

and you have used your drop you will NOT BE ABLE TO MAKE UP THE TEST. Also, if you have used your drop do not expect to make up a test because you have a university excused absence. If you participate in university activities you need to USE YOUR DROP for that activity. **Please reread this paragraph. There will be no exceptions to this policy.**

PYRAMID TESTS: I have always felt test days were wasted days in that students spend the full class time working but seldom are they learning. This is because the traditional testing method is an attempt to evaluate the amount of prior learning (i.e., studying prior to the test). Other testing methods (e.g., pyramid and cooperative tests) are designed to do both- evaluate learning prior to the test and provide students with a learning opportunity. Additionally, research (e.g., Slusser and Erikson 2006; Zimbardo, Butler, and Wolfe 2003) suggests that cooperative test taking increases long term retention, reduces test anxiety, and adds to students' ability to think abstractly. Thus, except for the final, the tests in this course will be "two-stage cooperative tests" (Zipp 2007).

HOW PYRAMID TESTING WILL WORK. Everyone will take each multiple-choice, true-false, matching and fill-in-the-blank test twice. During the first 20 to 30 minutes everyone takes the test by themselves. They write the answers on their test and on their individual answer sheet. The individual answer sheets will be turned in and then the learning groups will get together to retake the tests. Using the exact test taken in the first part of the class students discuss and try to come up with the correct answers. During the discussion each student completes a new answer sheet (group influenced answer sheet) which will be turned in at the end of the class.

GRADING THE PYRAMID TESTS. Your test grade will be the grade on your individual answer sheet plus half the difference between the group average (based on the group's individual scores) and the group average of the group influenced scores. To see how this works lets imagine that there were six people in Group X. They got the following grades on their individual answer sheets: 90, 80, 70, 60, 50, and 40. The average of these individual scores is 65. The group members got the following grades on their group influenced answer sheets: 89, 90, 80, 87, 85, and 79. The average of these scores is 85. This means that every member of Group X would get 10 extra points on this exam [85 (the group influenced average) – 65 (the average individual score within the group) divided by 2] raising their scores to 100, 90, 80, 70, 60, and 50.

FINAL TEST: The **comprehensive** final exam counts the same as the other tests. It is **NOT** a pyramid test.

Debate or Panel Discussion

1. This group project requires application of theories, concepts, and empirical research to a contemporary stratification issue/topic/problem.
2. Grade will be based on application of stratification theories and empirical research to a current social issue.
3. Each group must: Select a social issue or problem. Research the issue. Present the social issue. Use sociological theory and evidence **to debate** the causes and/or possible solutions.
4. Groups must also provide the class with an **annotated bibliography** of their sources.

Possible Presentations Topics

- Fair Trade
- Immigration (e.g., guest worker programs in U.S. and/or other countries,
- Social Security
- Income Taxes: Progressive/Regressive, use of income tax as a social policy tool
- Consumption
- Poverty Programs
- Pay day loans

Important Stuff

Academic Etiquette: Class begins on time. Do not be late. I do not like it when students begin packing up to leave before the end of class. Please resist this temptation. If you must leave early please let me know before class and cause as little disruption as possible when you leave. Academic etiquette also includes treating all class members with respect and resisting the desire to have private conversations with the people sitting near you. Even whispering is distracting to others-- including the instructor.

TECHNOLOGY TOYS including cell phones. Turn them off and leave them in your bag, backpack, or on your belt. I really don't care where you leave them EXCEPT DO NOT have them in your hand or on your desk. If you feel you must take notes on your lap top DO NOT do anything but take notes. **Computers: Please don't play games or do your searches while in class. Other students complain about the distraction. Thus, if you have**

your computer on expect me to be “looking over your shoulder.” Be sure you only use the computer to take notes.

Academic Integrity: Plagiarism or cheating of any kind will not be tolerated and will result in failing the course.

In addition to failing the course it is possible there will be other disciplinary action as I will report the incident. Cheating is a serious offense and will not be tolerated. Forms of cheating include, but are not limited to, turning in a paper written for another course, having another student write your assignment, copying another student's assignment, and plagiarizing. Plagiarism comes in a lot of forms. The most common form of plagiarism used by students is failure to correctly cite *in the body of the paper* whose ideas and/or words you have used. If the ideas or words you use have been taken from the work of someone else, **you must give that person(s) credit** by citing them in the body of your paper and listing them on a reference page. This includes ideas and quotations from your textbook! Remember I expect your work to be your own, unless a collaborative assignment is specified. If you have any questions about what constitutes plagiarism it is essential that you ask me about these. Please become familiar with the Student Conduct Code (<http://www.umt.edu/SA/VPSA>).

