**Sociology 311 (WI): Survey of Social Inequality and Stratification (Online/WI)**  
**SYLLABUS (CRN:3389)**  
**Spring 2018**  
**Instructor: Alexandra Springer, PhD**

### Class Information

<table>
<thead>
<tr>
<th>Class meeting time</th>
<th>Online (Mon.-Sat. No set times, but due dates and deadlines!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office hours</td>
<td>Virtual Office hours via <a href="https://zoom.com">Zoom</a> by appointment (see detailed instructions on how to join virtual office hours via your Android, PC, Mac etc.), and anytime per e-mail.</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:aspringe@hawaii.edu">aspringe@hawaii.edu</a> (preferred way to contact me)</td>
</tr>
<tr>
<td>Course Website</td>
<td><a href="https://laulima.hawaii.edu/portal">https://laulima.hawaii.edu/portal</a></td>
</tr>
</tbody>
</table>

### Syllabus Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Information</td>
<td>1</td>
</tr>
<tr>
<td>Course Information</td>
<td>2</td>
</tr>
<tr>
<td>Office Hours</td>
<td>2</td>
</tr>
<tr>
<td>Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Writing Intensive Course</td>
<td>3</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Course Goal</td>
<td>3</td>
</tr>
<tr>
<td>Course Materials</td>
<td>3</td>
</tr>
<tr>
<td>Readings</td>
<td>3</td>
</tr>
<tr>
<td>Required Books</td>
<td>4</td>
</tr>
<tr>
<td>Technical Requirements</td>
<td>4</td>
</tr>
<tr>
<td>Web Browser</td>
<td>4</td>
</tr>
<tr>
<td>Required Computer Software</td>
<td>5</td>
</tr>
<tr>
<td>Distance Learning at the University of Hawai’i resources</td>
<td>5</td>
</tr>
<tr>
<td>Detailed Class Structure and Grading Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Discussions</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Grading</td>
<td>6</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>6</td>
</tr>
<tr>
<td>Grading Assignments</td>
<td>6</td>
</tr>
<tr>
<td>Quiz/Final Exam</td>
<td>7</td>
</tr>
<tr>
<td>Missed Assignments, Quiz, and Final Exam</td>
<td>7</td>
</tr>
<tr>
<td>Course Components (Summary)</td>
<td>7</td>
</tr>
<tr>
<td>Grading (Summary)</td>
<td>7</td>
</tr>
<tr>
<td>Policies</td>
<td>8</td>
</tr>
<tr>
<td>Netiquette</td>
<td>8</td>
</tr>
<tr>
<td>Kokua</td>
<td>8</td>
</tr>
<tr>
<td>Academic Integrity and Plagiarism</td>
<td>8</td>
</tr>
<tr>
<td>Schedule</td>
<td>9</td>
</tr>
</tbody>
</table>
Course Information

This online course is similar to any traditional face-to-face course in some ways, yet different from it in others.

**Difference:** You do not have to find parking. If you own a computer at home, you can even stay in your pajamas while participating in class. You can choose your own seat and even bring a pillow if it makes you more comfortable. You can eat and drink during an online class and you can answer your cell phone. Best of all you can work late at night or early in the morning – anytime that is most convenient for you.

**Similar:** You still have to do all the readings and you do have to participate in class. It is not possible to hide in the back of the room in an online course. If you do not actively participate in the course, you will not pass this class.

Office Hours

**Virtual Office Hours**

I will have virtual office hours via scheduled Zoom meetings by appointment. The name of the room is “Dr. Springer Virtual Office Hours”

Join from PC, Mac, Linux, iOS or Android: [https://cccconfernow.zoom.us/j/174219178](https://cccconfernow.zoom.us/j/174219178)

Or iPhone one-tap (US Toll): 14086380968,174219178# or 16465588656,174219178#

Or Telephone:
   - Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)
   - Meeting ID: 174 219 178

International numbers available: [https://cccconfernow.zoom.us/zoomconference?m=Veo-w0XrCQVYe4zqzgW1MwflF_S-ExVK](https://cccconfernow.zoom.us/zoomconference?m=Veo-w0XrCQVYe4zqzgW1MwflF_S-ExVK)

Course Description

Sociology is the study of the social world; people, groups, organizations, institutions, political bodies, economies and power. Stratification is the study of how all of these systems are both products and producers of inequality. This class will introduce you to the sociology of social inequality and stratification through exposure to classical and contemporary theories of inequality and stratification, particularly in areas structured along lines of race, class and gender, data on the extent of social inequality and stratification in the U.S. and in the world, and discussions of some consequences of social inequality and stratification. This is a writing intensive course and to promote the learning of course material writing assignments will be assigned throughout the semester. In these assignments, you will be able to apply the knowledge you acquire during the course and they will help you polish your critical thinking and writing skills.
**Writing Intensive Course**

