

The University of Texas at Dallas  
School of Economic, Political & Policy Sciences  
Department of Sociology

**SOCIAL STRATIFICATION**  
**SOC 6350/PPPE 6350**  
Fall 2016

Professor: Dr. Bev Carlsen-Landy  
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Seminar: Tuesday, 4:00 - 6:45pm  
Room: JO 4.112  
Office Hours: by appointment only

**COURSE DESCRIPTION AND OBJECTIVES:**

Social stratification is at the core of sociology and much of social science. Social stratification refers to social inequality, including inequalities of class, social status, race and ethnicity, and gender. This course is designed to introduce students to the relevant theories and body of literature related to these broad areas of social inequality. Implications for social policy are also addressed.

By the end of this course students will be able to demonstrate:

1. a knowledge-base of classical and contemporary theories of social inequality;
2. an understanding of how theory relates to research in the areas of social inequality;
3. knowledge and understanding of strategies for influencing social policy targeted toward the reduction of social inequality.

**REQUIRED TEXTS:**

*Social Stratification: Class, Race, and Gender in Sociological Perspective*. 2014 (4<sup>th</sup> edition). Grusky and Weisshaar (editors). Westview Press. ISBN 978-0-8133-4671-7

*Unequal Childhoods: class, race, and family life*. 2011 (2nd Edition). Annette Lareau. University of California Press. ISBN 978-0-520-27142-5

Massey, Douglas S. 2007. *Categorically Unequal*. Russell Sage Foundation. ISBN 0-87154-584-5

**COURSE REQUIREMENTS:**

- To enhance your comprehension of the assigned readings and encourage knowledge-based class discussions, students will write **10 two to three page summary/critique/reflection** from the week's assigned readings. Summary/critiques should briefly highlight the main points from the readings and then provide an insightful critique (just saying you agree or don't agree with the authors will not be sufficient). These writing assignments should be typed, double-spaced, use size 11 Arial font, 1" margins all around, and include ASA or APA-style in-text citations and end-references. Please avoid the use of contractions in your writing and keep direct quotes to no more than 2 per assignment. This component will comprise **30% of your final grade**. Weekly papers are due through eLearning by noon on Tuesday. Late work is not accepted. Papers will not be accepted in class.
- A **literature review of 12 to 14 pages** will be required and should address a specific area of social inequality research selected by the student. Students should begin early in the semester on the paper assignment and provide an outline no later than **Oct. 11, 2016**.<sup>\*</sup> Specific details for this assignment will be distributed in class. The literature review will **comprise 35% (outline = 5%; Lit Review = 30%) of your course grade** and will be **due no later than Wednesday, Dec. 7<sup>th</sup> at**

**6:00pm.** Students are required to submit papers to the eLearning **turnitin.com** link. No late papers will be accepted!

- Each student will be required to make a **10 to 12 minute class presentation** of their research. This component of the course will comprise **20% of your course grade**.\* A copy of your presentation is due in eLearning by noon on 12/6.
- **Three eLearning based discussion sessions:** Students will post a substantive post of at least 500 words to the eLearning Discussion Board. You are required to respond to at least 3 other posts. Your response must advance the discussion – you cannot simply agree or disagree. Each eLearning Discussion Week is worth up to 50 points. The eLearning discussions will comprise **15% of your overall course grade**. The eLearning Discussions are due by 11:59PM on Tuesday.

\*All written work will be evaluated based on the following: **1) introduction of topic and clarity of purpose**, **2) overall organization**, **3) content** (how well the topic is covered and key points are supported by evidence), **4) readability** (proper use of grammar and spelling), and **5) closing/summary** (highlighting what has been covered and what conclusions have been drawn by the writer).

## COURSE EVALUATION/GRADING:

Grading Rubric:

Assignment		Points Possible	% of Grade
Weekly Reflections (10)	30 points X 10	300	30%
eLearning Discussions	50 points x 3	150	15%
Literature Review Outline		50	5%
Literature Review		300	30%
Research Presentation		200	20%
Total		1000	100%

Grade	Points Range
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
F	729 or less

## **COURSE-RELATED POLICIES:**

- All students are expected to attend class on a regular basis. If for some reason you are unable to attend a class, it will be your responsibility to obtain class notes, announcements, assignments and handouts from a classmate prior to the next class session.
- Participation in class discussions is an important part of the learning experience but should remain relevant to the particular readings and lecture materials.
- Students are expected to always be respectful of other's opinions and beliefs in the classroom. Personal attacks and racially/sexually harassing behaviors are unacceptable and will not be tolerated. Anyone involved in such behaviors will be asked to leave the class session.
- As a courtesy to your fellow students and professor, **all cell phones should be turned off before class begins**. If, however, you are expecting an important call during class, you should place your phone on vibrate mode and find a seat near the door for that session.

