



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2021

SO 2600 (A3) - INEQUALITY AND SOCIAL STRATIFICATION 3 (3-0-0) 45

Hours for 15 Weeks

INSTRUCTOR: Dr. Michael Holland **PHONE:** 780-539-2973
OFFICE: B-404 **E-MAIL:** mholland@gprc.ab.ca (best way to contact)
OFFICE HOURS: By appointment, Zoom

WINTER 2021 DELIVERY: Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and a reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca.

CALENDAR DESCRIPTION: An introduction to the study of structured social inequalities and poverty, major theoretical approaches, and findings from key empirical studies, with emphasis on Canada.

PREREQUISITE(S)/COREQUISITE: SO1000 or equivalent

REQUIRED TEXT/RESOURCE MATERIALS: Edward G. Grabb (2007). *Theories of Social Inequality* (5th edition). Thomson-Nelson. Additional journal articles and other readings will be provided for free on our D2L website.

COURSE OBJECTIVES: To analyze various dimensions of inequality (micro, macro, international) from a sociological perspective, and to apply sociology's major theories to this analysis. To instill an awareness of income and wealth disparities in Canada, and why this matters in establishing inequalities of exclusion with respect to power, privilege, and property. Various political/economic solutions aimed at achieving equity and social justice will be explored.

LEARNING OUTCOMES: Students will gain an understanding of various class positions in Canadian society, how one's position (social status) at birth affects social standing later in life, and how social class impacts on health and well-being, family and work life, and personal values – the consequences of social stratification. Students will also learn the practical realities of implementing anti-poverty programs and policies.

TRANSFERABILITY:

This course is considered a University Transferable Course; however, the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability and transferable grades.**

EVALUATIONS:

Assessment	Total Point Value	Weight
Participation/Class Attendance	100 pts	5 %
Midterm	60 pts	15 %
2 Critical Reflections and Discussions (20 pts each)	40 pts	10 %
Research Presentation (Zoom)	15 pts	15 %
Research Paper Assignment Outline (20 pts; 10 %) Final paper (50 pts; 15%)	75 pts	25 %
Final Exam	80 pts	30 %
Total	370 pts	100 %

Participation/Attendance

To earn full participation credit (worth 5% of course grade), I expect regular attendance and contribution to the class. However, the contribution must include thoughtful discussion and engagement. Merely speaking often is not enough; you need to show that you have done the readings and can reflect on the material or class discussion.

Midterm Test and Final Exam

The Midterm Test (15%) and Final Examination (30%) will consist of any combination of multiple-choice, true/false, and full essay questions. There will be a brief review before each of these evaluations. The final exam is cumulative (emphasis on 'big picture' themes and concepts). Tests and final exam will be based on all course material (textbook chapters, journal articles, classroom discussions, video clips, and additional readings).

2 Critical Reflections and Discussions

You will be asked to choose 2 classes in which you will lead a discussion on the topic and present this over Zoom. This requires providing a summary of the assigned readings, critical reflection, and asking discussion-based questions to engage the class and instructor. Please note: the purpose of the summary is not just to repeat the main points of the reading but to also offer your own opinions and critical reflection on the material. In addition, it is recommended that you draw on relevant real-world examples (e.g., from credible news sources, other media) that could either support or challenge the readings or provide further insight into the topic discussed for that day. Feel free to be creative. However, your grade is based on your preparation for the discussion (read and understood the readings) and the level of engagement generated by your discussion (e.g., quality of questions asked, critical reflection, etc.). Students will choose which topics they wish to cover before the second week of classes. You must commit to the day that you choose to lead discussions for full credit.

Presentation (Zoom)

Towards the end of the semester, you will be present your research project (see below) to the class. This will be done via Zoom. The purpose of the presentation is to not only engage the class with your topic and to demonstrate your knowledge of the topic, but also a chance for feedback from your classmates and the instructor. Such feedback will be beneficial for your final paper (see below). More details about the presentation will be made available within the first 2 weeks of the semester.

Research Outline and Essay

There will be a research project assigned during the first weeks of the course. This is essentially a research assignment, in which students will learn strategies for locating peer-reviewed, academic resources, to organize research into a logical essay outline (10%) and then final draft (15%). Students are strongly encouraged to choose their own broad topic to pursue as an interesting topic. A late penalty will be enforced should you miss the class on the date which it is due. Note: topics and research questions must be approved by me before completing the outline.

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
-------------	--------------------	-----------------------	-------------	--------------------	-----------------------

A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic	Readings	Assignments
Jan 8	Introduction to the course	Syllabus	Discuss presentations; assign critical reflection presentations
Jan 11, 15	What is social inequality?	Chapter 1 of textbook	
Jan 18, 22	Classics: Durkheim	Chapter 4	
Jan 25, 29	Structural Functionalism and Post-Durkheimians	Chapter 5 of textbook Davis, Kingsley & Wilbert Moore. 1945. "Some Principles of Stratification." <i>American Sociological Review</i> 10(2):242-249. Parsons, Talcott. 1970. "Equality and Inequality in Modern Society, or Social Stratification Revisited." <i>Sociological Inquiry</i> 40:13-72.	
Feb 1, 5	Classical theory: Marxism	Chapter 2 + 6 of textbook	
Feb 8, 12	NeoMarxists	Pages 114-190 of textbook	
Feb 22, 26	Classical theory: Weber	Chapter 3 of textbook Chan, Tak Wing and John H. Goldthorpe. 2007. "Class and Status: The Conceptual Distinction and Its	Midterm (Feb 26)

