Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017  
Discipline: Sociology  
Course Number and Title: SOC 330 Social Stratification  
Division: Upper  
Faculty Name: James C. Witte  
Semester Credit Hours: 3

Prerequisites: One introductory sociology course

COURSE DESCRIPTION
Social stratification is central to the organization of human culture and is a fundamental aspect of most social processes. A person’s position in the stratification system is a predictor of his or her behavior, attitudes, and life chances. This course analyzes the connections and consequences of social class, gender, race, and ethnicity as primary dimensions of stratification. Understanding social stratification helps us to understand a wide range of existing social arrangements and ongoing social changes in the global community. This course reviews the classical theories of stratification (particularly Marx, Weber and Durkheim) and examines contemporary debates regarding social stratification. An important course objective is for students to see how stratification plays itself out today in various cultures. The Semester at Sea learning environment will afford students a firsthand look at a variety of stratification systems based on wealth and income, as well as gender, religion, political party, ethnicity, race and caste. Considering variation in stratification systems provides an excellent opportunity to understand the import of social structure.

LEARNING OBJECTIVES

• Gain familiarity with concepts and dimensions of social stratification and inequality.
• Compare various sociological theories explaining class divisions and inequality.
• Understand the extent and consequences of inequality in today’s American class system.
• Understand the variety in the bases and consequences of stratification and inequality in different countries around the world.
• Demonstrate the ability to apply sociological theory and concepts to issues related to social stratification in the U.S. and other countries.
• To gain an appreciation of the extent to which the significance of global inequality and how the related complexities and relationships have intensified over time.
REQUIRED TEXTBOOKS

AUTHOR: Harold Kerbo
TITLE: Social Stratification and Inequality
PUBLISHER: MacGraw Hill Higher Education
ISBN #: 10: 007811165X or 13: 9780078111655

AUTHOR: James C. Witte and Susan E. Mannon
TITLE: The Internet and Social Inequalities
PUBLISHER: Routledge
ISBN #: 10 0-415-96319-2 (PBK)
DATE/EDITION: 2010/1st Edition

TOPICAL OUTLINE OF COURSE

Depart Ensenada – January 5

B1 — January 8: Introduction to the course and its requirements
Film: Roger and Me, Michael Moore  http://www.imdb.com/title/tt0098213/

B2 — January 10: Social Stratification and Inequality, Chapters 1 – 2.

Honolulu – January 12

B3 — January 13: Social Stratification and Inequality, Chapter 3.

B4 — January 15: Social Stratification and Inequality, Chapter 4.

B5 — January 18: Social Stratification and Inequality, Chapter 5.

No class January 19

B6 — January 21: Social Stratification and Inequality, Chapters 14-15.

B7— January 23: Social Stratification and Inequality, Chapter 16.
Hvistendahl, Mara. "While emerging economies boom, equality goes bust." Science
344.6186 (2014): 832-835. (On reserve)

Reserve reading on stratification in Japan.
Skrentny, John D., Micah Gell-Redman, and Jack Jin Gary Lee. "Japan, the United States, and
the Philosophical Bases of Immigration Policy." American Behavioral Scientist 56.8
(2012): 995-1007. (On reserve)

Kobe — January 24-28

B8 — January 30: Reserve reading on stratification in China.

Shanghai — January 31 – February 5

B9 — February 7: Reserve reading on stratification in Vietnam.

B10 — February 9: Social Stratification and Inequality, Chapters 6 – 7.

Ho Chi Minh City — February 10-14

B11 — February 16: Social Stratification and Inequality, Chapters 8 – 9.

No Class February 17

B12 — February 19: Reserve reading on stratification in Myanmar.

Yangon — February 20-24

B13 — February 26: Social Stratification and Inequality, Chapters 10 – 11.

B14—February 28: Reserve reading on stratification in India.

Cochin — March 1 – March 6

B15 — March 8: Social Stratification and Inequality, Chapters 12.

B16 — March 11: Social Stratification and Inequality, Chapters 13.

Mauritius — March 12

B17 — March 14: The Internet and Social Inequalities, Chapters 1 - 2.

No Class March 15

B18 — March 17: The Internet and Social Inequalities, Chapters 3 - 4.

Cape Town — March 19-24
B19 — March 25: Reserve reading on stratification in South Africa.

B20 — March 27: The Internet and Social Inequalities, Chapters 5 – 6.

No Class March 29

B21 — March 30: Reserve reading on stratification in Ghana.

Tema — March 31-April 3

B22 — April 5: Reserve reading on stratification in Morocco.

