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Fall 2012
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SOCY 319 Social Stratification (G3)

INTRODUCTION: This course examines the development of social inequality by race, ethnicity, class, gender, sexual orientation, and nationality. We will discuss the social construction of race, gender and sexual orientation as well as various theories of social class distribution. Inequality in education, housing and the workplace are described. Although the course focuses on the United States, examples of global inequality are included.

COURSE LEARNING OBJECTIVES: By course end, the student will be able to:

- Explain and contrast theories related to social stratification
- Describe gender, race, national origin (for Latinos), sexual orientation, and ethnic differences in education, wages, wealth, housing, and occupations
- Distinguish the experiences of the elite, upper, middle, working and under classes
- Describe and evaluate the inter-generational transmission of social class
- Describe factors contributing to social mobility
- Interpret quantitative data accurately
- Present and synthesize social stratification measures of one's community using the 2010 US Census data
- Distinguish financial capital, social capital, cultural capital, and human capital
- Define social class, socio-economic status, social reproduction, status, social exclusion, social welfare programs, poverty, status attainment model, caste system, class system, and meritocracy
- Explain the meaning of the social construction of race, ethnicity, gender and sexual orientation
- Distinguish official poverty, relative poverty, and absolute poverty
- Identify and describe social policies that aim to reduce inequality

PREREQUISITE: Introduction to Sociology.

SHARED RESPONSIBILITIES: Teaching and learning are reciprocal parts of an interactive process. It is my responsibility to come prepared to class, share information with you in a comprehensible manner, direct you to resources which help you fulfill your tasks, provide you with opportunities to meet outside of class, ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences, answer your questions, stimulate creative thought, facilitate discussions, evaluate your progress, and return your work in a timely manner. It is your responsibility to also come prepared to class, ask questions, participate in class discussions, think analytically, apply the concepts you will learn in class, be respectful of me and others in the classroom, and finish your assignments on time. If either of us fails to live up to these standards, this interaction will break down and learning becomes more difficult. To maximize your learning, I expect that you will have the reading completed before class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. Last, I value your comments regarding this class. I encourage you to speak with me if you are particularly pleased or dissatisfied with the class.

REQUIRED TEXTS: These texts are available for purchase at the University Bookstore. They are listed in the order that we will read them. You can often obtain these books through the library's EZ Borrow or inter-library loan services.

Keister, Lisa A. and Darby E. Southgate. 2012. *Inequality: A Contemporary Approach to Race, Class and Gender*. New York: Cambridge University Press. ISBN 978-0-521-68002-8

Rodríguez, Havidán, Rogelio Sáenz, and Cecilia Menjívar, eds. 2008. *Latinas/os in the United States: Changing the Face of América*. New York: Springer. ISBN 978-0-387-71942-9

Jacobsen, Joyce and Adam Zeller, eds. 2008. *Queer Economics: A Reader*. New York: Routledge. ISBN 978-0-415-77169-6

Please bring your books class.

GRADING: I evaluate your learning using various methods that are listed below. I expect you to proofread your work before submitting it. Print a receipt verifying that the community study was sent to my D2L dropbox before the deadline.

Class participation/preparedness	10%
Two exams at 20% each	40%
Cumulative final exam	25%
Community study	25%

I use the following grading distribution. I round tenths place values ≤ 0.5 to the ones place below and tenths place values > 0.5 to the ones place above.

A = (93 - 100)	B = (83 - 86)	C = (73 - 76)	D = (63 - 66)
A- = (90 - 92)	B- = (80 - 82)	C- = (70 - 72)	D- = (60 - 62)
B+ = (87 - 89)	C+ = (77 - 79)	D+ = (67 - 69)	F = (below 60)

MISCELLANEOUS, BUT IMPORTANT POLICIES:

Attendance: This is a course that requires participation and preparedness for discussions. Consequently, I require and monitor attendance. Missing more than 3 classes will reduce your final grade by 3 points for every class missed unless your absence is excused (e.g., physician or mental health professional, athletic department, obituary, or other means approved in advance by me). Make up exams will only be given in the event of a medical or other serious emergency and must be documented in writing. Make up exams are different from the ones given in class. Documentation of excused absences is due no later than Dec 14. Remember, it is your responsibility to sign the attendance sheet. Do not expect me to do it for you.

Note: I do not permit extra credit work. Grades of incomplete are only given in the most extenuating circumstances and your situation must meet the criteria established by the Registrar's office.

Late Work: Timely completion of your community study is imperative. You will be penalized 5 points per day for work that is not submitted to my D2L Dropbox by the due date and time. However, emergency and unexpected situations do occur. Therefore, if you notify me in advance of the assignment's due date (not immediately before class on the day it is due), I may grant you an extension. If I do grant you an extension, we will sign a contract noting when the work will be submitted. Any work that is more than 7 days overdue will be awarded a zero (0).

Academic Honesty: Please read the relevant pages in the Millersville University brochure on Academic Honesty and Dishonesty for a detailed explanation of the university's policy. Briefly, if you plagiarize, cheat, or misrepresent yourself or your work, I will assign you a zero (0) on the assignment and file a written report with the Associate Provost for Academic Affairs. The second offense will result in being awarded an F in the class and I will file a written report with the Associate Provost for Academic Affairs. Academic dishonesty includes but is not limited to: copying someone else's work, submitting someone else's work, working with someone else such that the "separate" works appear identical, submitting your work from another class for this class, making minor modifications to someone else's work, or borrowing someone else's ideas without citing them. An outstanding explanation of plagiarism is found at: <http://owl.english.purdue.edu/owl/resource/589/01/> Proper citation of sources will reduce the likelihood of plagiarism.

