Instructor: Dr. Katrinell M. Davis
Office Location: Bellamy, 612
Office Hours held virtually: 3-5pm, Thursdays [via email or Skype] or by appointment*
Email: Katrinell.Davis@fsu.edu

Email Policy: When writing the professor for any reason, be sure to use FSU email (see above). Do not use the Canvas inbox to contact me. The Canvas inbox is not something that I will be supporting this semester. Don't assume that I will respond to any emails sent through Canvas. I typically respond to emails within 48 hours (during work week, Monday-Friday).

In addition, online mentors have been asked to address questions regarding grades/score via their FSU email accounts only. If you have questions about a grade, do not post it as a comment in Canvas. Be sure to send all questions regarding grades to your assigned online mentor through your official FSU email account.

Online Mentor/Email/Students Assigned (group assignment based on first letter of last name)/Office Hours:

Jordan Scott/ jws20ej@my.fsu.edu /A-C; D-G; H-P/ TBA
Madeline Levey/ mjl14j@my.fsu.edu/ Q-Z/TBA

*Office hours are via email or Zoom (via request) only.

Course Overview:

This course is designed to help students become familiar with the material and historical bases as well as the conditions and consequences of social inequality in post-industrial American society. Towards this end, we will spend most of our time surveying situated stories of social inequality in America and attempting to understand how the politics of inequality has impacted the lived experiences of social classes. In this course, students will also have an opportunity to reflect on the viability of the current interventions designed to address social problems like poverty and drug abuse in American society.

This is an online course and it is extremely important that you read the syllabus, rubrics, and course assignments/documents carefully. It is also critical that you spend time studying the material in order to achieve the objectives of this course. You should log onto the Canvas course website at least once a day...preferable twice a day. It is your responsibility to make sure all of your assignments are accurately recorded on Canvas by clicking on the “Grades” tab. It is critical that you email me or your online mentor as soon as you have any concerns about this course. You can email me during the week and I generally return emails within 24-48 hours.
Overall Course goals:

By the end of the course, students will be expected to have acquired the following skills:

1) Identify the motivating context in which stratification sociology emerged as a professional subfield of sociology.
2) Define the major theoretical traditions utilized in stratification sociology and the study of social classes.
3) Synthesize the multiple subareas within stratification sociology and understand their origins, connections, and divergences.
4) Apply the core theoretical traditions and related research fields in stratification sociology to contemporary social problems in American society through the development of a research paper.

Required Texts:


E-book (free to you)

Directions:
website: https://www.ebooks.com/en-us/
kmdavis3@fsu.edu
Password: Syo_3530
1) Click on Sign in
2) Input account information
3) Click on My Ebooks
4) Click on Read Now

ALL OTHER READINGS (®) CAN BE FOUND ON CANVAS.

GRADE CALCULATION

The final grade is weighted as follows:

Discussion/Response Posts.......... 10% WHEN ASSIGNED, DUE WEDS. and SUNDAYS
Reflection Journals...................30% WHEN ASSIGNED, DUE SUNDAYS
Quizzes.................................30% DUE EVERY SUNDAY
Research proposal ..................30% DUE WEEK 14

IF STUDENTS NEGLECT TO COMPLETE ALL COMPONENTS OF THIS COURSE, THEY WILL FAIL THIS COURSE.

Grading Scale

All exams and final course grades are calculated according to the following scale:

Grading Scale: All exams and final course grades are calculated according to the following scale:
A, 100-93.0%; A-, 93.0-90.0% B+, 90.0-87.0%; B, 87.0-83.0%; B-, 83.0-80.0%C+, 80.0-77.0%; C, 77.0-73.0%; C-, 73.0-70.0%D+, 70.0-67.0%; D, 67.0-63.0%, D-, 63.0-60.0% F, 59% and below
Submission Schedule/Expectations:

I run my online course week from Monday – Sunday. All assignments and quizzes are due by Sunday at midnight. Students are always able to work ahead (so they can reserve the weekend for other things if they choose). Having everything due on Sunday night enables students who work through the week the opportunity to complete all their work on the weekends. The only exception to this policy is discussion questions. Discussion questions are due in two parts: (1) students must respond to the initial discussion prompt by Wednesday at midnight and (2) students must respond substantively to at least two of their classmates’ posts by Sunday at midnight. Having two due dates means that students should have something to respond to when they are ready to finish up their week’s assignments.