		Empirical Relevance.” <i>American Sociological Review</i> 72(4):512-532.	
Mar 1, 5	Contemporary	Abbott, Andrew. 2000. “Reflections on the Future of Sociology”. <i>Contemporary Sociology</i> 29(2): 296-300. Baldus, Bernd 2004. “...to race and gender, everyone? Some thoughts on the future of research on social inequality”. <i>Canadian Journal of Sociology</i> , 29 (4): 577-582. http://www.jstor.org/stable/3654711	
Mar 8, 12	Education	Goldthorpe, John H. 1996. “Class Analysis and the Reorientation of Class Theory; the Case of Persisting Differentials in Educational Attainment.” <i>British Journal of Sociology</i> 47:481-505. Lareau, Annette. 1987. “Social Class Differences in Family-School Relationships: The Importance of Cultural Capital.” <i>Sociology of Education</i> 60:73-85.	
Mar 15, 19	Parenting	Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White Families.” <i>American Sociological Review</i> 67:747-76.	
Mar 22, 26	Comparative / Historical	Myles, John and Adnan Turegun. 1994. “Comparative Studies in Class Structure.” <i>Annual Review of Sociology</i> 20:103-24. Western, Mark and Erik Olin Wright. 1994. “The Permeability of Class Boundaries to Intergenerational Mobility Among Men in the United States, Canada, Norway and Sweden.” <i>American Sociological Review</i> 59:606-29.	Research outline due (Mar 26)
Mar 29	Gender	Acker, Joan. 1990. "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations." <i>Gender & Society</i> 4(2):139-158.	Begin research presentations

		Pp 190. – 198 (of textbook)	
Apr 5	Race and Ethnicity	<p>Denis, Jeffrey S. “Contact Theory in a Small-Town Settler-Colonial Context The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations.” <i>American Sociological Review</i> 80(1): 218-242.</p> <p>pp. 199 – 201 of textbook</p>	Research presentations (continued)
Apr 12	Global inequality/overview	<p>Textbook (pp. 201 – 204).</p> <p>Clark, Rob. 2011. “World Income Inequality in the Global Era: New Estimates, 1990-2008.” <i>Social Problems</i> 58(4):565-592.</p> <p>Firebaugh, Glenn and Brian Goesling. 2004. “Accounting for the Recent Decline in Global Income Inequality.” <i>American Journal of Sociology</i> 110: 283-312.</p> <p>Chapter 7 of textbook</p>	Research presentations (continued)
			<p>Complete paper (due before exam, TBA on specific time/date)</p> <p>Final Exam (cumulative)</p> <p>University Scheduled</p>

OTHER IMPORTANT DATES

January 5 — First Day of Classes

February 15 — Family Day No classes

February 16-19 — Winter Break-No classes on GP campus

March 13 — Last day to withdraw from courses in most programs with a grade of “W”

April 02 — Good Friday- No classes.

April 12 — Last day of classes

April 14 — Finals start

April 22 — Finals end

STUDENT RESPONSIBILITIES:

Attendance and Exam Policies:

Attendance at lectures is strongly encouraged, as are your participation in class discussions and group discussions.

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). *Ultimately, you are responsible for your own learning and performance in this course.*

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes by asking fellow students for the material covered, and for ensuring that they are prepared for the next class, including the completion of any assignments and/or notes that may be due.

PLEASE NOTE:

To be fair to everyone in this course, **I will not alter the evaluation**, so any missed testing or assignments will not be accommodated.

If at any point in the semester you feel you are struggling with the course material or with your course work, please do not hesitate to ask me for assistance. Come and see me during my office hours, and I will assist you or point you towards other suitable sources of support. If you are scheduled to attend lectures or have other commitments during my office hours, please contact me by e-mail for an appointment.

D2L

This course will make extensive use of our website on D2L to support your learning. You are expected to keep current with the content of the site, and I advise you to log on often.

Academic Misconduct:

Students are considered to be responsible adults and should adhere to principles of intellectual integrity.

Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own.
- The use of unauthorized aids in assignments or examinations (cheating).
- Collusion or unauthorized collaboration with others in preparing work.
- Substitution in an examination by another person.
- Handing in the same unchanged work as submitted for another assignment.
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the GPRC credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

SPECIALIZED SUPPORTS:

Counselling and Disability Services:

Counselling Services provides a wide range of specialized counseling services to prospective and registered students, including personal, career, and academic counseling.

Students with Disabilities:

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Accessibility Services to establish reasonable accommodations. <https://www.gprc.ab.ca/services/accessibility/>

Learning Support Centre:

The Learning Support Centre is accessible through the Library at the Main campus of GPRC, where students can gather to share ideas, collaborate on projects, and get new perspectives on learning from our tutorial staff.

The Learning Support Centre, through a variety of delivery methods, assists in skill development to GPRC students. Assistance is provided by instructors, staff, and student tutors. Individuals wishing to

improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Professional Conduct:

- Please be aware that I respect that everyone's time is precious and valuable, please afford me the same courtesy.
- Instead of preoccupying your mind with questions such as, "how do I get an 'A'?" Instead, ask yourself, "how can I work to expand my knowledge, perspective, and outlook on the real world?"

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Additional Information:

- Please only use your **GPRC e-mail account** to avoid having your message blocked by SPAM filters.
- Always include "SO 2600" in the subject line (or I may never even receive your message).
- Finally, in our academic environment, please practice writing e-mails *formally*, as you will need to do regularly upon graduation. For example, use a simple greeting, do not use slang or abbreviations, and always sign off with your name!