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CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: SOC College: CLASS
2. Faculty Contact Person: SLee Telephone: 3-3954 Email: slee3@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
SOC / 3351 / Social Class and Mobility in America
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
SOC / 3351 / SOCIAL CLASS AND MOBILITY IN A
 - SCH: 3.00 Level: JR CIP Code: 4511010001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): B.S./B.A.
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
SOC / 3351 / Social Class and Mobility in America
 - Course ID: 42060 Effective Date (currently active row): 8191999
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3.0). Prerequisites: SOC 1300. Description (30 words max.): Class, race, and sex inequalities in power, prestige, and life chances viewed in the context of American occupational structure and social mobility processes.
10. Dean's Signature: _____ Date: 12/8/12
 Print/Type Name: Dr. Sarah Fishman

RECEIVED OCT 12 2012

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Sociology

Person Making Request: Shayne Lee

Telephone: 3-3954

Email: slee3@uh.edu

Dean's Signature: _____

Date: 9/10/12

Course Number and Title: SOC 3351 Social Class and Mobility

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be able to demonstrate a familiarity with the major explanations underlying various theoretical perspectives to issues of social inequality.

*Students will be able to analyze current research as it relates to empirical research questions in the area of social inequality.

*Students will be able to identify and evaluate the structural forces behind poverty and the effects of education, race and gender on inequality.

*Students will be able to communicate effectively their understanding of how institutions interlink in their effects on each other and on individuals and how culture and social structure operate, including social patterns in the behavior of individuals.

*

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write two 10-page papers that ask them to analyze empirical findings on research questions related to the causes and perpetuation of social inequality. In these two papers students will demonstrate critical thinking by analyzing the empirical studies as a sociologist would concerning their engagement with theoretical perspectives which offer different reasons for inequality. Students will synthesize and evaluate how the research explains the structural and cultural forces undergirding poverty, welfare, social mobility and class structure. ✓

Communication Skills:

In the same two 10-page papers as above, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

In the same two 10-page papers as above, students will demonstrate their ability to analyze current research as it relates to empirical research questions in the area of social inequality. ✓

Teamwork:

Click here to enter text.

Social Responsibility:

In the same two 10-page papers as above, students will demonstrate their awareness of the forces behind social and economic inequality as well their awareness of ways to disabuse structural inequality. ✓

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

for Xavia Karner

SOC 3351

SOCIAL CLASS & MOBILITY

Fall 2012

Dr. Jon Lorence

Office: 481 PGH

Phone: 713-743-3959

e-mail: jlorence@uh.edu

Office Hours:

T & Th 2-4

and by

appointment

This course examines basic questions about social life: why does inequality exist and how does it work? Why do some individuals have greater earnings, income, and wealth? Why do some individuals seem to live happier, longer, and more economically rewarding lives while others face poverty, worry, and ill health? The topics to be covered include poverty, welfare, social mobility, class structure, and the effects of education, race and gender on inequality. In addition, various theoretical perspectives will be examined which offer different reasons for inequality. Although many of the examples will be derived from the American experience, economic and social differences in other nations and at other times in history will be examined.

TEXTS: *Social Inequality: Patterns and Processes* 5th ed.
Nickel and Dimed
Ain't No Making It 3rd ed.

Martin N. Marger
Barbara Ehrenreich
Jay MacLeod

EVALUATION:

- 1. Exams:** There will be three in class multiple choice examinations. If you are unable to take an exam at the scheduled time, notify me prior to the exam for approval to take a makeup exam. **NOTE: Makeup examinations will be ALL ESSAY.**

This course fulfills a **Writing in the Discipline Core Requirement**. Major learning objectives are as follow:

- A. To help improve technical writing skills through information presented in class specifically pertaining to the basics of good writing. Your essays will be evaluated and corrected to demonstrate appropriate grammar, spelling, and social science writing conventions.
 - B. To help improve your critical thinking skills, you will be shown how to apply the major explanations underlying various theoretical perspectives to issues of social inequality.
 - C. The writing conventions of sociologists will be emphasized.
- 2. Writing Assignments:** You will be required to **analyze** both the Ehrenreich and MacLeod books as a sociologist would. You will be graded on your ability to **analyze** (not just repeat) the book. The papers should be about 9-10 pages long, double-spaced, 12 characters per inch, with 1 inch margins on all sides. Part of the grade for each paper will be based graded on your grammar, spelling, essay development, etc. More specific instructions will be provided later in the course.

