

**SOCIOLOGY 2600
INEQUALITY AND SOCIAL STRATIFICATION
FALL 2003-4**

Instructor: Oswald S. Warner, BSc., MLIR, Ph.D.

Time: Mons. 1-2.20 & Frids. 11.30-12.50

Place: Room: A314

Office Hours: Frids. 1-4 pm or anytime I am in my office.
Room: C404

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Description:

This course focuses on the study and analysis of social, economic, political, gender, racial, ethnic, age, and regional inequality from a sociological perspective. Major theoretical approaches and empirical studies will be examined. The scope for this course will be comparative and global, but most of the descriptive materials will relate to Canadian society.

Overview of Course Objectives:

All courses you have been exposed to so far have a built-in bias, as does this course. Having an alternative way to analyze events helps learners to build their critical thinking skills. In this course, we would therefore challenge common assumptions by formulating questions, identifying and weighing appropriate evidence, and reaching reasoned conclusions.

However, you do not have to believe everything you read or hear in this course. But, you do need to learn the perspectives and learn the strengths and weaknesses of the ideas. Disagreement is therefore welcomed, so long as it is educated disagreement. We all have opinions, but we need to find out how they stack up against social data. Feel free to debate points, but recognize that debates will ultimately be won based on empirical facts, rather than feelings.

At the end of the course, it is hoped, therefore, that you will understand the consequences of inequality in Canadian society; the major issues, debates, and controversies which frame the attempts to explain and measure the incidence of inequality; the structural, cultural, and demographic characteristics of inequality; the variety and variability of theoretical perspectives available to explain inequality; and how power and domination relationships are related to and help to understand significant issues in our society.

Readings:

The required readings:

Required texts:

Curtis, James, Edward G. Grabb, and Neil Guppy (eds). 2004. (4th. ed.). ***Social Inequality in Canada: Patterns, Problems, and Policies***, Toronto, ON: Prentice-Hall.

Forcese, Dennis. 1997. (4th ed.). ***The Canadian Class Structure***, McGraw-Hill Ryerson, Ltd..

Grabb, Edward G.. 2002. ***Theories of Social Inequality***, Harcourt, Brace and Company Canada, Ltd..

Learners are expected to read assigned readings in advance of the dates they are listed for. Generally, readings are a very manageable amount for a junior course where most are less than the expected 125 pages per week for junior courses.

Lecture Format:

In supplementing the readings, most lectures will adopt a discussant format. Students are therefore encouraged to bring questions about the readings, issues raised by the readings, etc. to the attention of the class for answer, discussion, and/or debate.

The lecture format presumes interruption by learners to discuss, question, demand clarification, etc.. Likewise you should feel free to demand the instructor slow down, explain, or do anything else you need to understand the lectures. Additionally, some class meetings will include viewing video material. Learners are responsible for knowing all material presented in class, as all are testable material.

Evaluation Format:

Exams:

Two (2) take-home exams and a final exam that will cover the basic themes in the lectures, readings, and discussions will account for 75% of your final grade.

SRRs: Summarized Reading Reports:

With each SRR valued at 5% of your grade, you are to submit four (4) SRRs out of 13 SRRs based on the required readings in the texts. **NB: SRR 2 AND SRR 3 ARE COMPULSORY, THAT IS, ALL STUDENTS ARE TO DO THEM.** Total SRRs grade is 20% of your overall grade.

These SRRs are to demonstrate that you have read the required readings in advance of their lecture/discussion date on the course outline. As such, the SRRs are summaries of the major themes, arguments, viewpoints, etc. presented in the readings. **Proper source [author, year of publication, and page number(s)]**

citation is therefore essential to indicate the source of a particular argument or viewpoint. The purpose of these SRRs is to provide you an opportunity to think critically about the course readings and to write a condensed, summarized essay that synthesizes their major arguments or viewpoints.

These SRRs are to be submitted on a ONE PAGE paper. This paper must be word processed, single spaced or double spaced but **MUST ONLY BE ON ONE SIDE OF A PAGE AND ARE NOT TO BE LESS THAN 400 WORDS. THEY ARE ALSO TO HAVE A WORD COUNT.** **Note:** SRRs are to be submitted before class begins on the due dates.

SRRs due dates are fixed unless they are changed by me. **NO** exceptions will be granted unless in cases of crisis or emergency. Should a crisis or emergency arise that will prevent you from submitting your SRR on time, said situation must be documented in writing to my satisfaction. **LATE SRRS RECEIVED WITHOUT A VERIFIED EXCUSE WILL HAVE A 0.5 DEDUCTED FOR EACH DAY OF LATENESS. THERE WILL ALSO BE A DEDUCTION OF 0.5 FOR SRRS LESS THAN 400 WORDS AND/OR WITHOUT A WORDCOUNT. AS SUCH, YOU SHOULD PROVIDE A WORD COUNT FIGURE IN YOUR SRRS.**

Note: It is vitally important that you take great care, not only with what you write but, with how you write. This necessitates that you pay attention to essay writing format/requirements of sentence construction, spelling, etc.

