

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# SOCI214

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## Course Summary

**Course :** SOCI214 **Title :** Stratification and Inequality

**Length of Course :** 8 **Faculty :**

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

This course will critically examine the causes, processes and patterns of social inequality in society. Social stratification explores inequality through the lens of social class, gender, race-ethnicity, sexuality, age, and wellness. Students will use sociological theory and applied research to explore the various ways hierarchies are produced and maintained among people within the social structures such as the economy, religion, education, and family in the United States. Students will also consider the impact of globalization on the distribution of power and access to resources in the United States.

### Course Scope:

This 8-week course is a critical analysis of stratification in contemporary America. The course examines the history, dynamics, and structural persistence of stratification. This course will help students develop an understanding of how stratification is defined; when/where/how and why interventions are developed for the purpose of social change; and provide some tools for evaluating the efficacy of those interventions. Throughout this course we will challenge familiar understandings about society by critically assessing the relationship between the individual and society, culture and structure.

Students will explore these themes independently and with their cohort through weekly themes, discussions, low-stakes, and applied exercises. Students will also have the opportunity to further investigate historical and contemporary stratification issues through two research assignments which build on each other, concluding in a comprehensive critical analysis contextualized with peer-reviewed journal articles.

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## Objectives

**After successful completion of SOCI214 students will be able to:**

CO1: Describe stratification hierarchies in the U.S.

CO2: Compare and contrast theoretical explanations for social stratification

CO3: Examine the processes that maintain social inequality

CO4: Deconstruct the impact of globalization on social stratification in the U.S.

# Outline

## **Week 1: The Sociological Perspective and Stratification**

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Learning Outcomes

CO1, CO2, CO3, CO4, CO5

Required Materials

Syllabus

Week 1 Learning Materials

Week 1 Readings & Resources

Assignments

Week 1 Discussion

## **Week 2: Assimilation and Pluralism**

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Learning Outcomes

CO1, CO2, CO3

Required Materials

Week 2 Learning Materials

Week 2 Readings & Resources

Assignments

Week 2 Discussion

## **Week 3: Prejudice and Discrimination**

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Learning Outcomes

CO1, CO2, CO3, CO5

Required Materials

Week 3 Learning Materials

Week 3 Readings & Resources

Assignments

Week 3 Discussion

## **Week 4: Development of US Dominant-Minority Group Relations**

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Learning Outcomes

CO1, CO2, CO3, CO4, CO5

Required Materials

Week 4 Learning Materials

Week 4 Readings & Resources

Assignments

Assignment 1: Presentation - Dominant-Minority Relations

## **Week 5: African-Americans**

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Learning Outcomes

CO1, CO2, CO3, CO4 , CO5

Required Materials

Week 5 Learning Materials

Week 5 Readings & Resources

Assignments

Week 5 Discussion

## **Week 6: Hispanic-Americans**

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Learning Outcomes

CO1, CO2, CO3, CO4, CO5

Required Materials

Week 6 Learning Materials

Week 6 Readings & Resources

Assignments

Assignment 2: Final Paper - Waves of Immigration

## **Week 7: New Americans, Assimilation, and Old Challenges**

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Learning Outcomes

CO1, CO2, CO3, CO4, CO5

Required Materials

Week 7 Learning Materials

Week 7 Readings & Resources

Assignments

Week 7 Discussion

## **Week 8: Minority Groups and US Society**

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## Learning Outcomes

CO1, CO2, CO3, CO4, CO5

## Required Materials

Week 8 Learning Materials

Week 8 Readings & Resources

## Assignments

Week 8 Discussion

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# Evaluation

### Discussions:

Participation in classroom dialogue on threaded Discussions is required some weeks of class. Initial Discussion posts are due Thursdays, peer responses are due Sundays. Instructions and specific grading rubrics are found under the Discussions tab in our classroom.

### Assignments:

This course includes Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

### Extra Credit:

Extra credit is not offered in this course.

### Grading:

| Name   | Grade % |
|--|---------|
| Discussions  | 60.00%  |
| Defining Stratification and Introduction                   | 10.00%  |
| Theoretical Perspectives                                   | 10.00%  |
| Prejudice and Discrimination - A peer review presentation  | 10.00%  |
| Civil Rights Movements - A visual response                 | 10.00%  |
| New Immigrants - A peer review presentation                | 10.00%  |
| Future Directions  | 10.00%  |
| Assignments  | 40.00%  |
| Assignment One: Presentation - Dominant-Minority Relations | 20.00%  |
| Assignment Two: Final Paper - Waves of Immigration         | 20.00%  |

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# Materials

**Book Title:** Recognizing Race and Ethnicity: Power, Privilege, and Inequality - e-book available in the APUS Online Library; link also provided in the classroom

**Author:** Fitzgerald, Kathleen

**Publication Info:** Lib

**ISBN:** 9780813349305

**Book Title:** The Intersectional Approach: Transforming the Academy through Race, Class, and Gender - - e-book available online, please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

**Author:** Berger, Michele

**Publication Info:**

**ISBN:** 9780807859810

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Note that in this course, we use open educational resources. This means that all the readings and materials are free and accessible through links provided in the classroom. These links can be found in the Lessons area.

Some of our readings are drawn from these textbooks - here are the APA formatted references for those, and links, for your information. Note - you need to be logged in to the APUS main portal in order for some links to work:

Berger, M. T., & Guidroz, K. (Eds.). (2010). *Intersectional approach : transforming the academy through race, class, and gender*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.apus.edu>

Link: <https://ebookcentral-proquest-com.ezproxy1.apus.edu/lib/apus/detail.action?docID=475159#>

Fitzgerald, K. J. (2014). *Recognizing race and ethnicity : power, privilege, and inequality*. Retrieved from <https://ebookcentral-proquest-com.ezproxy2.apus.edu>

Link: <https://ebookcentral-proquest-com.ezproxy2.apus.edu/lib/apus/reader.action?docID=1340958>

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## Course Guidelines

### Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted.
- Please note that no formal citation style is graded on Forums in the School of Arts & Humanities.

### Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

#### University Late Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit assignments and tests per these posted deadlines.

You are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion.\*

\*Programs with specialty accreditation and students with DSA accommodations may have different late policies applied.

## Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.
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# Communications

## Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

## Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
  - Instructors will generally respond to student communications within 48 hours, except in unusual circumstances (e.g., illness).
  - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
  - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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# University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## **Mission**

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## **Minimum Technology Requirements**

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## **Disclaimers**

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.