People with Physical or Learning Disabilities: Please speak to me within the first two weeks of class if you require accommodations. Written documentation from the Office of Learning Services is required. It is your responsibility to make arrangements for an alternate testing format. I am eager to assist, but I need at least one week's notice before the exam and written confirmation from the Office of Learning Services.

Calculating Final Grades: If you believe that the final grade you receive in this class is incorrect, you must do the following **before** contacting me. 1- Multiply each assignment/test by the weight listed on the syllabus. 2- Add those numbers. This is your total grade before absence penalties. 3- Multiply each day you missed class (beyond 3 classes) by 3 and subtract from your total grade. If your calculated grade does not match the equivalent letter grade shown on the syllabus' grading distribution, send me your calculations following this formula and the dates that you believe that you missed class. See the syllabus for the definition of an excused absence. Remember, it is your responsibility to ensure that I receive all notes documenting excused absences by Dec 14.

Useful Websites

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml> US Census Bureau's American Factfinder [for your community study]

<http://www.epi.org/> Economic Policy Institute

<http://stateofworkingamerica.org/inequality/income-inequality/> Income inequality graphs

<http://stateofworkingamerica.org/charts/probability-of-sons-of-fathers-in-bottom-20-to-escape-bottom-40/> Inter-generational transmission of poverty (father-son), global comparisons

<http://www.cbpp.org/> Center on Budget and Policy Priorities

<http://williamsinstitute.law.ucla.edu/> the Williams Institute on Sexual Orientation Policy and Research

<http://www.aecf.org/> Annie E. Casey Foundation research on children and inequality

SOCIOLOGY 319 FALL 2012 COURSE OUTLINE--Revised

Date	Topic	Readings due before class
8/27	Course Introduction	
8/29	What is inequality?	Ch 1 in Inequality
8/31	How do we study inequality?	Ch 1 continued in Inequality
9/3	No Class – Labor Day	
9/5	Statistics and inequality	Ch 3 in Inequality
9/7	No class meeting – on line discussion board posting regarding theories of inequality	Ch 2 in Inequality
9/10	Social Class in the United States	Ch 4 in Inequality
9/12	Continued	
9/14	The Upper Class and Elites	Ch 5 in Inequality
9/17	Continued	
9/19	The Middle class	Ch 6 in Inequality
9/21	The Working Poor and Underclass	Ch 7 in Inequality
9/24	Continued	
9/26	Social Mobility	Ch 8 in Inequality
9/28	EXAM # 1	
10/1	Education and Inequality	Ch 9 in Inequality
10/3	Gender Inequality	Ch 10 in Inequality
10/5	Racial/Ethnic Inequality	Ch 11 in Inequality
10/8	No Class - Fall Break	
10/10	Instruction on Community Study	
10/12	Racial/ethnic Inequality continued	Ch 1 in Latinas/os in the US
10/15	Demographic Patterns for Latinas/os	Ch 4 in Latinas/os in the US
10/17	Housing Patterns among Latinas/os	Ch 5 in Latinas/os in the US
10/19	Latina/o Health Paradoxes	Ch 7 in Latinas/os in the US
10/22	continued	Community Study Due
10/24	Educational Experiences of Latinas/os	Ch 9 and pp. 82-85 in Latinas/os in the US
10/26	Latinas/os in the Labor Market	Ch 10 in Latinas/os in the US
10/29	Latina/o Income, Earnings and Poverty	Ch 12 in Latinas/os in the US
10/31	Latina Activism and Empowerment	Ch 19 in Latinas/os in the US
11/2	Political Mobilization and Activism among Latinas/os and Exam Review	Ch 23 in Latinas/os in the US
11/5	EXAM # 2	
11/7	Social Construction of Homosexuality	Ch 11 in Queer Economics
11/9	Continued	Ch 12 in Queer Economics
11/12	Sexual Orientation and Economics	Ch 1 in Queer Economics
11/14	Continued	Ch 2 in Queer Economics
11/16	Finding Gays & Lesbians in Nationally Representative Samples	Ch 6 in Queer Economics
11/19	Continued	Census 2012 snapshot on D2L
11/21-11/23	No Class – Thanksgiving Break	
11/26	Sexual Orientation Discrimination and Wage Effects	Ch 13 in Queer Economics

Date	Topic	Readings due before class
11/28	Sexual Orientation Discrimination in Hiring	Ch 15 in Queer Economics and state policies on D2L
11/30	Customer Service and Sexual Orientation	Ch 18 in Queer Economics
12/3	Income Tax Consequences of Same Sex Marriage	Ch 21 in Queer Economics
12/5	Legal Consequences of Same Sex Marriage	Ch 22 in Queer Economics
12/7	Public Policy and Social Stratification	Ch 14 in Inequality
12/10	Final Exam Review	
10 am section Final Exam: Thursday, Dec 13 8-10 am		
11 am section Final Exam: Friday, Dec 14 8-10 am		