Individual Participation:

Individual participation grades will be calculated based upon attendance. Attendance is important not only to your final grade but also to your understanding of what is being discussed. Therefore, I will from time to time give simple quizzes (or curve busters) and these would also be used as a measure of attendance, participation, and understanding of course material and concepts. However, if an occasion arises that necessitates your absence from class for a day or a period of time let me know in advance. I will arrange with you to go over what you have missed during one of our office hours.

Grade Breakdown:

Exam 1	20%
Exam 2	25%
Final Exam	30%
Four (4) SRRs	20%
Individual Participation	05%
Five (5) Attendance (1% each)	
Total	100%

Course Policies:

1: Reconsideration of grades:

Learners who are not satisfied with their grades have the option of having their papers re-evaluated. However, the

following stipulations apply:

Requests for reconsideration must be made within one week from the date that the graded paper was returned.

- b. Learners must present clear reasons why they disagree with my grade. This is to ensure that I fully grasp what you have presented.
- c. I will consider your arguments and re-evaluate your paper. The grade will remain the same or it may go up. It will never be reduced but more times than not it will remain the same.

2: Submission of assignments:

You will turn in all work on the due dates provided. Late work received without a verified excuse from your advisor will have a 0.5 deducted for each day of lateness. Late work will be accepted without penalty if it includes a note from your advisor that you have experienced some calamity earning you the privilege.

3: Academic behavior:

You will respect the rights of all members of the class (instructor included.)

This means no private gossip sessions during lecture/discussion sessions that distract other learners or prevent them from hearing the main discussion going on.

This also means stating your opinions, ideas, and issues in class in a way that does not offend others.

This means being on time, ready to begin class on time, as well as staying through the period.

4: Academic dishonesty:

You will not present the work of others as your own. Any incident of academic dishonesty or plagiarism will lead to a failing grade.

SO 2600

SYLLABUS

Date	Topic	Readings
9/5	Introduction/Course Overview	None

POWER AND CLASS

9/12 SRR 1 DUE

EVERYONE IS TO READ "Must Read" articles whether you are doing SRR 1 or not.

9/8,12	Curtis et al, <i>Social Inequality in Canada</i>	
Must Read →	Grabb, "Conceptual Issues in the Study of Social Inequality."	01-16
Must Read →	Grab, "Economic Power in Canada: Corporate Concentration, Foreign Ownership, and State Involvement."	20-30
	Laxer, "Democracy and Global Capitalism."	31-37
	Conley, "Working Class Formation in Canada."	38-54
	Brym, "Affluence, Power, and Strikes in Canada, 1973-2000."	55-68
Must Read →	Grabb, <i>Theories of Social Inequality</i>	1-8

COMPULSORY SRR 2: ALL STUDENTS

<u>9/15 SRR 2</u>	Karl Marx Grabb, <i>Theories of Social Inequality</i>	9-36
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COMPULSORY SRR 3: ALL STUDENTS

<u>9/19 SRR 3</u>	Max Weber Grabb, <i>Theories of Social Inequality</i>	37-70
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9/22 SRR 4

Emile Durkheim
Grabb, *Theories of Social Inequality* 71-94

THEORETICAL PERSPECTIVES**9/26 SRR 5**

9/26 Grabb, *Theories of Social Inequality*
A Summary Evaluation 217-230

Forcese, *The Canadian Class Structure*
Stratification in Perspective 1-20

THE BASES OF INEQUALITY:**INCOME, WEALTH, AND POVERTY****9/29 SRR 6 DUE ON "Must Read" AND TWO (2) OTHER READINGS
EXCLUDING PAGES 69-74**

9/29,10/3 Curtis et al, *Social Inequality in Canada*

Introductory pages 69-74

Urmetzer and Guppy, "Changing Income
Inequality in Canada" 75-84

Davies, "The Distribution of Wealth and
Economic Inequality" 85-98

National Council of Welfare,
"Poverty in Canada" 99-108

Gunderson, "The Pros and Cons of
Redistribution Policies" 109-114

Must Read → Forcese, *The Canadian Class Structure*
The Structure of Class Inequality 40-81

10/6 EXAM 1 QUESTION GIVEN OUT

OCCUPATION

10/6 SRR 7 DUE

10/6, 10	Curtis et al, <i>Social Inequality in Canada</i>	
	Baer, "Educational Credentials and the Changing Occupational Structure	115-130
	Wanner, "Social Mobility in Canada: Concepts, Patterns, and Trends"	131-147
	Lowe, "Labour Markets, Inequality, and the Future of Work"	148-164