Deadlines: I expect students to complete assignments and examinations on time. Normally, I will not offer make-up examinations or extend deadlines. I make exceptions to this policy only in instances of excusable personal illness or hospitalization or death of immediate family members. I expect students who have emergencies to contact me within 48 hours of the scheduled assignment or exam or as soon as possible. Provide documentation for the event that motivates your request. Those who fail to do both (provide notification and documentation), may not be permitted to make up the work and may be awarded a grade of zero for the missed assignment or examination. Students whose university business creates scheduling conflicts must discuss alternative arrangements with me well in advance of travel dates. NOTE: Online mentors are not authorized to approve course work extensions. If the need to request an extension emerges, contact the instructor.

Important note regarding limits to extension requests: If medical issues or school sanctioned conflicts emerge, students are responsible for alerting the instructor as soon as time permits. Instructor will not accept any extension/make-up work request more than 4 weeks after the assignment(s) is due. All students experiencing difficulties that impact their capacity to submit work as expected should contact the instructor immediately.

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, reasonable accommodations are intended to provide equal access and not to solve problems caused by attendance issues, work schedules, etc. When it comes to accommodations involving extensions, the instructor will work with the student in a good faith effort to determine a reasonable amount of time and set a new deadline.

The aforementioned provisions cannot be applied retroactively. Accordingly, extension requests made with use of Dean of Students documentation also will not be approved for assignments that are more than 4 weeks after assignment deadline.

When the instructor approves a request from a student with an OAS accommodation for extended deadlines when needed due to disability, these accommodations are only applied on a prospective basis (ask for accommodation in advance, before the deadline: 48 hrs.). Requests for assignment extensions will not be assumed. Assignment extensions must be requested when needed and in advance of the assignment deadline. Also, the work must be completed as agreed. If work is not received by the extended due date, the work will be considered late and will not be graded.
In summary, when any enrolled student needs an extension, requests to submit work after the designated deadline must be made within a month of the assignment due date. After this time has lapsed, requests for extensions for associated assignments will be denied. Students with OAS accommodations are responsible for requesting extensions before assignment deadlines and when needed.

**NETIQUETTE FOR ONLINE COURSE**

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. I reserve the right to lower the final grade of students who repetitively violate the following discussion board guidelines.

**General Guidelines**

When communicating online, you should always:

- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
- Limit and possibly avoid the use of emoticons like :) etc.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other’s)

**DISCUSSION BOARD NETIQUETTE AND GUIDELINES**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don’t repeat someone else’s post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others’ opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded
Intellectual Property Rights:

Teaching and curricular materials (including but not limited to classroom lectures, class notes, quizzes, exams, handouts, and presentations) are the property of the instructor. Therefore, transmission of class material or class notes (including posting material online) is prohibited without the express written permission of the instructor. Such permission is to be considered unique to the needs of an individual student (e.g. ADA compliance), and not a license for permanent retention or electronic dissemination to others.

Course Assignments

Note: Each week, students will be expected to 1) read the lecture/class notes as well as complete the 2) assigned readings, 3) documentaries (found in Course Media Folder on Canvas site) 4) and assessments related to course material.

Discussion Board Posts:

I assign students to group forums, consisting of 25-30 students. The intent is so that students may get to know some of their classmates, which is more challenging online than in a face-to-face course.

Note: Forum assignments are based upon the first letter of your last name. Students may not opt out of the forum assignment and are required to post only in the assigned forum. Posts made in a different forum will not be graded.

EXPECTATONS WHEN ASSIGNED (WEEKS 1, 5, and 14): Post your 350-500-word discussion post by 11:59pm on Wednesday of each week discussion posts are assigned.

Comment (100 words minimum) on 2 other discussion posts by 11:59pm on Sundays.

Grading Rubric for Discussion Posts and Comments:

See Canvas.

Discussion Post Topics:

There will be weekly discussion post assignments for this class. Be sure to review post requirements before submitting your work. When you are ready to respond to other posts, be sure to click on reply to submit your discussion post reply.

To view Discussion Board schedule, see Canvas.