Students who do not hand in both papers will receive a D for the semester regardless of their performance on exams.

3. **Final Grade:** The final grade will be based on the total number of points earned in the course. Course requirements will be weighted in the following manner: (1) Exam I – 20% (2) Exam II – 25% (3) Exam III – 25% (4) Book Review I – 15% (5) Book Review II – 15%. There can be some deviation from this scheme depending upon your overall class performance. For example, a student who performs poorly on the first exam, but then does well in the remainder of the course could still obtain a good grade in the course. Also, students with a borderline grade, but who attended class regularly and participated in an intelligent manner, would receive the higher grade.

THERE WILL BE NO OPPORTUNITES TO EARN EXTRA CREDIT.

POLICY ON DROPPING THE COURSE: November 2 is the last day to drop the course. Please notify me if you wish to withdraw. Students who do not notify me will likely receive an F for the course.

NO INCOMPLETES WILL BE GIVEN EXCEPT FOR A MEDICAL EMERGENCY.
A medical incomplete will require documentation from a medical professional.

Class Behavior

Attendance will be taken beginning Sept. 4. Students with more than six unexcused absences may be dropped from the course. Examinations cover lecture material not presented in the readings. Students who miss many classes rarely receive a good grade in this course.

Students behaving in a disruptive manner will be asked to leave the class. As a courtesy to others in the class please refrain from talking. Reading newspapers, magazines, or other material unrelated to the course will result in a reprimand.

All cell phones are to be turned off and may not be used during class. Listening to ipods or other electronic devices is prohibited. Using a laptop to surf the net and chat with friends is inappropriate class behavior.

Individuals caught violating the UH Academic Honesty policy will be reported to the Academic Dean of the College of Liberal Arts and Social Sciences. Violations of the honesty policy include, but are not limited to, cheating on exams (whispering answers, using unauthorized “crib” notes, copying from another person’s exam), copying another student’s paper, having someone write a paper for you, buying a paper that is not your original work, taking information off the internet and not giving credit to your sources, etc. Additional examples of violations of the University’s Academic Honesty Policy *Student Handbook* can be found at: <http://www.uh.edu/academics/catalog/policies/academic-reg/academic-honesty/>.

Proposed Reading Assignments

Introduction	Marger	Ch. 1	Aug. 28, 30
Classical & Contemporary Theory	Marger	Ch. 2	Sept. 4 – Sept. 11
The American Class System	Marger	Ch. 3	Sept. 13
The American Upper Class & Power Elite	Marger	Ch. 4	Sept. 18, 20, 25

EXAM 1 Sept. 27 (Chapters 1-4)

The American Middle Classes	Marger	Ch. 5	Oct. 2, 4
Poverty and the Poor	Marger	Ch. 6	Oct. 9, 11, 16
Ideology & the Legitimation of Inequality	Marger	Ch. 8	Oct. 18, 23, 25
Public Policy & the Class System	Marger	Ch. 9	Oct. 30, Nov. 1

Analysis of Ehrenreich's *Nickel & Dimed* Nov. 1

EXAM 2 Nov. 6 (Chapters 5, 6, 8)

Stratification Systems & Social Mobility	Marger	Ch. 7	Nov. 8 – Nov. 27
Racial & Ethnic Differentiation	Marger	Ch. 10, 11	Nov. 29, Dec. 4
Gender Inequality	Marger	Ch. 12	Dec. 6
Political Inequality	Marger	Ch. 13	Read on own

Review of MacLeod's *Ain't No Making It* – Dec. 10 (Monday) 6PM

EXAM 3 – December 13 (Thursday) 11am – 2 pm Chapters 7, 9, 10, 11, 12, 13