

UNIBETSEDAT GUAHAN/ UNIVERSITY OF GUAM

SO-418-01: SOCIAL STRATIFICATION

(2024) Fall Semester/Fanuchanan'

Lecturer: Dr. Todd Ames
Lecture Hours: Tue-Thu. 4:00 to 5:20
Lecture Site: On-line at UOG Moodle Site and Zoom Meetings. Moodle Key for course is [REDACTED]
Email: tames@triton.uog.edu
Zoom Address : [REDACTED]
Office Hours: Mon, Wed, Fri.. 2:00 to 4:00

COURSE TEXTS

There is a reading pack, which is available on the Moodle site..

COURSE CATALOG DESCRIPTION

This course will cover a wide range of topics dealing with the institutional arrangement, individuals, roles and groups in hierarchical relationships known as systems of social stratification. The focus of this course will be on the sociological and anthropological theories and research bearing on descriptions and explanations of stratification, with particular reference to differences between stratification in industrial and less developed societies.

Prerequisite: SO101, SO350, or consent of instructor.

COURSE CONTENT

The course covers the following aspects of the study of social stratification:

- a. An analysis of the definitions of stratification including minority and dominant groups, race, class, gender and caste.
- b. Theories of Social Stratification
- c. Dimensions of inequality in the United States.
- d. An analysis of the history of inequality.
- e. The American class structure.
- f. World stratification systems.

COURSE LEARNING OBJECTIVES

The objectives of this course are to provide the student with insights into the social dynamics of stratification and what it means to our lives in the 21st century. It is designed to stimulate critical thinking and provides a framework for analysis. The objectives of this course will be to introduce to students the sociological principles, concepts and issues that contribute to our understanding of social stratification. After completing this course, students should be able to define, describe, and contrast the theoretical perspectives that apply to social stratification. The course enables students to formulate opinions and make decisions rooted in fact and history. The course impresses upon each student the role of history in the formation and maintenance of stratification systems. This course is designed to provide students with an understanding of the relevant research that has been conducted on social stratification and assist students in developing the ability to design a research study, to use technical skill in retrieving information and data from various archival sources, collect and analyze data, and present the research findings in a scientific technical writing format, both locally and globally. Finally, this course is intended to aid students in developing an understanding of the ethical issues surrounding the study of social stratification.

COURSE ORGANIZATION

This course will consist of a combination of approaches that are intended to aid the student in approaching and entering the study of juvenile delinquency and criminology. The approaches will include lectures and presentations, there are course readings, movies, and seminar style discussion groups which are Synchronous Zoom Meetings (where we meet live on Zoom) and research by the student on a topic of their interest.

ACCESS STATEMENT

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

GRADING INFORMATION**GRADE**

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

GRADING

Grades for the course will be awarded on the following basis:

Midterm Exam	20%
Final Examination	20%
Term Project	30%
Class Participation	25%
Presentation	05%

Not completing any of the term assignments, presentation or test will result in a failing grade. Attendance is required at all classes, discussion groups and class presentations. Letter grades will be based on the CLASS Grading Policies.

INFORMATION ON HOW ASSIGNMENTS AND TESTS WILL BE GRADED

Reading Assignments will be graded using a rubric based on the number of questions completed for each assignment, their complexity and the students participation in the discussion seminar. Tests will be graded using a rubric based on the number of points correctly addressed in each test answer. The research paper will be graded using a rubric based on the number of points identified in the research paper description. The Research Presentation will be graded using a rubric based on how thoroughly the student presents their research activities, data analysis and conclusions.

ASSIGNMENT DESCRIPTIONS**DISCUSSION UNITS**

These are periods during the scheduled class times when students will meet in small groups of three or four to discuss the week's assigned articles or chapters. The purpose of discussion units is to assist students in developing their abilities in evaluating and critically assessing the processes of social change, modernization and development.

