the beginning of the semester and thereafter as a place to chat with fellow classmates about issues, concerns, general questions, etc. related to this course.

- Your first assignment is to introduce yourself on the “Cyber Café” group discussion board by or before Sunday August 28, 11:59 PM

Discussion Posts– These discussion posts are due roughly every two weeks. To maximize your learning experience, you are expected to read all of the assigned material during the early part of the week and post by Sunday of the week the discussion posts are due, at 11:59 pm on the due dates, which will allow you and your fellow classmates to ask questions, post answers, and peer review each other’s discussion posts. Your preparation for each discussion contributes to lively and thought-provoking online discussions in a meaningful way. In fact, a significant portion of your learning will come from interacting online with your fellow classmates.

- Questions are encouraged, and polite disagreements are fine. However, *respect is a basic necessity in all online interactions*. According to KSU Computer Usage Policy and Guidelines [www.kennesaw.edu/infosec], “You may not employ lewd or threatening language in any electronic communication. This would violate the bounds of good taste as well as laws and regulations.” Please see the Netiquette link in the “Start Here” folder for more details.

The Undergraduate Advising Center - The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129, on the first floor near the Foreign Language Resource Center. Their hours are Monday - Thursday 8 am - 6 pm, and Friday 8 am to 5 pm. Students are strongly encouraged to make appointments using the website, <http://www.kennesaw.edu/hssadvising/appointments.php>, or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC website: <http://www.kennesaw.edu/hssadvising/home.php>.

The KSU Writing Center - is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, mechanics, and more. They help you improve your paper AND teach you strategies to become a better writer on your own. For more information or to make an appointment, visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building. Extra points will be awarded for visits to the writing center (with official documentation).

SUMMARY OF EVALUATIONS

I treat assignments as they would be treated in the working world. No supervisor will tolerate an employee turning in an expected report a day late or failing to present an oral presentation on the date anticipated. Meeting deadlines is an important key to success as a student and as a professional in the working world. All assignments are due on the specified due date. Failure to turn in the assignment or turning in only a portion of the assignment will result in a 10% deduction per day. Grades are typically posted in the Gradebook within two weeks after the assignment/exam is submitted.

NOTE: All assignments/exams are due by Sunday at 11:59 pm (unless otherwise noted) of the week that they are due- see the course calendar-, which makes it easier for you to plan your online learning strategy and successfully manage the course.

Discussion Posts (20%) (4% each) due dates about every two to three weeks.

There are five discussion posts. The Cyber Café is your first discussion post. You will discuss your article and why it best aligns or supports the topic for that module . You are also encouraged to post questions and/or responses to fellow classmates' posts for that learning module. Your summaries will be submitted via the "About Social Class" online discussion board link located in each learning module. Three (3) percentage points will be deducted for each week that you choose not to participate.

Discussion posts are due by 11:59 PM on the following dates:

- **Discussion Post 1 (Cyber Cafe) , August 28th ***
- **Discussion Post 2: About Social Class, September 25th *****
- **Discussion Post 3 The American Class Structure (Due September 25th) *****
- **Discussion Post 4 on the [Cultural Capital and School Success](#) OR [Invisible Inequality](#) discussion boards by October 16th , 11:59 PM*******
- **Discussion Post 5 on the CLASS MATTERS by November 6*******

Online Reflection Journal (10%)

You will submit five (5) reflective online journal entries (300+ words) where you will address a specific question set and highlight any additional thoughts, realizations, learnings, questions, arguments, etc. related to what you've covered since your last online journal entry. Reflective writing is a powerful learning tool that assists with comprehension and personal application.

Online Reflection Journals are due by 11:59 pm on the following dates:

- **Online Reflection Journal 1: August 28.***
- **Online Reflection Journal 2: September 18****
- **Online Reflection Journal 3: October 9******
- **Online Reflection Journal 4: November 20*******
- **Online Reflection Journal 5: December 5. *******

These journal entries are private – between the student and instructor, fellow classmates will not have access to your online journal. Three (3) percentage points will be deducted for each journal entry you choose not to submit. Grading rubric posted in D2L.