Reflection Journals:

Assigned: Weeks 2-4; 6-10; 12-15

Students are required to keep a “reflection journal” in which they write a brief comment after viewing each film linking some aspect of the film with issues engaged in the course and in the readings during the week. These comments should be between 350-500 words long. The central point is to show that you read the weekly course material, watched the film, and have given some thought to the relationship between the themes and ideas in the readings and the
films each week of the course. To earn full credit, students must demonstrate knowledge of core arguments and by using text from the readings to support claims.

To view additional directions regarding Reflection Journals, see Canvas.

**Grading Rubric for Reading Journals:**

See Canvas

**Quizzes:**

Each week, students should be prepared to take quizzes in multiple choice format based on reading materials and/or assigned weekly videos. Be sure to read the directions for the quizzes carefully before beginning these assessments (i.e. offers specifics regarding back tracking, time limit, etc.). Do not attempt these quizzes without reading the assigned material and viewing the assigned films each week. **Weekly quizzes must be completed by 11:59pm on Sundays.**

**Research Proposal:**

Students are required to write a research proposal that uses the social inequality literature and other pertinent resources to address history and present circumstances of their social problem of interest. The range of approved subjects include: rural poverty, homelessness, elderly care/poverty, school inequalities, workplace inequalities, and health coverage inequalities. The final paper should not exceed 6-8 pages (double spaced). More information will be made available on Canvas regarding this assignment. A concept paper assignment is due Week 8 that is designed to get you started on this assignment. See Canvas for more details.

**Proposal requirements:**

All essays must be typed, have standard margins and font size. You may use MLA or APA style. Your written report should be approximately 6-8 pages in length, not including the cover and bibliography pages. Your paper should make good use of course readings when possible. Also, be sure to use a minimum of six outside sources to support the claims in your paper.

For additional assistance with developing the research proposal see the grading rubric on Canvas.

**How to Submit Assignments for this Course**

Within each week of instruction, students will be able to proceed with the course work at their own pace within an overall structure. All assessments will take place via Canvas. Students will not be required to hire or identify an off campus proctor to submit assessments for this course. Students will be directed to post their work in spaces provided on Canvas. Assignments including discussion/chat room assignments, reflection journal submissions and short responses to videos will be assignments that students will be able to submit online. Students will also be able to submit multiple choice quizzes and the research proposal via the Canvas system.
Course work assessments/Grade Appeal Policy

Each student is assigned an online mentor who grades all course work. Online mentors are also positioned to answer questions about the course agenda for the week as well as questions about readings and grading expectations. When questions arise concerning grades on assignments, students must contact the assigned online mentor for further clarification. If the grading concern is not resolved after the online mentor has provided additional feedback, students are strongly encouraged to submit a grade appeal request to the course instructor (send via email). To begin this process students must 1) contact online mentor for further clarification regarding the grade, 2) provide basis of complaint (i.e. why you disagree with the grade). Be sure to forward correspondence with online mentor regarding the grade dispute.

Accommodations for Students with Documented Special Needs

Efforts will be made to make reasonable accommodations for students with disabilities. Students needing accommodations should discuss their needs with the instructor. Documentation of your disability at the beginning of the semester is strongly suggested.

AMERICANS WITH DISABILITIES ACT:
**Updated Sept. 2020**

Download PDF Version of ADA

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

(1) must register with and provide documentation to the Office of Accessibility Services (OAS);
(2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
(3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Office of Accessibility Services
CONFIDENTIAL CAMPUS RESOURCES:
Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
https://dsst.fsu.edu/vap

University Counseling Center
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
https://counseling.fsu.edu/

University Health Services
Health and Wellness Center
(850) 644-6230
https://uhs.fsu.edu/

Cheating

Plagiarism or cheating will not be overlooked by the instructor. Cheating of any kind will be dealt with using appropriate university policies. Note: See Academic Honor Policy below.

