UNIVERSITY OF CENTRAL OKALHOMA
Department of Sociology and Substance Abuse Studies

Spring 2013
SOC 4443, CRN 28075 – Social Stratification
MW 5:45 p.m. – 7:00 p.m. LAR 222

Syllabus

INSTRUCTOR: Dr. Brenda Chappell
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OFFICE: LA 209
FAX: (405) 974-3871
ROOM: LA 222

*When you e-mail me put Stratification in the subject line.

OFFICE HOURS:

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Please respect office hours. If you need to see me outside of posted office hours contact me via e-mail, phone or after class and we can set up an appointment. If you leave a message for me I will try to return your call within 24 hours, excluding weekends. *When you e-mail me put Stratification in the subject box.

ABOUT THE INSTRUCTOR: Certified interpreter for the deaf and hearing impaired, BA-Psychology, MA Criminal Justice, and Ph.D. Sociology (Criminology). Academic interests include demography, gender, family, criminology, deviance, minorities, sociology, human sexuality, stratification, policing, courts, and corrections.

The horror of class stratification, racism, and prejudice is that some people begin to believe that the security of their families and communities depends on the oppression of others; that for some to have good lives there must be others whose lives are truncated and brutal.

– Dorothy Allison

Course Objectives and Pre-Requisites: Theories of class and caste; wealth, status, and power; the American class system. Prerequisite(s): ENG 1113, 1213, SOC 2103, 2203, and 2303. Junior or senior standing.

COURSE DESCRIPTION
Social stratification is the study of social inequality, sometimes referred to as “who gets what and why?” Stratification refers to the ranking system within American society and beyond. Far from being limited to just social class, race/ethnicity, sex/gender, or sexual orientation, stratification is a system of interacting inequalities that help shape individual’s and groups’ life chances. This class will be framed around a number of key questions:

1. Examine the theoretical roots of stratification (e.g., why does stratification exist?)
2. Explore nature of inequality as experienced by members of different social classes, ethnic groups, genders, and sexual orientations (e.g., who has the power in our society and why?)
3. Analyze social institutions that maintain stratification (e.g., why does stratification persist?)
4. And determine what, if anything, can be done about stratification (e.g., is stratification inevitable?)

**Although I don’t anticipate doing so, this syllabus is subject to change and you are responsible for being aware of the changes and responding to them accordingly**

**Required Text:** The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality, 5th Edition (Tracy Ore)

**Instructional Delivery:** Throughout the class I will provide lecture material that reviews and adds to the information in your textbook. In addition, the class will include numerous classroom activities, audio/visual material and discussions. The Board of Regents suggests you spend 6-9 hours each week preparing for this class, and I definitely agree. This class will be very challenging. Not only do you have to be able to recall information, but you will need to be able to understand it well enough to analyze it and apply it to new situations. However, I’m happy to help you succeed, so please come to my office hours often and early if you are having difficulty in the course.

**Transformational Learning Outcomes:** The University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. This course addresses 5 of the university's transformative learning goals. Students will build discipline knowledge through their interactions with the readings, videos, classroom exercises, instructor, and one another; engage in scholarly and creative pursuits through in-class exercises, written papers, and exams; have the opportunity to build leadership skills through engaging in course projects either inside or outside of class; further global competency through learning about the ways that language and culture are stratified; and learn to further healthy lifestyles and healthy communities by discussing topics relevant to reducing social inequality (e.g., the cycle of domestic violence and acting as an ally against racism.)

**COURSE POLICIES:**

**Attendance policy:** It is assumed that students will attend class daily. You will not be penalized for having 6 absences but, I will deduct 1% point from your total grade for each absence after your third absence. I understand things happen to make you late for class. I encourage you to come in even if you are late but coming in more than 10 minutes late or leaving 10 minutes early it will be counted as an absence. If coming into class late becomes a habit (more than twice), you may not be allowed into the classroom. Being late 3 times is equivalent to one absence. **If you come in after I have taken attendance it is your responsibility to let me know you were late. If you do not let me know you were late it will be considered an absence.** Attendance for this class is very important!! I start counting attendance the day classes begin – even if you don’t enroll until after class has begun. There
are no excused absences and you do not need to call me and let me know you are going to be absent.

**DSS Policy:** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

**Other University Policies:** Please see: [http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf](http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf)

**Email Policy:** I do not accept assignment submissions via email. If you must be absent from class on the day that an assignment is due, you should email me your assignment in order to avoid late penalties. However, your grade on the assignment will be a “zero” until I receive a hard copy of the assignment. If you are emailing me it is the responsibility of the student to ensure that the Professor receives the email. I will respond to your emails within 48 hours. You should copy yourself on all emails so you have proof of having sent them.