B23 — April 7: In class presentation day I

B24 — April 9: In class presentation day II

Study Day April 10

Casablanca — April 11-April 14

B25 Final — April 16: In class exam

Arrive Hamburg — April 19

FIELD WORK

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class and Assignment

The Field Class for this course will take place on Wednesday, March 1, 2017 in Cochin

Field Class Title: The U.S. and India: Creating and Resisting Caste and Class
Field Class Description
Students will meet with individuals at the Mahatma Gandhi Trust to discuss Gandhian thought and activism, the history of class and caste in India, and Martin Luther King Jr’s use of Gandhian methods to address race and class in the U.S. and around the world.

Field Class Objectives
- Learn about the untouchables and caste in India.
- Discern the similarities between Gandhi’s and King’s ideas on nonviolence.
- Learn about nonviolence as a viable social movement strategy today.
- Consider the relative success in undermining the class and caste systems in the US and India.

Field Class Assignment
Evaluation of the students in this case would entail a three page reflection paper comparing Gandhi’s and King’s ideas on nonviolence and the extent to which they are relevant today, particularly in light of the #BlackLivesMatter movement in the U.S.

INDEPENDENT FIELD ASSIGNMENTS
Students are expected to turn in “country notes” for each of the eight countries visited. After each country students will prepare several pages of notes on the relationship between each dimension of inequality in that particular country. They should be looking at how institutional arrangements in the country mitigate or acerbate inequality. Notes should be accompanied by supporting materials including observations, summaries of conversations with residents, photos and other materials. As indicated in the course outline, country notes are due before disembarking at the next port.

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<th>Class</th>
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Feedback on these notes and related materials will be used to aid the students in developing a sociological perspective. They will also form the basis of the students’ final presentations, which are to focus either on how a particular type of inequality plays itself out across different countries. Or how in a single country the different types of inequalities combine to produce a situation in a low position according to one dimension is then compensated for with a relatively high position in another dimension of stratification.
METHODS OF EVALUATION / GRADING SCALE
The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

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<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
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<tr>
<td>94-96%: A</td>
<td>84-86%: B</td>
<td>70-76%: C</td>
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<tr>
<td>90-93%: A-</td>
<td>80-83%: B-</td>
<td>60-69%: D</td>
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The future of the digital divide writing reflection 10%
Midterm test 10%
Field class writing notes 20%
Country notes 10%
Social inequality problem presentation 20%
Final exam 20%
Class participation 10%

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM
Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS
Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE
The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A
pervasive attitude promoting academic integrity enhances the sense of community and adds
value to the educational process. All within the University are affected by the cooperative
commitment to academic integrity. All Semester at Sea courses adhere to this Academic
Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a
written declaration of the following honor pledge: “I have not given, received, or used any
unauthorized assistance on this exam/assignment.”

RESERVE BOOKS AND FILMS FOR THE LIBRARY: (see syllabus)

Film: Roger and Me, Michael Moore  http://www.imdb.com/title/tt0098213/

Hvistendahl, Mara. "While emerging economies boom, equality goes bust." Science
344.6186 (2014): 832-835. (On reserve)

Skrentny, John D., Micah Gell-Redman, and Jack Jin Gary Lee. "Japan, the United States, and
the Philosophical Bases of Immigration Policy." American Behavioral Scientist 56.8
(2012): 995-1007. (On reserve)

Gaulé, Patrick and Piacentini, Mario, Immigration and Innovation: Chinese Graduate
529. Available at SSRN: http://ssrn.com/abstract=2564667 or
http://dx.doi.org/10.2139/ssrn.2564667 (On reserve)

Overton, John, and Warwick E. Murray. "Class in a glass: capital, neoliberalism and social
space in the global wine industry." Antipode 45.3 (2013): 702-718. (On reserve)

Taylor, Robert H. "Do states make nations? The politics of identity in Myanmar revisited."
South East Asia Research 13.3 (2005): 261-286. (On reserve)

Vaid, Divya. "Caste in contemporary India: Flexibility and persistence." Annual Review of

Seekings, Jeremy. "Taking Disadvantage Seriously: The ‘Underclass’ in Post-Apartheid South
Africa." Africa 84.01 (2014): 135-141. (On reserve)

Williams, David R., et al. "Perceived discrimination and psychological well-being in the USA

Dumenu, William Kwadwo, and Elizabeth Asantewaa Obeng. "Climate change and rural
communities in Ghana: Social vulnerability, impacts, adaptations and policy

Ilahiane, Hsain. "Catenating the local and the global in Morocco: how mobile phone users
have become producers and not consumers." The Journal of North African Studies
18.5 (2013): 652-667. (On reserve)