This course is designated as a Writing Intensive course. It adheres to the criteria set-forth by the Manoa Writing Program:

1. The course uses writing to promote the learning of course materials
2. The course provides interaction between the professor and students while students do assigned writing
3. Written assignments contribute significantly to each student’s course grade (at least 40%)
4. Students write at least 4,000 words (about 16 typed pages - not including drafts and in-class essay exams)
5. The course is limited to 20 students

**Student Learning Objectives**

1. Develop a descriptive and analytical understanding of social stratification and inequality
2. Explore central concepts through which sociologists investigate social stratification and inequality.
3. Become familiar with key debates that animate contemporary research on social stratification and inequality.
4. Consider and critique competing explanations for social stratification and inequality.

**Course Goal**

The goal of this class is to provide you with analytical tools for recognizing, analyzing, and working to solve problems of social inequality in the world around you. This course will also provide you with data on the empirical realities of social inequality and its consequences in contemporary society. Sociology provides the student with a toolkit for critical thinking and questioning the world in which s/he lives and works. Students should leave this class with an ability to read critically, write clearly, articulate clear arguments in their discussion, and use the tools of sociology to analytically observe the social world. Students will gain a better understanding of how their own experiences are both the products and producers of larger stratification systems.

The most practical goal in this course is for students to leave this course able to read a news story, watch a movie or television program, and see the larger social, political, economic and cultural systems that produce and maintain inequality in contemporary institutions and organizations.

**Course Materials**

**Readings**

All of the readings will be from the required texts and from reading assignments posted on the course website (under "Modules"). Complete all reading assignments for the week prior to the weekly discussions.
**Required Books**

<table>
<thead>
<tr>
<th>Required Books</th>
</tr>
</thead>
</table>

**Technical Requirements**

To participate in this course, students should verify that the satisfy all minimum technical requirements before class begins.

**Web Browser**

Information Technology Services (ITS) recommends Firefox ESR (Extended Support Release) for use with Laulima. Currently, Internet Explorer and Microsoft Edge do not interact well with Laulima and are not recommended for submitting assignments, posting discussion posts, or taking tests.

**Required Computer Software**

You need some basic pieces of software installed on your personal PC, or available on the UH campus lab computers:

Laulima [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal)
Distance Learning at the University of Hawai‘i resources

As noted on the University of Hawai‘i distance learning website, distance learning is not for everyone. Students should have working knowledge of the computer and proficient online skills to be successful in a distance learning course. This includes the ability to perform basic computer operations, Internet skills such as accessing the web and using search engines, and the ability to use online communication tools such as email, discussion forums and chat.

- If you want to test your ability to become a successful distance learning student, take the Self Assessment Quiz.
- If you are new to Laulima, begin by going to the Laulima Student Help Section
- Check whether your computer meet the Laulima technical requirements
- For additional information check out the Online Learning Student Guide
- Student Orientation to Laulima - A brief introduction to basic concepts in Laulima
- Student Tutorials - Presentations on specific tasks and tool usage in Laulima (in Flash, PowerPoint or html format)

Detailed Class Structure and Grading Procedures

Discussions
This is one of the most important elements of this course. You must participate in the weekly discussions to be considered for a final grade. In the column on the left side of your screen you will find the Discussion and Private Message forum (in Laulima). I will post various discussion questions throughout each week and every student is expected:

- to enter the discussion at least twice a week
- you must post on different days/dates. Multiple postings on the same day will be considered as one posting.
- If you do not participate you will be losing the points for that week. There is no make-up by ‘over-participating’ the following week.
- You can earn up to 2% every week for your participation depending on the amount and quality of your postings.
- It is not considered participating in a discussion when you "just post" comments at the end of the week. A discussion should be an extended, interactive communication between the instructor and all students throughout the week dealing with the particular topic of the week.

Grading the Discussions

Your weekly responses will be graded according to the rubric on the next page. Multiple responses to various questions will improve your chance of giving a creative, well-thought out answer and will improve your chance of earning a high percentage for that week.
<table>
<thead>
<tr>
<th>Content</th>
<th>2%</th>
<th>1.5%</th>
<th>1%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answers fully address the questions and demonstrate creative thought about the ideas of the readings. The responses are at least 200 words and were posted on time.</td>
<td>The answers address the questions and demonstrate thought about the ideas of the readings, but were less than 200 words. The responses were posted on time.</td>
<td>The answer addresses the question, but is short and demonstrates very little thought about the ideas of the readings. The response(s) were not posted on time.</td>
<td>The answer does not address the question or/and reflects no or little thought of the ideas of the readings. Late posting or no posting.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Assignments**
- There will be four (4) writing assignments.
- The assignments open at the beginning of the semester and you can submit them any time **before** the deadline (schedule yourself accordingly and avoid falling behind)
- Each of these written assignments must be at least four (4) pages (or 1000 words each)
- The assignments must be submitted by the due date. Late assignments, or assignment submitted via e-mail will not be accepted.
- Each assignment has additional, detailed information