**Grade Changes:** The only circumstance under which I will change a grade is if I have made a calculation error. Please let me know if this is the case.

**Other University Policies:** Please see: [http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf](http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf)

**Classroom Civility:**

1. Please be on time to class and refrain from packing up or leaving early. Both behaviors are distracting to me and to the rest of the class. If you must arrive late, please come in as quietly as possible and sit near the door. In addition, if you must leave early please inform me in advance and sit next to the door in order to minimize the distraction.

2. Make sure that you turn off all cell phones when you enter the classroom and put away. Do NOT have your cell phone on your desk. Having a cell phone on your desk will make you ineligible for extra credit. **Any student who is text messaging in class may be asked to leave, not be eligible for extra credit point, have 20 points deducted from their total accumulated points and turned into the student misconduct office.** It is the Liberal Arts College police as well as universities policy to have cell phones turned off.

3. Other matters of respect- please don’t do things during class that you wouldn’t want others to do in your classroom. This includes reading the newspaper, doing homework for other classes, having side conversations, etc.

**CLASS RULES:**
1. Classroom Discussion- during this course. I anticipate that we will discuss some topics that many of us feel strongly about (which is a good thing!). While open discussion is an important part of the classroom experience, it is required that you treat your fellow classmates with respect. You must make your points in a way that is sensitive to others’ gender, race, ethnicity, religion, political beliefs, sexual orientation, etc. Disagreement is encouraged but you should make your arguments based on empirical evidence and avoid making personal attacks against any one person or group of people. **Disrespectful or threatening behavior towards others in the class will not be tolerated.**

2. Keep your desk or table area clear of purses, backpacks and cell phones.

3. Talking or sleeping during lectures, discussion, films and while we have a guest will not be tolerated.

4. Excessive exits/entrances, note-passing, and pestering fellow students will not be tolerated.

5. Students who sleep, disturb lectures or other students may be asked to leave class will have 10 points deducted from their total grade point average. If you are asked to leave for the second time or I have had to talk to you about your behavior I will report you to the misconduct office and you may not be allowed to return to class. If you do not drop the course you will be evaluated on the points you have accumulated to that time.

6. Do **NOT** do homework, or read material during class.

7. No technological devices are allowed including laptops, blackberries, or cell phones.

8. If you are caught text messaging you will be asked to leave and **NOT** allowed to return until the next day and will be counted absent. This includes other technological devices.

9. Make sure cell phones and pagers are turned off and do **NOT** answer a call if you should get one during class.

10. Put cell phones in your pocket or bag – do **NOT** leave them on your desk. If you answer your cell phone you will be asked to leave and not allowed to return until the next class period. In addition you will receive an absence for that day and a deduction of 20 points.

11. No sunglasses or earpieces are to be worn during class.

12. **Never ask me if we are doing anything in class.**

13. Do **NOT** e-mail me and ask me what you are making, what your grades are or how well you need to do on the next exam. If you need this information come by my office after class.

14. Your first and last name must be on all exams and assignments. If your first and last name is not on your assignment a grade of “0” will be given and if first and last name is not on an exam, 10 points will be deducted.

**Important dates:**

- January 21 – Martin Luther King Day
- February 27 – Symposium – LA classes are pre-empted
- March 18 – 22 – Spring Break
- May 8 (Wednesday) 5:30 p.m. – **Final exam – No finals are given early.**

Final grades are due **Tuesday, May 14, by 12:00 p.m.**, If you have a discrepancy with your grade you will need to contact me by Monday, May 13 at 8:00 p.m.
ASSIGNMENTS:

Each student is required to do two article presentation and lead a discussion and turn in a paper on the articles you were assigned. The following is an explanation of what is expected for article papers and article presentations.

1. Instructions for the paper: (worth 75 points)

Main Findings in this Study (1-2 paragraphs maximum)
- What are the primary findings of this study?
- Why do the authors think they found what they did?

