**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 206 *–* Social Stratification**

**Course Outline**

**Course Number & Name:**  SOC 206 Social Stratification

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in SOC 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Spring 2011

**Course Description**: This course considers the significance of social stratification as an aspect of the structure of social systems. It includes discussion of various stratification theories, historical trends, and cultural variations in stratification.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify the concepts of social stratification and compare historical and contemporary patterns;
2. critically analyze the theoretical foundations of social stratification;
3. explain the interconnections between race, class, and gender in stratified societies; and
4. discuss the forces aiding or impeding social mobility.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify the concepts of social stratification and compare historical and contemporary patterns:

* 1. *compare historical and contemporary patterns of inequality;*
	2. *assess the role of technology in social stratification;* and
	3. *identify the ways in which political power and powerful elites influence systems of stratification*

1. Critically analyze the theoretical foundations of social stratification:
	1. *explain the Marxian, Weberian, and Functionalist perspectives of social stratification;* and
	2. *examine how the Marxian, Weberian, and Functionalist perspectives see race, class, and gender inequality;* and
	3. *explain how the Marxian, Weberian, and Functionalist perspectives see the institutionalization of inequality and stratification*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Explain the interconnections between race, class, and gender in stratified societies:
	1. *explain the social construction of race, class and gender;*
	2. *explore stratification between various racial groups;*
	3. *compare masculine and famine systems of stratification;*
	4. *discuss class stratification in the United States and compare it to international trends;* and
	5. *evaluate the interrelations between race, class and gender*
2. Discuss the forces aiding or impeding social mobility:

* 1. *define social mobility;*
	2. *compare open and closed systems of social mobility;*
	3. *examine the inheritability of mobility;* and
	4. *discuss the impact of race, class, and gender in relationship to social mobility*

**Methods of Instruction**: Instruction consists of lectures, class discussions, videos, and a scholarly research project.

**Outcomes Assessment:** Weekly analytical reflections and/or quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the assigned research paper and the final presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives.  The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read all assigned course materials including the textbook selections.
2. Attend class regularly.
3. Complete all written assignments and participate in classroom discussions.
4. Complete the assigned research paper using ASA format for reference and citation.
5. Take exams/quizzes as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Analytical Reflections/Quizzes/Class Participation/Attendance 30 – 40%**

Weekly assignments are made that analyze reading materials and/or current affairs, the selection of which is based on relevance to course objectives. Responses to reflective questions or quizzes will provide evidence of the extent to which students have met course objectives. Classroom participation and attendance are also considered here.

* **Research Paper** (8 – 10 pages) **20 – 40%**

This research project requires students to use scholarly journals as sources and ASA formatting to present a professional research paper. The papers are evaluated using a rubric for the presence of course objectives, including using one of the three major sociological theoretical perspectives.

* **Final Presentation**   **0 – 35%**

The presentation requires the use of PowerPoint and discussion of the student’s paper in conjunction with one of the chapters covered over the course of the semester and, therefore, relates to one or more course objectives.

* **Literature Reviews 10 – 20%**

Literature reviews are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the sociological literature. Based on the literature review, students are required to develop a thesis and draw conclusions on the topic researched.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* **Final Exam** (optional and alternative to above measures)  **0 – 35%**

The **comprehensive** final exam will examine the extent to which students grasp and synthesize the sociological concepts, methods, and theories and have achieved course objectives.

Note: The instructor will determine (as appropriate) the specific component(s) appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following required texts:

Khalfani, Akil Kokayi. 2006. *The Hidden Debate: The Truth Revealed about the Battle over Affirmative Action in South Africa and the United States*. New York & London: Routledge. (Chapter 1 – handout)

Rothman, Robert A. 2004. *Inequality and Stratification: Race, Class and Gender*, 5th Edition. New York: Prentice Hall.

McLeod, Jay. 2004. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*, 2nd Edition. Boulder, San Francisco and Oxford: Westview Press.

**Unit Topics/Chapters**

1 Overview and Introduction

2 The nature of inequality and stratification – Chapters 1 & 2 in Rothman, Chapter 2 in McLeod & Chapter 1 on Oliver C Cox in Khalfani

3 Stratification in industrial societies – Chapters 3 & 4 in Rothman

4 Patterns of inequality – Chapter 5 – 7 in Rothman

5 Experiencing social stratification – Chapters 8 – 10 in Rothman, Chapter 3 in McLeod & Chapter 1 on post-Civil Rights theories in Khalfani

6 Social mobility – Chapter 11 in Rothman & Chapter 1 in McLeod

7 **Final Presentation** or **Final Exam**

**Note:** In SOC 206, the instructor must cover the 7 units listed above minimally in any reasonable order throughout the duration of the semester. The instructor may include additional areas based on his/her expertise and/or interests.