EDUCATION

10/17 SRR 8 DUE

10/17	Curtis et al, <i>Social Inequality in Canada</i>	
	Fournier et al, "Intergenerational Change in the Education of Canadians"	165-172
	Davies, "Stubborn Disparities: Explaining Class Inequalities"	173-186
	Krahn, "Choose Your Parents Carefully: Social Class, Post-Secondary Education, and Occupational Outcomes"	187-205

10/17 **EXAM 1 QUESTION DUE**
ASCRPTION AND SOCIAL INEQUALITY:

GENDER

10/20 SRR 9 DUE

10/20,24, 27	Curtis et al, <i>Social Inequality in Canada</i>	
	Introduction	207-214
	Siltanen, "Inequalities of Gender and Class: Charting the Sea Change"	215-230
	McQuillan et al, "Who Does What? Gender	

	And the Division of Labour in Canadian Households"	231-244
	Creese et al, "Gender at Work: Strategies for Equality in Neo-Liberal Times"	245-257
	Grabb, <i>Theories of Gender Inequality</i>	
	Grabb, "Theories of Gender Inequality"	204-212
	Forcese, <i>The Canadian Class Structure</i>	
	Forcese, Ascribed Status and Class Structure"	82-100

10/27 VIDEO/DISCUSSION
 "Is Feminism Dead?"

ETHNICITY, RACE, AND ANCESTRY

10/31 SRR 10 DUE

10/31 11/3,7	Curtis et al, <i>Social Inequality in Canada</i>	
	Boyd et al, "The Ebb and Flow of Immigration in Canada"	258-272
	Hou et al, "The Economic Integration of Visible Minorities in Contemporary Canadian Society"	273-284
	Henry, "Two Studies of Racial Discrimination in Employment"	285-294
	Menzies, "First Nations, Inequality, and the Legacy of Colonialism"	295-303

AGE AND REGION

11/14 SRR 11 DUE

11/14,17	Curtis et al, <i>Social Inequality in Canada</i>	
	Guppy et al, "Age-based Inequalities in Canadian Society"	304-314

Myles, "Demography or Democracy? The 'Crisis' of Old Age Security"	315-324
Wien, "Regional Inequality: Explanations and Policy Issues"	325-345
Stewart, "Fiscal Federalism and Quebec Separatism"	346-350

11/17

EXAM 2 GIVEN OUT

CORRELATES AND CONSEQUENCES:

HEALTH

<u>11/21 SRR 12 DUE</u>	
11/21,24	Curtis et al, <i>Social Inequality in Canada</i>
	"Some Consequences of Social Inequality" 355-361
	Health Canada, "Social Inequality and Health" 362-381
	Peressni, "Canada's Homelessness: Patterns and Policies" 382-392
	Forcese, <i>The Canadian Class Structure</i>
	Forcese, "Living with Class" 134-149

11/24

EXAM 2 DUE

IDEOLOGY, PREJUDICE, DISCRINATION, POLITICAL ACTION

<u>11/28 SRR 13 DUE</u>	
11/28	Curtis et al, <i>Social Inequality in Canada</i>
12/2	Curtis et al, "Social Status and Beliefs about What's Important for Getting Ahead" 393-409
	Reitz et al, "Prejudice and Discrimination Toward Minorities in Canada and the United

States"	410-423
Williams, "How High- and Low-Income Canadians Spend their Time"	424-430
Curtis et al, "Political Involvement, Civic Engagement, and Social Inequality"	431-449
Forcese, <i>The Canadian Class Structure</i>	
Forcese, "Class Conflict"	164-189

12/9-19 FINAL EXAM DATE TO BE DETERMINED

GRADE COMPILER

A: Individual Participation

Date	Grade
Total	

B: SRRs

Date	Grade
Total	

C: In-Class Exams

Exam	Out of 15
Exam 1	
Exam 2	
Total	

FINAL GRADES

Totals	100
Exam 1&2	
SRRs	
Individual Part.	
Final Exam	
Final Grade Total	

GRANDE PRAIRIE REGIONAL COLLEGE GRADING PROCEDURE

Alpha Grade	4-Point Equivalence	Percentage Equivalence	Descriptor
A+	4.0	96-100	OUTSTANDING
A	4.0	91-95	EXCELLENT
A-	3.7	86-90	FIRST CLASS STANDING
B+	3.3	81-85	
B	3.0	76-80	GOOD
B-	2.7	71-75	
C+	2.3	66-70	SATISFACTORY
C	2.0	61-65	
C-	1.7	56-60	
D+	1.3	51-55	MINIMAL PASS
D	1.0	46-50	
F	0.0	0-45	FAIL

NB: D+ and D do not (normally) transfer to ANY Alberta University (AU is sometimes an exception).