Contribution to the Literature
- Say what primary contribution this study has added to our understanding of the topic. What major question does it answer for us, and why do you think this information is important to our knowledge of social welfare policy?
- How does this reading fit in with the other readings and course concepts we’ve covered? (Note: the strongest papers will relate their reading to both the theoretical and substantive material we’ve covered)

Limitations
- List 2 or 3 weaknesses of this reading (note: please focus on the researcher’s ideas and how they could do what they did better, not format or what the researcher didn’t include)
- For each weakness, provide ways that the study could be improved and/or what you would expect to find if you changed the study in the way you’re suggesting

Connection to a Current Event
- Locate a recent news article dealing with this same topic (less than 5 years old). Explain how your article relates to the current event. That is, what do you think the author of your reading would have to say about your news story?
- You MUST turn in a copy of the news article with your paper

Heading of paper
- In the top right-hand corner – single spaced:
  - Name
  - Stratification
  - Dr. Chappell
  - Article #

2. Article Presentation (worth 50 points)

1. Summarize the article (in about a 1 minute—remember, we all read it)

2. Present your ideas about what major contribution it makes and what limitations it has (2-3 minutes)

3. Tell us about a current event that you see as relevant to the article (1-2 minutes)
Guideline for grading presentation:

Stayed within time limits – 10 points
Subject knowledge – 5 points
Organization – 5 points
Mechanics - 5
Eye contact - 5
Body language - 5
Poise – 5

Total 40 points

3. Group Presentations

I will assign you to groups for a group presentation. I will allow each group to choose their topic but you must get it approved by me first. Each person in the group is responsible for a certain portion. Creativity is highly praised. You may incorporate a variety of aids to enhance the presentation. Each person must turn a paper with references about their part of the presentation. You will receive an individual grade as well as a group grade. The individual grade is worth 50 points and the group grade is 50 points. You will evaluate each member of your group - the evaluation your group give you will be incorporated into your group grade.

Group Presentation Requirements (50 and 50 points)

1. Your group will deliver a 10-15-minute presentation (length to be determined by the number of groups). At the end of the presentation, we will have a few minutes of questions.
2. Your presentation must be accompanied by color overhead images or a PowerPoint presentation. In your presentation, you must include a minimum of 10 images. Your images must reflect the various degrees of stratification for your topic. Some images must be photographs, but other images (brochures, local advertisements, etc.) are also acceptable if they contribute to your overall argument.
3. Each group is required to draw upon at least 5 scholarly sources in their presentation to establish the relationship between their social institution and inequality. You should include citations for these sources.
4. Your presentation must address issues of resource distribution, stratification, and mobility.

(Reaction papers)

1. There will be up to 4 reaction papers to documentaries that will be shown in class - each one is worth 25 points. This will alter the number of total points, which I will adjust at the end of the semester.
   a. You must be in class when the documentary is shown to turn in a paper. The reaction papers should be a minimum of 20 full lines. I do not count partial lines.
   b. Grammar, punctuation, and expression of thought will be graded.
c. You must use paragraphs when necessary.
d. Use standard computer margins, Arial, 12” font, and double space.
e. The heading should be in the top right-hand corner and look like this:

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<tr>
<th>Name</th>
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<tr>
<td>Stratification</td>
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<td>Dr. Chappell</td>
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Notes of articles for the last section
On the day of the final, give me a copy of your notes for the last section of articles we discusses. It may be a piece of paper with your name on it or it may be several pages. They cannot be photo copied.

Quizzes
Be prepared for class – you never know when there will be a pop quiz – 10 points each.

Exams
There will be 2 exams and a final exam. Each exam will generally consist of 30-50 questions. You will need a green scantron and a #2 pencil. I will NOT accept a scantron filled out in pen or one that is crumpled. You will be tested on material discussed in class, from your book and from guest speakers. If you are caught cheating you will receive an automatic “F” for the course and possible expulsion from the university. This includes the “giving” or “taking” of improper assistance in examinations and assignments. Before the exam is passed out, students should have their study materials put away and no talking is allowed. The UCO Student Code of Conduct has further details. There will be a total of 4 exams and a final exam during the semester. The final exam will have between 50 and 100 questions. **FINAL EXAM –Wednesday, May 8, at 5:30 p.m.** The final exam may be fill-in-the-blank and short essay. No final exams are given early.

Students will not be permitted to take the exam if they come in to class after another student has already finished the test. All make up exam will be December 5.

*I do not offer individualized extra credit under any circumstances. Occasionally I will offer the entire class the opportunity to attend an event for extra credit. In order to receive credit, you must attend the entire event, take notes, sign in (or have your notes signed), and turn your notes in within one week.*

**Final Exam/Severe Weather Policy**
In the event that the final exam is canceled due to severe weather, the university policy is that your grade will be determined by the score you achieved up to that point in the class.

**Grading Scale:**

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<td>90-100</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>50-59</td>
<td>F</td>
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Why does stratification exist?