“Strong Response” Social Class Project (30%)

For this project, you are tasked with reviewing two major Party platforms: the Republican Party Platform from the Republican Presidential Convention in 2016; and the Democratic Party Platform, from the Democratic Party Convention in 2016 (Links will be posted in week of 8 22). You will consider: How do their responses and proposals impact social class and social mobility in the United States of America today? How do the Democratic and Republican Party platforms directly or indirectly impact the state of lower, middle or upper class folks? What are the implications of their proposals? Combined with what you have covered this semester, you will develop your own single, strong response to these representatives focusing on at least three (3) issues. You will develop and submit a complete response in a video (approximately 13 -15 minutes) or a 4-6 page paper – your choice. A reference page is also required, as you are expected to include additional information and statistics (where appropriate) to support your argument. This is a fun and creative way to juxtapose social class and social mobility concepts and theories with real life solutions to inequality, as proposed and enacted by our government representatives. *Due by December 5th at 11:59 pm.*

Essay Exams (40%)

There will be two (2) online essay exams. Essay Exams will be posted on Sunday by 3 pm and available through Sunday by 11:59 pm on the scheduled date (see below). Late exams will only be accepted in emergency situations with “official” documentation. No “official” documentation, no late exam, no grade – no exceptions!

- **Midterm Essay Exam –Monday October 17 through Sunday, October 23rd ,11:59 pm**
- **Final Essay Exam – Sunday December 4th through Thursday December 8th by 11:59 pm**

Grading Scheme

Evaluation Type	Percentage
Discussions (5) at 4 % each	20%
Online Reflection Journal (5) at 2 % each	10%
Strong Response Social Class Project +	30%
Midterm Essay Exam #	20%
Final Essay Exam ##	20%
Total Percentage	100%

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

“Change happens on the inside first. Then you realize you’re not the only one who needs it. Then you DO SOMETHING. Then it becomes ‘social change.’” – Kimberly Bock

Detailed Course Schedule (The instructor reserves the right to adjust the syllabus and course schedule as needed).

SSI = Social Stratification and Inequality

ISC = Inequality: Social Class and Its Consequences

Wk	Date	Reading/Assignment Due Dates/Exam Dates
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1-2	Learning Module 1	<p>ORIENTATION</p> <p>Cyber Café (discussion post one) due by 11:59 PM August 28th*</p>
1-2	Learning Module 2	<p>SSI – CH1: Perspectives & Concepts in the Study of Social Stratification; and CH2: Dimensions of Inequality in the U. S. (pp. 1 - 50)</p> <p>ISC - (pp. 1 - 66)</p> <p>People Like Us: Social Class In America (Center for New American Media)http://www.youtube.com/playlist?list=PLC6D871A2A8C3C8EF</p> <p>http://www.pbs.org/peoplelikeus/</p> <p>Online Reflection Journal #1 Due August 28th*</p>
3-4	Learning Module 3	<p>SSI – CH3: Social Stratification in Human Societies: The History of Inequality; CH4: Social Stratification Theory: Early Statements; and CH5: Social Stratification Theory: Early Statements and Modern Theories of Social Stratification (pp. 51 - 148)</p> <p>Article: <i>The American Class Structure</i> (Wright, Costello, Hachen and Sprague)</p> <p>Online Reflection Journal #2 Due September 18th **</p> <p>Discussion Post 2: About Social Class (Due September 25th) ***</p> <p>and Discussion Post 3 <i>The American Class Structure</i> (Due September 25th)***</p>
5-6	Learning Module 4	<p>SSI – CH6: The Upper Class; CH7: The Corporate Class; and CH8: The Middle and Working Classes (pp. 149 - 236)</p> <p>ISC – (Essays 7, 8,15, 16)</p> <p>Article: <i>Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students</i> (DiMaggio)</p> <p>Article: <i>Invisible Inequality: Social Class and Childrearing in Black Families and White Families</i> (Lareau)</p> <p>Online Reflection Journal #3 Due October 9th****</p> <p>Discussion Post 4 on the Cultural Capital and School Success OR Invisible Inequality discussion boards by October 16th, 11:59 PM*****</p>
7-8	Learning Module 5	<p>Midterm Exam (Learning Modules 2-4): Monday October 17 through Sunday October 23rd, 11:59 PM #</p>
9-10	Learning Module 6	<p>SSI – CH9: Poverty and the Political Economy of Welfare; CH12: Social Mobility: Class Ascription & Achievement; CH13: and The Process of Legitimation (pp. 237-281; 347-421)</p> <p>ISC – (Essays 9, 10, 12, 13, 14, 17, 21, 26, 27, 28, 29)</p>