Preparing for Discussion Units

To prepare for the discussion units students must read the assigned material and prepare a set of 4 to 6 questions per article or paper that will enable them to have a useful exchange of views with other members of the group.

Step 1: Read the assigned material and make notes of the main points, topics, and conclusions. Reread the article or chapter, and note the page numbers and lines for each important point or topic.

Step 2: Use your notes to generate five questions about the assigned material that can be posed to other students in your unit. These questions need to be genuine questions and not statements, and should be in your own words. Ensure that your questions are as concise as possible.

Step 3: Other than your discussion questions note down any points or topics that are unclear to you. An important aspect of learning new material is recognizing when something is unclear and finding the answers to your questions. One of the best methods to really learn a new topic is to have to explain it to others. This is why you will have to rely on your fellow students, and they will rely on you, for answers and clarification.

Step 4: On discussion unit days, send a copy of your questions to the instructor, Also bring the assigned reading material and your reference notes to the class. During the research paper presentations students will need to generate at least one discussion style question for each presentation. The list of questions will be due at the next class.

Step 5: During discussion units form into groups of three to four students. Try to form different groups for each discussion unit. The point is to hear all of the other student's opinions and views.

Notes on Preparing Questions:

1. Be sure to read the material and prepare your questions before you come to the class. A typed copy must be hand delivered to the instructor on arrival in class that day. Students who do not prepare questions before the class will not be admitted into the discussion groups and will not receive a credit towards their grade for that day's discussion unit.

2. Be sure to prepare questions that are not simply answered with a "yes" or "no". The questions that you prepare must invite discussion. For example if you were preparing discussion questions on Grusky's work you could ask: "Is the issue of the "motivational problem" one that is still relevant in today's age of ever more global labor sources?"

3. Do not prepare questions which simply ask what the author said, these questions should generate discussion about the topics.

4. Do not deliver your questions and leave before the discussion or you will not receive credit for that discussion unit

How the Discussion Units Work:

The prepared discussion questions are the admission ticket to the discussion units. On the days of the discussion units send one copy to the instructor. As soon as the units form, students should begin their discussions.

During the discussion units each student in turn should pose one of their questions to the group. This should be followed by a discussion, the purpose of which is for the students to help each other to understand the material better. The discussion units are not intended to be a forum for arguments. If a student's question is unclear, the other students should indicate this and help in its clarification. If members of a unit have widely differing questions, the unit might discuss why this has occurred. It is essential that each student participates fully and that there is a useful exchange of ideas.

If students have completed discussion of all the questions posed, they should proceed to whatever points or topics that one or more of the unit members found difficult or unclear. Remember that by using each other as resources, it will help all of you to learn the material better. Before the end of the discussion period, each group will need to decide on a question posed within the group to present to the class in a general discussion. Select whichever question seems to be of the greatest interest within the group and the author of that question will present it in the general class discussion.

During the discussion units, the instructor will circulate and listen to the discussions and ensure that the unit is dealing with issues relevant to the assigned material. Attendance will be recorded at this time. Unless there is a problem or the instructor decides to enter the discussion, the unit should continue the dialogue and ignore the instructor.

Grading for the Discussion Unit:

For each of the sets of discussion unit questions you may receive up to 2.5 percent of your final grade, or 2.5 points per unit. No grade will be issued for students who turn in questions but do not attend the discussion units. Or who attend but do not turn in discussion questions at the time of the discussion unit. In addition to required attendance, grading will be based on the quality of questions that each student generates.

RESEARCH PAPER

For the research paper each student will need to conduct research on some aspect of social stratification. Suitable topics would include any of the main topics covered during the course, or any other topic that is clearly an aspect or example of social stratification.

Suitable background sources for the research projects are any of the professional journals in the library, or any sociological, anthropological, political science, historical or economic accounts of some aspect of social stratification. Students must choose a main background source other than from the readings in class, although those may be used as secondary sources. The students will then need to conduct either first-hand or secondhand research on their topic. This could entail interviews, questionnaires and/or observations and use of secondary data. Relatives and acquaintances are especially useful in researching issues of social stratification. Students are responsible for submitting an IRB application if they are conducting first-hand research. Your paper must be your original work, using AI or Chatbot programs will result in a failing grade.