**Jan 14:**  An introduction to social and social stratification

**Jan 16:**  An introduction to social and social stratification cont

**Jan 18:**  Explanations of inequality (functionalist theory)
- Davis and Moore. Some Principles of Stratification.

**Jan 21:**  No Class: Dr. Martin Luther King, Jr. Day

**Jan 23:**  Explanations of inequality (conflict theories)
- Marx and Engels: Manifesto of the Communist Party (no need to read the appendices)
- Weber: Class, Status, Party

**Jan 25:**  Explanations of inequality (conflict theory)
- Ore: Introduction to Part 1: Constructing Differences

**Jan 28:**  

**Jan 30:**  Exam 1

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Who has the power in our society and why?

**Feb 1:**  Social class inequality (upper and middle classes)
- Mills: The Structure of Power in American Society
- Ore: 6, 8, 28

**Feb 4:**  Stratification Documentary

**Feb 6:**  Social class inequality (working class and those in poverty)
- Ore: 26, 29

**Feb 11:**  Social class inequality (working class and those in poverty) continued
- Ore: 55, 56

**Feb 13:**  Racial and ethnic inequality
- Ore: 1, 2

**Feb 18:**  Racial and ethnic inequality continued
- Ore: 48, 53

**Feb 20:**  Gender inequality
- Ore: 9, 10

**Feb 25:**  Gender inequality continued
- Ore: 11, 12

**Feb 27:**  Inequality and Sexual Orientation
Mar 4: Intersectionality theory and applications
Ore: Readings 59, 5

Mar 6: Intersectionality theory and applications continued
Ore: Readings 7, 47

Mar 11: Exam 2

Why does stratification persist?
Mar 13: Ideologies and neighborhood disadvantage
Ore: Introduction to Part 2

Mar 18: No Class: Spring Break
Mar 20: No Class: Spring Break

Mar 25: Social Institutions: Family
Ore: 17, 18, 19, 20

Mar 27: Social Institutions: Education
Ore: 21, 22, 24
Apr 1: Social Institutions: Media
Ore: 35, 37

Apr 3: Social Institutions: Violence and Social Control
Ore: 43, 44, 45, 46, 31
Apr 8: Social Institutions: Language and Culture
Ore: 39, 40, 42

Apr 10: Continued
Apr 11: Social Institutions: Work
Ore: 27, 49

Apr 15: Group Presentations (and all Group Papers are Due!)
Apr 17: Group Presentations

Is stratification inevitable?
Apr 22: Social Institutions: The State and Public Policy
Ore: 34, 30, 33
Apr 24: Social Institutions: Resistance/Social Change
Ore: 61, 62, 63, 65, 64

Final Exam date is Wednesday, May 8 from 5:30-7:20

What is academic misconduct?
Academic misconduct is "[a]ny activity that tends to compromise the academic integrity of the University, or subvert the educational process." While many people associate academic misconduct with only "cheating," academic misconduct actually includes a wider scope of student behaviors, which include (but are not limited to):

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted;
- Submitting plagiarized work for a course/program assignment;
- Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results;
- Serving as or asking another student to serve as a substitute (a 'ringer') while taking an exam;
- Alteration of grades in an effort to change earned credit or a grade;
- Alteration and/or unauthorized use of University forms or records.

**All the information above is taken word for word from the OSU Office of Academic Affairs (http://oaa.osu.edu/coam/home.html) and the OSU Office for International Education (http://oie.osu.edu/int_scholars/1osu_academic_misconduct_policy.asp)**

**Academic Misconduct Policy**

Under the UCO Student Code of Conduct, instructors have the ability to assign one of a number of penalties to students who commit academic misconduct. I will adhere to the following policy:

- Accidental failure to cite material in one of the two required places (student created internal citations or cited the material on the reference page but not on both) = zero on citation section
- Failure to properly attribute two or more sentences but less than the majority of the paper, even if a few words have been changed/rearranged = students will receive a “zero” on that portion of the assignment
- Individual cheating on an exam, copying a paper from another student, or failing to attribute the majority of a paper = students will receive a zero on the entire assignment and be reported to the academic conduct officer
- Second incidence of academic misconduct within the course or contributing to the cheating of others (e.g., distributing answer keys to other students, texting answers to other students during an exam, etc.) = students will receive a zero in the course and be reported to the academic misconduct officer
- The penalty for other forms of misconduct will be decided at the instructors’ discretion on a case-by-case basis.

If you are unclear on how to properly cite sources or what constitutes academic misconduct, please see the reference page on our course website or meet with me. I’m more than happy to help you ensure you’re citing sources correctly. **Remember that, in general, you should paraphrase about 90% of your sources (direct quotes should make up no more than 10% of your citations),** but even paraphrased sources must still be cited within the text and on a separate reference page.