**Grading (Writing Assignments)**
*Your assignments will be graded according to the rubric below.*

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>HIGH --------------</th>
<th>8-7 --------------</th>
<th>6-5 --------------</th>
<th>4 and below --------------</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea/Content</td>
<td>Sociological ideas are clear, specific, and paper exceeds minimum word requirement. Main idea stands out along with details. Ideas are objective and not biased. Clearly illustrates critical and reflective thinking.</td>
<td>Sociological ideas are clear, but information is general and predictable. Paper meets minimum word count. Ideas are not biased. Shows some critical and reflective thinking.</td>
<td>Sociological ideas are clear, but more information is needed. Paper meets minimum word count. Ideas are somewhat biased. Poorly thought out response.</td>
<td>Sociological information is limited. Paper does not meet minimum word count. Ideas are clearly subjective and biased. No evidence of having given the assignment real thought or No assignment submitted</td>
</tr>
<tr>
<td>Sociological Concepts</td>
<td>Sociological understanding is illustrated through an in-depth application of concepts presented in the chapters and presentations.</td>
<td>Sociological understanding is illustrated through a strong application of concepts presented in this module.</td>
<td>Sociological understanding is illustrated through an adequate application of concepts presented in this module.</td>
<td>Some, or no sociological understanding is illustrated through a superficial application of concepts presented in this module.</td>
</tr>
<tr>
<td>Organization and Style</td>
<td>Organization enhances the central theme. Sequencing is logical, and transitions are smooth. There are no errors in punctuation, capitalization, grammar and spelling. All sources are accurately documented in the desired format (ASA)</td>
<td>Organization is adequate, and introduction needs more anticipation. Conclusion leaves no closure. Connections are faint. There are a grammar, spelling, punctuation, and capitalization. All sources are accurately documented, but many are not in the desired format (ASA)</td>
<td>Organization is not clear. Introduction is present, but has no lead. Conclusion is present but not clear. Some usage, grammar, or paragraphing problems are more frequent. Spelling and end-of-sentence punctuation are almost always correct. Internal punctuation may be incorrect or missing. Some sources are not accurately documented.</td>
<td>No clear direction with no lead or conclusion. Connections are confusing or incomplete. Errors in grammar and usage affect meaning. Frequent spelling errors. Punctuation is often missing or incorrect. Sources are not accurately documented.</td>
</tr>
</tbody>
</table>
Quizzes/Final

- There will be 13 quizzes and 1 final exam
- All quizzes and the final have the same format (multiple choice and/or short answers)
- Each Friday of the week throughout the semester a quiz opens that covers the respective weekly materials (see syllabus for exact due dates and times). You have all day Friday and Saturday to take the quiz. It is always due by midnight (HI time) on Saturday.
- In the last week there will be a Final Exam instead of a quiz (same format as quizzes, but more questions and worth more towards the final grade).

Course Components

There are four components to the final grade.
1. Four writing assignments each worth 10% (Total 40%)
2. Thirteen quizzes each worth 2% (Total 26%)
3. Fifteen weekly discussions. Each week you can earn up to 2% (Total 30%)
4. Final Exam (4%)

Grading Summary

<table>
<thead>
<tr>
<th>Writing Assignments (4x): each worth 10%</th>
<th>40% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (15x): each worth 2%</td>
<td>30% of grade</td>
</tr>
<tr>
<td>Quizzes (13x): each worth 2%</td>
<td>26% of grade</td>
</tr>
<tr>
<td>Final</td>
<td>4% of grade</td>
</tr>
</tbody>
</table>

Total Percent possible: **100%**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>= 97-100</td>
</tr>
<tr>
<td>A</td>
<td>= 93-96</td>
</tr>
<tr>
<td>A-</td>
<td>= 90-92</td>
</tr>
<tr>
<td>B+</td>
<td>= 87-89</td>
</tr>
<tr>
<td>B</td>
<td>= 83-86</td>
</tr>
<tr>
<td>B-</td>
<td>= 80-82</td>
</tr>
<tr>
<td>C+</td>
<td>= 77-79</td>
</tr>
<tr>
<td>C</td>
<td>= 73-76</td>
</tr>
<tr>
<td>C-</td>
<td>= 70/72</td>
</tr>
<tr>
<td>D+</td>
<td>= 67-69</td>
</tr>
<tr>
<td>D</td>
<td>= 63-66</td>
</tr>
<tr>
<td>D-</td>
<td>= 60-62</td>
</tr>
<tr>
<td>F</td>
<td>= &lt; 59</td>
</tr>
</tbody>
</table>
Policies

Kokua
Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center for Student Services

Academic Integrity
You are expected to understand and comply with the University’s Policy of Academic Integrity. The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. Violations of the Student Conduct Code may result in suspension or expulsion from UH, receiving a failing grade for the course or being referred to the UH Dean of Students for University disciplinary action. If you are unclear on what constitutes cheating or plagiarism please refer to the catalog or by visiting the website http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm.