*****Some suggestions on approaches to our research.** You can ask people opinions about your topic: What do they think about social classes, or strata, do they serve a purpose? Are they inevitable? Have they suffered hardships due to their social position? Why are people poor? What should be done about the homeless? Is it fair for some to be extremely wealthy while others have very little? If so why? What has caused it? What can be done about it? Should anything be done about it?

Remember you are sociologists, you want to find out what other people think, feel or have experienced, and this is not a paper about your own opinions.

The research paper should identify a clear topic to address, offer an introduction and background material on the topic. The student must then explain both their secondary and first hand research findings, analyze the data and offer conclusions. The paper must also have a clear theoretical application explaining your topic or issue. The research paper should be ten pages in length, typed, and double-spaced. The paper needs to have full bibliographic citations and should not have lengthy quotes. Web sources should be limited to less than half of the material cited in paper and must also be given a full citation.

One page outlines for the papers, identifying the source, and basic points of the study are due by Sep. 27th. Papers are due December 5th. Each day papers are late will result in 10 % grade reduction.

The final weeks of classes, each student will have to make a brief (10-15 minute) presentation of their findings. This will be followed by several minutes of questions and class discussion. Attendance at the class presentations is required.

CLASS SCHEDULE AND READING ASSIGNMENTS**Introduction to Course SO-418-01 Social Stratification****Week 1**

Aug. 15 Course Session 1, Introduction to Course: Access Moodle site, download syllabus and assigned text.

Perspectives on Social Stratification**Week 2**

Aug. 20 Course Session 2, Lecture on Intro to Social Stratification:
Targets SLO 1 and 2.

Aug. 22 Course Session 3, Movies on Stratification and History of Social Classes,
<https://www.youtube.com/watch?v=iEPqCe5oPRw>
<https://www.youtube.com/watch?v=PolNkf8tfJ4>
*****Watch on Youtube** Targets SLO 1 and 2.

Week 3

Sep. 27 Course Session 3, Lecture on Intro to Social Stratification
Targets SLO 1 and 2. *****Outlines for Papers Due.**

Sep. 29 Course Session 4, Discussion unit on: David Grusky, “The Past, Present and Future of Social Inequality”, in *Social Stratification: Class, Race and Gender*, Boulder: West View Press, pp. 1-54.
*****Outlines for papers due. ***Discussion on Zoom** Targets SLO 1 and 2.

Week 4

Sep. 03 **ALL SOULS DAY NO CLASS**

Sep. 05 Course Session 5, Movie on Homelessness: The Families Forced Into Homelessness: No Place To Call Home (Poverty Documentary) | Real Stories 281,330 views, •Mar 8, 2019 <https://www.youtube.com/watch?v=B1IziIrfCp4>
*****Watch on Youtube** Targets SLO 1 and 2.

Week 5

Sep. 10 Course Session 6, Lecture on Research Methods and Completing IRB Application
Targets SLO 3.

Sep. 12 Course Session 8, Discussion Unit on: Charles E. Hurst, 2004, *Social Inequality; Forms, Causes, Consequence*, Boston: Pearson, pp. 12-59. *****Discussion on Zoom**

Week 6

Sep. 17 Course Session 9, Lecture on on Dimensions of Social Inequalities
Targets SLO 1 and 2.

