

## COURSE OUTLINE

### Soci365: Social Stratification

Winter 2010

MWF 12:00 PM - 12:50 PM

Location: ST135

University of Calgary - Department of Sociology

Instructor: Annette Tézli, M.A.

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Office hours: MWF 1:15 PM – 2:15 PM; or by appointment

This syllabus is a contract between you and me and lays out the terms of our collaboration for this semester. Please read it carefully and feel free at any time to ask any questions you may have regarding its content.

### Course Objectives

Over the course of the semester, we will explore forms, causes, and consequences of social inequality with focus on social class, gender, race/ethnicity, and age. We will examine how forms of social inequality come into existence and are perpetuated in a structural and interactional context. Employing a sociological framework, we will discuss both theoretical approaches seeking to explain forms of inequality as well as the lived experience of individuals facing different forms of inequality.

By the end of this course, you will be able to identify and critically discuss the different forms of social inequality using different theoretical approaches to social inequality. Furthermore, you will be able to analyze and evaluate ordinary day-to-day scenarios with respect to their underlying dimensions of social inequality. Finally, you will be able to educate others about forms of social inequality and their consequences in contemporary Canadian society.

**Please note:** Reading the assigned material, an open mind, and your active participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Furthermore, attendance is important in any class. If you miss a class, you will miss material relevant to your success in this course. To attend classes regularly is your responsibility. If you have to miss a class, it is your responsibility to obtain the covered material from one of your class mates.

### Required Readings and Materials

(available through the U of C bookstore)

- McMullin, Julie. 2010. *Understanding Social Inequality: Intersections of Class, Age, Gender, Ethnicity, and Race in Canada*. 2<sup>nd</sup> edition. Don Mills: Oxford University Press.
- Kozol, Jonathan. [1988] 2006. *Rachel and Her Children: Homeless Families in America*. New York: Three Rivers Press.
- Clicker

### Additional Required Reading

(articles available through BlackBoard under Course Documents)

- Blumer, Herbert. 1971. "Social problems as collective behavior." *Social Problems* 18:298-306.
- Bourdieu, Pierre. 1986. "The forms of capital." Pp. 241-258 in *Handbook of theory and research for the sociology of education*, edited by John Richardson. Westport, CT: Greenwood.
- Brodie, Janine. 2008. "We are all equal now: Contemporary gender politics in Canada." *Feminist Theory* 9:145-164.
- Collins, Patricia Hill. 2003. "Toward a new vision: Race, class, and gender as categories of analysis and connection." Pp. 331-348 in *Privilege: A reader*, edited by Michael S. Kimmel and Abby L. Ferber. Boulder, CO: Westview Press.
- Davis, Kingsley, and Wilbert E. Moore. 1945. "Some principles of stratification." *American Sociological Review* 10:242-249.
- Domhoff, William. 1974. "State and ruling class in corporate America." *Critical Sociology* 4:3-16.
- Durkheim, Émile. 1997. *The division of labor in society*. New York: The Free Press. (book II, chapter II, Pp. 200-225)
- Giles, Philip. 2004. "Low income measurement in Canada." Ottawa: Statistics Canada.
- Guppy, Neil and Robin Hawshaw. 2009. "Social Defining, Measuring, and Reducing Poverty." Pp. 106-115 in *Social Inequality in Canada*, edited by Edward Grabb and Neil Guppy, 5<sup>th</sup> Edition. Toronto: Pearson.
- Harris, Scott R. 2003. "Critiquing and expanding the sociology of inequality: Comparing functionalist, conflict, and interactionist perspectives." *Quarterly Journal of Ideology* 25:1-21.
- Harris, Scott R. 2006. "Social constructionism and social inequality: An introduction to a special issue of JCE." *Journal of Contemporary Ethnography* 35:223-235.
- Laird, Gordon. 2007. "Shelter - Homelessness in a growth economy: Canada's 21st century paradox." Calgary: Sheldon Chumir Foundation for Ethics in Leadership.
- Marx, Karl. 1978. "Wage Labour and Capital." Pp. 203-217 in *The Marx-Engels Reader*, edited by Robert C. Tucker, 2<sup>nd</sup> Edition. New York: W.W. Norton and Company.
- Marx, Karl, and Friedrich Engels. 1848. "Manifesto of the communist party."
- Mehan, Hugh. 1992. "Understanding inequality in schools: The contribution of interpretive studies." *Sociology of Education* 65:1-20.
- Moynihan, Daniel Patrick. 1965. *The Negro Family: A Case for National Action*.
- Smith, Dorothy E. 1993. "The standard North American family: SNAF as an ideological code." *Journal of Family Issues* 14:50-65.
- Tumin, Melvin M. 1953. "Some principles of stratification: A critical analysis." *American Sociological Review* 18:387-394.
- Voyageur, Cora J., and Brian Calliou. 2000/2001. "Various shades of red: Diversity within Canada's indigenous community." *London Journal of Canadian Studies* 16:109-124.
- Wanner, Richard A. 2009. "Social Mobility in Canada: Concepts, Patterns, and Trends." Pp. 116-132 in *Social Inequality in Canada*, edited by Edward Grabb and Neil Guppy, 5<sup>th</sup> Edition. Toronto: Pearson.
- Weber, Max. 1958. "Class, status, party." Pp. 180-195 in *From Max Weber: Essays in sociology*, edited by H. H. Gerth and C. Wright Mills. New York: Oxford University Press.
- Wright, Erik Olin. 1996. "The continuing relevance of class analysis." *Theory and Society* 25:693-716.
- Wright, Erik Olin. 2000. *Class Counts*. Cambridge: Cambridge University Press. (chapter 1, Pp. 1-34 & chapter 2, Pp. 43-55)