			<p>Class Matters (The New York Times)http://www.nytimes.com/national/class/</p> <p>Discussion Post 5 on the CLASS MATTERS by</p> <p>November 6th*****</p>
11-12		Learning Module 7	<p>SSI – CH14: The World Stratification System; CH15: Social Stratification in Japan and Germany; and CH16: World Stratification and Globalization: The Poor of This Earth (pp. 423 - 519)</p> <p>Online Reflection Journal #4 Due November 20th*****</p>
13-14		Learning Module 8	<p>APPLICATION AND INTEGRATION</p> <p>Strong Response Social Class Project Due May 1 by 11:59 pm +</p> <p>Final Essay Exam (Learning Modules 6 & 7): Sunday December 4th through Thursday December 8th by 11:59 pm ##</p> <p>Online Reflection Journal #5 Due December 5th*****</p> <p>Final Essay Exam: Sunday December 4th through Thursday December 8th by 11:59 PM</p>

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RECOMMENDED TEXTS

You may find the following “recommended” texts helpful when interpreting theory related to social class and mobility.

Correspondents of The New York Times. 2005. *Class Matters*. New York, NY: Times Books.

Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley, CA: University of California Press.

Lareau, Annette and Dalton Conley (Editors). 2008. *Social Class: How Does It Work?* New York, NY: Russell Sage Foundation.

Fiske, Susan T. and Hazel Rose Markus (Editors). 2012. *Facing Social Class: How Societal Rank Influences Interaction*. New York, NY: Russell Sage Foundation.

IMPORTANT LINKS: STUDENT RIGHTS, DISABILITIES, SEXUAL HARRASSMENT POLICY, ACADEMIC HONESTY

Below you will find important links for your life here at Kennesaw: student responsibilities, protections, and rights. Please take a minute and review these updated links below, with the latest information reflecting the latest Kennesaw State University policies.

1. Academic Honesty/Integrity Statement

Kennesaw State University takes seriously the issue of academic integrity, including plagiarism and cheating. For a full account of the academic policy, please click the link below and read pp 17-21.

<http://scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202016-2017%20edits.pdf>

Another quick guideline is the link for student information. Please click this link below.

<http://scai.kennesaw.edu/students/general-info/cheating.php>

2. Confidentiality and Privacy Statement (FERPA)

Your privacy as a student here at Kennesaw is also protected by Federal Law (FERPA). For the complete overview of your protections under FERPA, please see the link below.

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

3. University – Student Rights Statement

You have specific rights as a student here at Kennesaw. Please take a minute and review your rights via the link below.

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

4. Ethics Statement

There is a code of ethics that guides academic life at Kennesaw States. Please take a few minutes and review this Ethics Statement.

<http://scai.kennesaw.edu/codes.php>

5. Sexual Harassment Statement

Kennesaw State takes seriously the issue of sexual harassment in the university environment. Follow the link below for the latest statement on sexual harassment

<http://scai.kennesaw.edu/codes.php>

6. Course Accessibility Statement (ADA statement)

Kennesaw State complies with the Americans with Disabilities Act. Please follow the link below for information about the ADA.

<http://sss.kennesaw.edu/sds/institutional-policies.php>