**Students are also responsible for knowing all of the University information about academic misconduct, school closing, emergency responses, withdrawing from class, etc. That information is available at:**
http://www.uco.edu/academicaffairs/FORMS/StudentInfoSheet.pdf

**What a Grade Means:**

This section explains what is taken into consideration when determining essay question and paper grades

A = Work that **goes well beyond the basic requirements** of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas. Extends (don’t just replicate) course material.

B = Work that **does a good job of meeting the requirements** of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that **meets the requirements** of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that **marginally meets the requirements** of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that **does not meet the requirements** of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.
Directions for your group presentation

1. The paper should be typed, double spaced, in Times New Roman 12 point font with normal margins and stapled
2. You must properly cite all references inside the document and on a separate reference page. Please proofread your paper carefully. The writing center is available if you need assistance.
3. Failure to turn your paper in both in hard copy and to turnitin through our class website will result in a grade of zero.

“Justification for inequality hinges on the condition that all people are given the same opportunities to display their individual talents and fulfill their capacities” (Marger 2007, pg. 219). As a group, you will select an aspect of stratification such as education, health care, housing… your paper must be theoretically based and you must be able to describe the processes that generate and maintain the systems of social stratification you see played out in the photos or images. You should also be able to connect what you see to how social stratification is played out in our everyday lives.

Your individual papers should include the following:

1. A literature review related to the particular type of stratification you’re researching. That is, what have past researchers found about your group’s topic of inequality and ________?
2. A description of the social, demographic, and economic characteristics.
3. Your response specific to your topic. How do the images make you feel about stratification? Why do the differences you saw matter for people’s everyday lives?
4. A description of the processes that initially generate and continue/maintain the systems of stratification related to your topic that you captured in the photos or images. That is, how did things get to be unequal and why do they remain unequal?
5. A discussion of which theory (or theories) of social stratification you think best describe your findings on your topic in your neighborhoods (note: you may use one of the theories we discussed in class or draw upon additional theories of social stratification from your research if you wish)
6. Based upon your findings (and in light of your topic), how likely do you think social mobility is for the population specific to your topic.
7. Other requirements:
   a. Please use the following headers in your paper: “A review of the literature”, “A description of the social, demographic, and economic characteristics for your topic”, “My response/Describing, comparing and contrasting your area”, “A description of the processes that generate and maintain the systems of stratification”; and “The theory/theories that best explain these findings”.
   b. You must use at least 7 different scholarly references in this paper. You must properly cite inside the document and on a reference page. References can include peer-reviewed journal articles, scholarly books, or governmental (.gov) websites. Lectures and readings for the class (such as your textbook) may be used in your paper.
c. At least 10 images (these should mostly be photographs, but other images like brochures or local advertisements are acceptable). It is not necessary for every group member to use the same images in their individual papers, though I expect that there will be some overlap. Make sure you properly label these and refer to them in your paper when discussing them.

REMEMBER: Falsifying data is a form of academic misconduct and will be prosecuted as such.

NOTE: The most sophisticated papers will be organized around a specific research question or theme: your data should create a framework under which you’ll organize your neighborhood descriptions, ideas about stratification in the residents’ lives, and theoretical analysis of stratification within the social institution you chose. This organization is often the difference between an “A” paper and a “B” paper.

Suggestions and Considerations for the Project:
1. **Practice your presentation!** Ten-Fifteen minutes is the standard time for a presentation in the academic and business world. Although it sounds like a lot of time, it is not. Running out of time is far more common than not having enough time. Adequate preparation is the only solution to this problem.
2. **Knowledge is your best resource.** By the time you give your presentations, we will have thoroughly examined issues of stratification and inequality. Therefore, I will expect you to bring this knowledge into your presentation.
3. **Let your findings come organically.** It is good scientific practice to enter into a project with a few expectations based upon the literature. Be just as prepared to prove yourself wrong as you are to prove yourself right. If your findings aren’t “dramatic”, don’t worry---most areas of sociology and social difference are very subtle.
4. **Use your group members to your advantage.** The idea behind group work is to bring together individuals with different strengths and weaknesses. Effective groups work to maximize and use individual talents to produce outstanding projects. Make sure to divide labor so that each person’s talent is highlighted.
5. **Pick and choose your micropolitical battles.** Group work is rewarding, but it can also be frustrating. Do not waste your time with group dynamic issues, should they arise. Instead, alert me of problems and move on with your work. However, working together fairly and tenaciously is the best practice.
6. **Be creative.** This project should be fun, make you think, and allow you to focus on an area of interest. As such, there are multiple effective ways of approaching it.