## Course Requirements

### *Assignment Schedule and Outline*

	<b>Date due</b>	<b>% of final grade</b>
Midterm	February 12	20
Reflection paper	March 22	25
Book review	April 5	25
Final Exam	TBA	30

### *Clickers*

We will be using the clickers throughout the semester for short quizzes and review sessions. While you won't be graded on your answers, I strongly encourage you to take those sessions seriously. They will help you to test your factual, conceptual, and applied understanding of the class material and thereby aid you in preparing for the midterm and the final exam. In addition, I will take the results of the clicker sessions into consideration when making my final grade decision should a student's combined percentage points fall close to a grade cut-off.

### *Midterm (20%)*

There will be one mid-term exam composed of 20 multiple-choice and short answer questions. The questions focus on the first section of the course: theoretical approaches to social stratification. **(February 12)**

### *Reflection paper (25%)*

The reflection paper is based on the United Way Poverty Simulation, which you will participate in in March. Detailed reflection paper guidelines will be posted on BlackBoard (under Assignments) immediately after the Poverty Simulation.

**Due March 22.**

### *Book Review – Rachel and Her Children (25%)*

Detailed book review guidelines are posted on BlackBoard under Assignments.

**Due April 5.**

### *Final Exam (30%)*

The Registrar-scheduled final exam is cumulative. It is composed of 40 multiple-choice and short answer questions as well as a short essay. **(TBA)**

### *Grading Scale*

Letter grades will be assigned and submitted to the registrar based on the following scale:

A+	96 – 100%	B+	80 – 85%	C+	67 – 69%	D+	57 – 59%	F	0 – 49%
A	91 – 95%	B	74 – 79%	C	63 – 66%	D	53 – 56%		
A-	86 – 90%	B-	70 – 73%	C-	60 – 62%	D-	50 – 52%		

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms. **To receive a passing grade in this course, all course requirements must be completed.**

### **Assignment Policies**

If you are unable to take an exam or pass in an assignment on time, you must notify me in advance, if at all possible. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while you have the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If I schedule a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

Assignments handed in late without good cause as defined above are subject to a 5 percentage point deduction per day past the due date. You will not be able to make up assignments not handed in. There are absolutely NO EXCEPTIONS!

Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U of C Calendar. You can find the forms you need online: Deferred Final Exam Application:

<http://www.ucalgary.ca/registrar/files/registrar/Winter2008DEFERREDFINALEXAMINATIONS.pdf>

Deferred Term Work Form: <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Social Sciences Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

### **Handing in papers outside of class, return of final papers, and release of final grades**

1. When you are unable to submit papers in class, you should make arrangements to hand in their papers directly to me or the teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor’s office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor’s office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

### **Academic Accommodation**

If you have a disability and require academic accommodation, you need to register with the Disability Resource Centre (MC 295, telephone 220-8237). It is your responsibility to register with the Disability Resource Centre and to request academic accommodation, if required. Please provide me with your academic accommodation letter no later than fourteen (14) days after the first day of class. Please submit the Instructor Confirmation Sheet for signature. It is your responsibility to book accommodated exams at the Disability Resource Centre.