## **UT DALLAS GENERAL POLICIES**

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The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies (including the policies listed below).

**Field Trip Policies**

**Student Conduct & Discipline**

**Academic Integrity**

**Email Use**

**Withdrawal from Class**

**Student Grievance Procedures**

**Incomplete Grade Policy**

**Disability Services**

**Religious Holy Days**

### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

"As a Comet, I pledge honesty, integrity, and service in all that I do."

## **TENTATIVE COURSE OUTLINE AND READING ASSIGNMENTS**

<b>Aug. 23:</b> Grusky and Weisshaar	<b>Introduction</b> 1-25 (reading 1) (no reflection due)
<b>Aug. 30:</b> Grusky and Weisshaar  Grusky and Weisshaar Massey	<b>Functions and Dysfunctions of Inequality</b> 28-42 (readings 2, 3, 4) Economic Inequality 59-123 (readings 7, 8, 9, 10, 11, 12, 13) Chapter 1
<b>Sept. 6:</b> Grusky and Weisshaar	<b>Structure of Inequality</b> 127-148 (readings 14, 15) 165-192 (readings 18, 19) 217-232 (readings 22, 23)
<b>Sept. 13:</b> Grusky and Weisshaar  Massey	<b>Structure of Inequality</b> 233-2243 (readings 24, 25) 260-275 (reading 29) Chapter 2
eLearning Discussion – no class on campus (closes at 11:59PM, 9/13)	
<b>Sept. 20:</b> Grusky and Weisshaar	<b>Class</b> 276-309 (readings 30, 31, 32, 33, 34) 322-329 (reading 37)
<b>Sept 27:</b> Grusky and Weisshaar	<b>Poverty and the Underclass</b> 347-356 (reading 40) 369-402 (readings 43, 44, 45, 46) 431-442 (reading 51)
<b>Oct 4:</b> Lareau	<b>Unequal Childhoods</b> 1-160
<b>Oct 11:</b> Lareau	<b>Unequal Childhoods</b> 163-311
Literature Review Outline Due by 11:59PM through eLearning eLearning Discussion – no class on campus (closes at 11:59PM, 10/11)	
<b>Oct. 18:</b> Grusky and Weisshaar	<b>Status and Power</b> 443-452 (reading 52) 506-516 (reading 58) 653-658 (readings 74, 75) 663-681 (reading 77, 78)
<b>Oct 25:</b>	<b>Race and Ethnicity</b>

Massey Chapter 3 & 4  
Grusky and Weisshaar 682-695 (readings 79, 80)  
729-739 (reading 84)  
788-802 (reading 91)

**Nov 1: Gender Inequality**

Massey Chapter 6  
Grusky and Weisshaar 803-819 (readings 92, 93, 94)  
831-848 (readings 96, 97)

**Nov 8: Gender Inequality**

Grusky and Weisshaar 858-875 (readings 99, 100)  
902-911 (reading 104)  
929-942 (readings 108, 109)  
973-981 (reading 113)  
eLearning Discussion – no class on campus (closes at 11:59PM, 11/8)

**Nov. 15: Consequences**

Massey Chapter 7  
Grusky and Weisshaar 1013-1049 (readings 116, 117, 118, 119, 1200)  
1056-1065 (reading 122)

**Nov. 22: No class – Fall Break!**

**Nov. 29: The Future**

Grusky and Weisshaar 1066-1077 (reading 123)  
1091-1109 (readings 125, 126, 127)  
1116-1124 (reading 129)  
1132-1149 (readings 131-132)

**Dec. 6: Paper Presentations**

(no reflection due)

**Dec. 7: Literature Review Due – eLearning (no later than 6:00pm)**

***These descriptions and timelines are subject to change at the discretion of the Professor.***