Sep. 19 Course Session 10, Movie on Capitalism: Capitalism A Love Story 2009 Full Movie •Dec 7, 2016 examination of the social costs of corporate interests pursuing profits at the expense of the public good. Director: Michael Moore
https://www.amazon.com/gp/video/detail/B00BR741HS?ref_=atv_auth_red_aft&autoplay=1
On Amazon Prime or Netflix. Targets SLO 1 and 2

Week 7

Sep. 24 Course Session 11, Lecture on Theories of Social Stratification

Sep. 26 Course Session 12, Discussion Unit on: Karl Marx, 1844, *Wage Labor and Capital*, &, 1882, *Manifesto of the Communist Party*, both reprinted in *The Marx Engels Reader*, edited by Robert C. Tucker, 2nd edition, New York: The Norton Company, pp. 203-219 & 469-500. Paper outlines due.
*****Discussion on Zoom.** Targets SLO 1 and 2.

Week 8

Oct. 01 Course Session 13, Lecture on the Class Structure of America
Targets SLO 1 and 2.

Oct. 03 Course Session 14, Discussion Unit on: Max Weber, 1930, *The Protestant Ethic and the Spirit of Capitalism*, New York: Routledge, pp. 54-125 *****Discussion on Zoom**
Targets SLO 1, 2 and 3.

Week 9 FALL BREAK Oct. 7-12**Week 10**

Oct. 15 Course Session 15, Lecture on Poverty
Targets SLO 1 and 2.

Oct. 17 Course Session 16, Discussion Unit on: Katherine S. Newman, 1988, "American Nightmares", in *Falling From Grace*, New York: Vintage Books, pp. 1-19. *****Discussion on Zoom**. Targets SLO 1, 2 and 3.

Week 11

Oct. 22 Course Session 17, **Midterm Exam**
Targets SLO 2, 3 and 5.

Oct. 24 Course Session 18, Discussion Unit on: Joanne Wright, 1997, Deconstructing Development Theory: Feminism, the Public/Private Dichotomy and the Mexican Maquiladoras*, in *Canadian Review of Sociology and Anthropology*, Vol. 34.1, pp.71-91. *****Discussion on Zoom**. Targets SLO 1, 2 and 3.

Week 12

Oct. 29 Course Session 19, Lecture on Gender Stratification
Targets SLO 1 and 2.

Oct. 31 Course Session 20, Discussion Unit on: Susan Sheehan, 1976, *A Welfare Mother*, Houghton Mifflin Company, Boston, pp. 1-40. *****Discussion on Zoom**. Targets SLO 1, 2 and 3.

Week 13

Nov. 05 Course Session 21, Movie on the Wealthy: The One Percent – Documentary, •Nov 5, 2015
<https://www.youtube.com/watch?v=IK35exb3rkA>
In this hard-hitting, but humorous documentary Jamie Johnson exploring the riches. He began documenting Born Rich-a little further. A percentage refers to the tiny percentage of Americans, which is almost half the wealth of the USA. *****Watch on Youtube**. Targets SLO 1, 2 and 3.

Nov. 07 Course Session 22, Discussion Unit on: UNESCAP, 2002, *The Social Development Situation and Prospects of Asia and the Pacific into the Twenty-First Century*, United Nations Economic and Social Commission of Asia and the Pacific, Parts 1-4 *****Discussion on Zoom**. Targets SLO 1, 2 and 3.

Week 14

Nov. 12 Course Session 23, Lecture on Health Disparities in the U.S.
Targets SLO 1 and 2.

Nov. 14 Course Session 24, Discussion Unit on: Laura Wermuth, 2003, "Thinking Socially about Health", pp. 1-23. and "Underdevelopment and Health" both in *Global Inequality and Human Needs*, pp. 141-167, Allyn and Bacon, Boston, 2015 *****Discussion on Zoom**. Targets SLO 1, 2 and 3.

Week 15

Nov. 19 Course Session 25, Lecture on Health Disparities in Micronesia
Targets SLO 1 and 2.

Nov. 21 Course Session 26, Movie on Healthcare: Sicko - American Healthcare Documentary (2007) •Jun 23,
Targets SLO 1, 2 and 3.