Plagiarism
The following definition of plagiarism comes from the UH-Manoa Student Conduct Code: Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

University of Hawai‘i at Manoa Student Conduct Code (1992), p. 6

It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake" is not considered a valid excuse when it comes to plagiarism.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments due</th>
<th>Quizzes and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Social Class in America</td>
<td>Gilbert, Ch.1 &amp; NYT, Intro and Ch. 1 “Shadowy Lines That Still Divide”</td>
<td>--</td>
<td>Quiz 1 due by Sat. 1/27</td>
</tr>
<tr>
<td>2</td>
<td>Position and Prestige</td>
<td>Gilbert, Ch. 2 NYT, Ch. 14 “Angela Whitiker’s Climb”</td>
<td>--</td>
<td>Quiz 2 due by Sat. 2/3</td>
</tr>
<tr>
<td>3</td>
<td>Social Class, Occupation, and Social Change</td>
<td>Gilbert, Ch.3</td>
<td>Assignment #1 due by 2/10</td>
<td>Quiz 3 due by Sat. 2/10</td>
</tr>
<tr>
<td>4</td>
<td>Social Class</td>
<td>Book by: Ehrenreich, Barbara. “Nickel and Dimed”</td>
<td>--</td>
<td>Quiz 4 due by Sat. 2/24</td>
</tr>
<tr>
<td>5</td>
<td>Wealth and Income</td>
<td>Gilbert, Ch.4 &amp; NYT, Ch. 12: “Richest are Leaving Even the Rich Far Behind”</td>
<td>--</td>
<td>Quiz 5 due by Sat. 3/3</td>
</tr>
<tr>
<td>6</td>
<td>Socialization, Association, Lifestyles, and Values</td>
<td>Gilbert, Ch.5 &amp; NYT, Ch. 3: “A Marriage of Unequal’s”</td>
<td>--</td>
<td>Quiz 6 due by Sat. 3/10</td>
</tr>
<tr>
<td>7</td>
<td>Social Mobility</td>
<td>Gilbert, Ch.6</td>
<td>Assignment #2 due by 3/17</td>
<td>Quiz 7 due by Sat. 3/17</td>
</tr>
<tr>
<td>8</td>
<td>Social Mobility: The Societal Context</td>
<td>NYT, Ch. 7: “No Degree, and No Way Back to the Middle”</td>
<td>--</td>
<td>Quiz 8 due by Sat. 3/24</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Family, Education, and Career</td>
<td>Gilbert, Ch.7 &amp; NYT, Ch. 6: “The College Dropout Boom”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Elites, the Capitalist Class, and Political Power</td>
<td>Gilbert, Ch.8 &amp; NYT, Ch. 2: “Life at the Top in America Isn’t Just Better, It’s Longer”</td>
<td>Assignment #3 due by 4/14</td>
<td>Quiz 10 due by Sat. 4/14</td>
</tr>
<tr>
<td>12</td>
<td>Class Consciousness and Conflict</td>
<td>Gilbert, Ch.9</td>
<td>--</td>
<td>Quiz 11 due by Sat. 4/21</td>
</tr>
<tr>
<td>13</td>
<td>The Poor, the Underclass, and Public Policy</td>
<td>Gilbert, Ch.10 &amp; NYT, Ch. 4: “Up from the Holler: Living in Two Worlds, at Home in Neither”</td>
<td>--</td>
<td>Quiz 12 due by Sat. 4/28</td>
</tr>
<tr>
<td>14</td>
<td>The Poor and Poverty</td>
<td>NYT, Ch. 8: “Fifteen Years on the Bottom Rung”</td>
<td>--</td>
<td>Quiz 13 due by Sat. 5/5</td>
</tr>
<tr>
<td>15</td>
<td>The American Class Structure and Growing Inequality</td>
<td>Gilbert, Ch.11 &amp; NYT Ch. 9: “When the Joneses Wear Jeans”</td>
<td>Assignment #4 due by Friday 5/11</td>
<td>Final Exam: due by Friday 5/11 (midnight HST)</td>
</tr>
</tbody>
</table>

*The instructor reserves the right to change the syllabus according to class need and progression.*