### **Academic Misconduct**

Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Please be advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

### **Reappraisal of Grades and Academic Appeals**

If you chose to challenge a grade you received for an exam or assignment, please refer to the Reappraisal of Grades and Academic Appeals section of the University Calendar and follow the procedures outlined therein.

### **Ethics Research**

Please be advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

### **Protection of Privacy**

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department's main office. I will return written assignments individually during class, or during my office hours. If you are unable to pick up your assignment, you may provide me with a stamped, self-addressed envelope to be used for the return of your assignment.

### **Emergency evacuations**

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Food Court in the Professional Faculties Building.

### **Campus Safety**

The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. You can also contact Campus Security from any of the "Help" phones located around Campus.

### **Tentative Course Schedule**

Subject to change. Changes will be announced and discussed in class.

The following questions should guide your reading of course material and will help you prepare for class discussions: What are the author's main arguments? What new concepts/ideas/arguments does the author introduce? How do these readings relate to my learning in previous courses and to what I experience as a member of this society? How am I reacting to these findings/arguments? Do they support or challenge my values, beliefs, knowledge? Why and how? How would I respond to the author's arguments? What questions remain unanswered? What is confusing/difficult to understand or brilliant about this reading? Bring your notes!

Date	Topic	Assigned readings
<b>I. Theoretical Approaches to Inequality</b>		
January 11	Introduction	McMullin, Ch.1
January 13	Video	
January 15	What is social stratification?	McMullin, Ch.6
<i>I.1. The Marxian Tradition</i>		
January 18	Class conflict	McMullin, Ch. 2 Marx (1978)
January 20	Class conflict	Marx and Engels (1848)
January 22	Neo-Marxist approaches	Wright (2000), Ch.1&2
<i>I.2. The Weberian Tradition</i>		
January 25	The multiple sources of stratification	McMullin, Ch. 2 Weber (1958)
January 27	Comparing Marx and Weber	Wright (1996)
January 29	Combining Marx and Weber	Bourdieu (1986)
<i>I.3. The Functionalist Perspective</i>		
February 1	Émile Durkheim	McMullin, Ch. 2 Durkheim (1997)
February 3	Talcott Parsons	Davis & Moore (1945)
February 5	Principles of stratification	Tumin (1953)
<i>I.4. Social Constructionist Perspectives</i>		
February 8	The social construction of inequality	Blumer (1971) Harris (2003)
February 10	The social construction of inequality/exam review	Harris (2006)
February 12	<b>Midterm</b>	
<b>II. Forms of Inequality</b>		
February 15	reading week	
February 17	reading week	
February 19	reading week	
<i>II.1. Social Class</i>		
February 22	The social class structure in Canada	McMullin, Ch. 9
February 24	Social mobility in Canada	Wanner (2009)
February 26	Poverty measurements	Giles (2004) Guppy and Hawkshaw (2009)
March 1	Poverty	Moynihan (1965)
March 3	Homelessness	Laird (2007) – Introduction and Calgary
March 5	Poverty Simulation	
March 8	Poverty Simulation	
March 10	Poverty Simulation debrief	
March 12	Guest lecture	
<i>II.2. Gender</i>		
March 15	Video	
March 17	Gender based inequality in Canada,	McMullin, Ch. 3

March 19	Gender based inequality in Canada	Brodie (2008)
<i>II.3. Race and Ethnicity</i>		
March 22	Video, <b>Reflection paper due</b>	
March 24	Race and ethnicity based discrimination in Canada	McMullin, Ch. 4
March 26	Race and ethnicity based discrimination in Canada	Voyageur&Calliou (2000/2001)
<i>II.4. Age</i>		
March 29	Age based discrimination in Canada	McMullin, Ch. 5
<i>II.5. Intersection Theories</i>		
March 31	The intersection of forms of inequality	McMullin, Ch. 7 Hill Collins (2003)
April 2	Good Friday – no class	
<b>III. Institutionalized Inequality</b>		
April 5	The family, <b>book review due</b>	McMullin, Ch. 8 Smith (1993)
April 7	The educational system	McMullin, Ch. 10 Mehan (1992)
April 9	The economy	Domhoff (1974)
April 12	The state	McMullin, Ch. 12
April 14	Social change	McMullin, Ch. 13
April 16	Final exam review	