Week 16

Nov. 26 Course Session 27, Discussion Unit on: Julia Berg, 1993, *Impact of Economic Development and Growth on the Poverty Level and Social Welfare Programs on Guam*, University of Guam, pp. 1-12 & 26-79 *****Discussion on Zoom**. Targets SLO 1, 2 and 3.

Nov. 28 **Thanksgiving No Class**

Week 17

Dec. 03 Course Session 28, Class Presentations ***On Zoom Targets SLO 3 and 4.

Dec. 05 Course Session 29, Class Presentations ***On Zoom Targets SLO 3 and 4.
Targets SLO 3 and 4.
****Papers are Due Today*****

Week 18

Dec. 10 Course Session 32, **Final Exam 4:00** Targets SLO 1, 2, 3 and 4. Course Session 30,

TECHNICAL ASSISTANCE STATEMENT

Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

Location: Dean's Circle, House #6

Tel: (671) 735-2620

Help Desk: helpdesk@uog.edu

Moodle Help: moodlehelp@triton.uog.edu

Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday

CERTIFICATION OF ORIGINAL WORK

I certify that the attached paper is my original work. I am familiar with, and acknowledged my responsibilities which are part of, the University of Guam Student Code of Academic Integrity. I affirm that any sections of the paper which has been submitted previously is attributed and cited as such, and that this paper has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws. I further agree that the submission of my assignment as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.

COMMUNICATIONS POLICY

Use of gotritons/triton email accounts are the preferred method of communication, the course will also be using ZOOM and instructor course mail on the Moodle Site for messages and assignments.

EEO/ADA STATEMENT

The University is committed to maintaining the campus community as a place of work and study for faculty, staff, and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO Director at the **EEO/ADA & Title IX Office**, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

ADA Accommodation Services

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

No Recording Policy:

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

STUDENTS IN NEED OF ACADEMIC ASSISTENCE

- Students who are in need of academic assistance with written assignments or math should utilize UOG's [Writing Center](#) or
- [Math Lab](#)

Learning Outcomes:

The University of Guam's Sociology Program Learning Outcomes (PLOs) are aligned with UOG's Institutional Learning Outcomes (ILOs). ILOs can be found at: <http://www.uog.edu/administration/academic-and-student-affairs/accreditation/assessment-committee>. This table describes sociology's PLOs and links them to SO 418's Student Learning Outcomes (SLOs), which are also described. It lists the course assignments designed to assess these learning outcomes.

Program and Student Learning Outcomes:

For Students of SO 418, Social Stratification

Course Student Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)	Institutional Learning Outcomes (ILOs)	Methods for Assessing SLOs
SLO 1: reinforce in students the sociological principles, concepts and issues that contribute to our understanding of social stratification.	PLO 1: Apply sociological principles and concepts to the social world.	ILO4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context; ILO6: An appreciation of the arts and sciences; ILO7: An interest in personal development and lifelong learning.	Midterm and final Exams, and final paper.
SLO 2: After completing this course students should be able to define and describe and contrast the theoretical perspectives that apply to social stratification	PLO 2: Evaluate the effectiveness of sociological theories in explaining aspects of the social world	ILO1: Mastery of critical thinking and problem solving; ILO3: Effective oral and written communication.	Midterm and Final Exam. Weekly reading assignments.
SLO 3: This course is designed to reinforce students understanding of the relevant research that has been conducted on social stratification, and assist students in developing the ability to design a research study, collect and analyze data and present their data in a research paper format.	PLO 3: Apply qualitative and quantitative research methodologies in research design, data collection and analyses in an ethical manner.	ILO1: Mastery of critical thinking and problem solving; ILO2: Mastery of quantitative analysis.	Midterm and Final Exam and Final paper, and weekly assignments.
SLO 4: To reinforce technical skill in retrieving information and data from various archival sources, and the ability to collect and analyze data.	PLO 4: Explain sociological knowledge through oral and written communication.	ILO1: Mastery of critical thinking and problem solving; ILO2: Mastery of quantitative analysis; ILO3: Effective oral and written communication;	Final paper.