A Note on Plagiarism

Whenever you use someone else's ideas or words, it is necessary to give credit to the source from which you took them. Otherwise, this constitutes plagiarism—defined as appropriating and presenting as one's own the writing, ideas, or thoughts of someone else. You may not use another person's words, ideas, opinions, interpretations, theories, or thoughts (either paraphrased or in direct quotes) without indicating the source from which you obtained the words, facts, or ideas. If the words you are using are direct quotes, you are required to indicate this by enclosing the directly quoted material in quotation marks and by providing information on the source from which you obtained the material. If you use someone else's ideas but don't quote them directly, you are still responsible for indicating the source from which you obtained the ideas (e.g. Davis 2017: 134).
In this course, all writing assignments will undergo a plagiarism review. Note the following: Plagiarism may result in an automatic failing grade for the entire course. Students who plagiarize will also be reported to the FSU unit that adjudicates academic honors violations and will be required to complete the necessary paperwork (e.g., Step 1 or Step 2 Form, depending on your situation) to document the event. If there is any ambiguity about the definition of plagiarism or you have any questions about what comprises plagiarism, please contact me before you submit a written essay. I will not accept the excuse that you did not know that what you were doing constituted plagiarism.

Class Conduct

Disruptive behavior (including solicitations) interrupts the learning environment and will not be tolerated by the instructor. NOTE: I reserve the right to lower your final grade for disruptive behavior.

First Day Attendance Policy

Florida State University has a mandatory first-day attendance policy for all classes, including online/hybrid courses. Students who do not comply with this rule will automatically be disenrolled from the course. In this class, students satisfy this policy by taking a First Day Syllabus Quiz on the first day of class. Students who enroll later in the course will still be required to complete the First Day Syllabus Quiz before gaining access to course material.

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.)

Free Tutoring From FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.
Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Class and Reading Schedule (schedule is subject to change; students are responsible for coming to class as well as checking email and Canvas for updates):

Week 1: Course overview and introductions  
January 6-10

Class notes, Week 1

Hurst: Chapter 1.

Film: *Unnatural Causes: Episode 1 “In Sickness and in Wealth”*

Week 2: Origins of Social Inequality (corp. influences)  
January 11-17

Class notes, Week 2

Hurst: Chapter 2.

Film: *The Corporation* (first half of documentary; watch all if you want)

Week 3: Status Inequality in America  
January 18-24

Class notes, Week 3

Hurst: Chapter 4.

Film: *Night School*

Week 4: Theories of Social Inequality in America  
January 25-31

Class notes, Week 4

Hurst: Chapter 6.

Film: *The Battle for Whiteclay*

Week 5: Social Classes in America: The Poor  
February 1-7

Class notes, Week 5
Edin, Kathryn J. and Shaefer, H. Luke. 2016. $2.00 a Day: Living on Almost Nothing in America. (Chapters 1 and 2). ®

Hurst, Chapter 3.

Film: *Poor Kids*

**Week 6: Social Classes in America: Women**
**February 8-14**

Class notes, Week 6

Hurst, Chapter 8

Film: *Equal Means Equal*

**Week 7: Social Classes in America: Race and Ethnic Groups**
**February 15-21**

Class notes, Week 7

Hurst, Chapter 10

Film: *Divided by Diversity*

**Week 8: Social Classes in America: Rural Communities**
**February 22-28**

Class notes, Week 8


Film: *Down and Out and Food Inc.*

**Week 9: Social Classes in America: Low Skilled Workers**
**March 1-7**

Class notes, Week 9

Steven Greenhouse. 2009: The Big Squeeze: Tough Times for the American Worker. Sections ®

Film: *Two American Families*
**Week 10: Social Classes in America: Domestic Abuse Survivors**  
**March 8-14**

Class notes, Week 10


Film: *Domestic Violence* 2 or *‘Til Death Do Us Part*

**Week 11: Social Classes in America: People with Disabilities**  
**March 15-21**

Class notes, Week 11


Film: *Unforgotten* or *The Released* (watch both if time permits; eye-opening...)

**Week 12: Social Classes in America: The Homeless**  
**March 22-28**

Class notes, Week 12


Film: *Homeless: The Motel Kids in Orange County*

**Week 13: Reading Week**  
**March 29-April 4**

Paper due April 4 (11:59pm)

**Week 14: Realities Poverty Relief and Welfare reform**  
**April 5-11**


Film: excerpts from *Welfare and Support System Down*
Week 15: Social Inequality in America: A Recap
April 12-16

Hurst, Chapter 15

Film: *Inequality For All*