Getting Help: Most of us could use a little help at various times in our academic lives. If you find yourself needing some extra help in this course please let me know. If you need help with the course material, we can meet during office hours or I can help you form a study group with others in the class

Expectation regarding “standard of knowing”: One reason this course is designed to include class and small group discussions and a fair amount of writing is that we will be using a specific standard of knowing. That is the criteria for determining if you “know something” will be whether you or not you explain the ideas, concepts, or research findings to others. Knowing is not that you understand the material when others explain it to you (Willingham 2003/2004. This expectations puts a great deal of pressure on all of us (professor and students) to put the work into understanding the materials and applying this understanding to our everyday world.

About You: If you have needs that may affect your performance in this class, please let me know. By working together we will be able to make this class a positive experience for you.

Class Calendar The following class schedule is tentative and subject to change. It is your responsibility to be in class to find out about the changes.

<p>Week 1: Jan. 22nd & Jan. 24th Introductions and one more time: What is sociology? Reading: Loewen’s “The Land of Opportunity” (Reserve)</p>
<p>Week 2: Jan. 29th & Jan. 27th Tuesday’s reading: Chapter 1 Thursday’s reading: Chapter 2:Pgs.15-23 and Erik Olin Wright. “A General Framework for the Analysis of Class.” Shapiro Pgs. 96-111</p>
<p>Week 3: Feb. 5th and 7th Tuesday’s reading: Chapter 2:Pgs. 23-43 Thursday’s reading: Chapter 3:Pgs. 45-50 and Weber “Class, Status, Party.” Shapiro Pgs. 43-53</p>
<p>Week 4: Feb. 12th and 14th Tuesday’s reading: Chapter 3:Pgs. 50-70. <u>Thursday, Feb. 14th Test #1</u></p>
<p>Week5 Feb. 19th and 21st Tuesday’s reading: Chapter 4:Pgs. 71-76 and Mills “The Structure of Power in American Society.” Shapiro Pgs. 139-145 Thursday’s reading: Chapter 4:Pgs. 76-93 and Gans “The Uses of Undeservingness.” Shapiro Pgs. 85-94</p>
<p>Week 6: Feb. 26th and Feb. 28th Tuesday’s reading: Chapter 7 and Omi and Winant. “Racial Formation” (Reserve) Thursday’s reading: Waters “Optional Ethnicities: For Whites Only? Shapiro Pgs. 200-206, McIntosh “White Privilege and Male Privilege” Shapiro Pgs. 300-307 and Thornton “Trends Among American Indians in the United States.” (Reserve)</p>
<p>Week 7: March 4th and 6th Tuesday’s reading: Chapter 13 Thursday’s reading: Cookson and Persell. “The Vital Link: Pep Schools and Higher Education.” Shapiro Pgs. 380-391; Kozol. “The Savage Inequalities of Public Education in New York.” Shapiro Pgs. 392-410; and Mickelson and Smith. “Can Education Eliminate Race, Class, and Gender Inequality?” Shapiro Pgs. 411-418.</p>
<p>Week 8 March 11th and 13th <u>Tuesday, March 11th Test #2</u> Thursday’s reading: Chapter 8:Pgs. 189-199 and Marx and Engels Shapiro Pgs. 36 – 43.</p>

<p>Week 9 March 18th and 20th Tuesday's reading: Chapter 8: Pgs. 199-217 Thursday's reading: Davis and Moore "Some Principles of Stratification" Shapiro Pgs. 76-84 and Tumin "Some Principles of Stratification: A Critical Analysis" (Reserve)</p>
<p>March 24th – 28th Spring Break</p>
<p>Week 10: April 1st and 3rd Tuesday's reading: Chapter 15: Pgs. 372-380 and Ehrenreich, "Nickel and Dimed: On (Not) Getting By in America" (Reserve) Thursday's reading: Chapter 15: Pgs. 380-401 and Newman and Lennon, "The Job Ghetto" (Reserve)</p>
<p>Week 11 April 8th and 10th Tuesday's reading: Chapter 11 Thursday's reading: Chapter 11</p>
<p>Week 12 April 15th and 17th Tuesday's reading: Chapter 10 <u>Thursday, April 17th Test #3</u></p>
<p>Week 13 April 22nd and 24th Debates and/or Panel Discussions</p>
<p>Week 14 April 29th and May 1st Debates and/or Panel Discussions</p>
<p>Week 15 May 5th – May 9th Finals Week. <u>Monday, May 5th at 8:00 AM-- Test #4</u></p>