

**SOCIOLOGY 2600
INEQUALITY AND SOCIAL STRATIFICATION
FALL 2004_5**

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

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

Place: Room: TBA

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 80% of your final grade.

SRRs: Summarized Reading Reports:

With each SRR valued at 5% of your grade, you are to submit three (3) SRRs out of 11 SRRs based on the required readings in the texts. **NB: SRR 2 OR SRR 3 IS COMPULSORY, THAT IS, ALL STUDENTS ARE TO DO AT LEAST ONE (1) OF THEM.** Total SRRs grade is 15% 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 with an opportunity to think critically about the course readings and to write a condensed, summarized essay that synthesizes their major arguments or viewpoints.

MOST IMPORTANTLY, AS WELL, SRRs AND EXAM PAPERS ARE TO BE SUBMITTED IN CLASS AND BEFORE THE LECTURE BEGINS ON THE DATE OR BEFORE THE DATE THAT THEY ARE DUE. YOU ARE TO ENSURE THAT THE INSTRUCTOR TAKE NOTE THAT YOU HAVE SUBMITTED YOUR SRRs AND EXAM PAPERS BY ENSURING THAT THESE SUBMISSIONS ARE NOTED IN THE INSTRUCTOR'S ASSIGNMENT SUBMISSION SHEET.

Once the date has passed, even though the lecture/readings may not have been discussed, SRRs will be accepted but with a penalty of 0.5 for each day late. 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.

With the submission of exam papers, there is also a penalty deduction of 0.5 for every day late. PLEASE NOTE THAT THIS SUBMISSION POLICY WILL BE STRICTLY ENFORCED.

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 SRRs on time, said situation must be documented in writing to my satisfaction.

These SRRs are to encourage reading of the required chapters/readings in advance of their lecture/discussion dates on the syllabus and as such will provide you with an opportunity to be more informed of what is being discussed. **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 sentence construction, spelling, etc..**

SINCE YOUR GRADING IS BASED PRINCIPALLY ON THE SUBMISSION OF WRITTEN WORK, SRRs AND EXAM PAPERS, IT IS INCUMBENT UPON YOU TO PRESENT HIGH QUALITY WRITTEN WORK. THIS CAN BE HELPED CONSIDERABLY BY YOUR USE OF THE WRITING CENTER AT GRANDE PRAIRIE REGIONAL COLLEGE.

Grande Prairie Regional College Writing Center¹

The Grande Prairie Regional College offers students the services of a Writing Center staffed by volunteers. The volunteers are generally Instructors here at the College. They come from all areas of the College.

¹ Taken from Connie Korpan's course outline

What are the services of the Writing Center?

- Assistance with citing references in academic papers.
- One-on-one advice on writing in a non-threatening atmosphere.
- One-on-one assistance with writing weaknesses.
- Independent constructive criticism of your paper in the areas of grammar, spelling, vocabulary, sentence construction, logic, and style.
- Independent second reading of paper after corrections.
- Advice to students re: the dangers of plagiarism.
- Handouts on citing conventions used.

Services NOT provided by the Writing Center

- Writing papers for students.
- Re-marking of papers.

Writing Center Location

The Writing Center is located in the office of the Department of Business Administration on the third floor of the B-Wing. Leilani Boucher will help you book an appointment with a Volunteer.

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	25%
Exam 2	25%
Final Exam	30%
Three (3) SRRs	15%
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
9/10	Introduction/Course Overview	None

POWER AND CLASS

NOTE: YOU ARE TO SUMMARIZE THE "MUST READ" READINGS AND ONE OTHER READING.

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

9/13 SRR 1 DUE:

<u>9/13,17</u> <u>LECTURE</u>	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: EITHER SRR2 OR SRR3

<u>9/20 SRR 2</u>	Karl Marx Grabb, <i>Theories of Social Inequality</i>	9-36
<u>9/20, 24, 27</u> <u>LECTURE</u>	Karl Marx Grabb, <i>Theories of Social Inequality</i>	9-36

COMPULSORY SRR 3: EITHER SRR 3 OR SRR 2

<u>10/1 SRR 3</u>	Max Weber Grabb, <i>Theories of Social Inequality</i>	37-70
<u>10/1, 4, 8 LECTURE</u>	Max Weber Grabb, <i>Theories of Social Inequality</i>	37-70

<u>10/15 SRR 4</u>	Emile Durkheim Grabb, <i>Theories of Social Inequality</i>	71-94
<u>10/15 LECTURE</u>	Emile Durkheim Grabb, <i>Theories of Social Inequality</i>	71-94

THEORETICAL PERSPECTIVES

NOTE: YOU ARE TO SUMMARIZE BOTH READINGS

<u>10/18,22 SRR 5 LECTURE</u>	Grabb, <i>Theories of Social Inequality</i> A Summary Evaluation	217-230
	Forcese, <i>The Canadian Class Structure</i> Stratification in Perspective	1-20

10/22 EXAM 1 QUESTION GIVEN OUT

THE BASES OF INEQUALITY:

INCOME, WEALTH, AND POVERTY

NOTE: YOU ARE TO SUMMARIZE "Must Read" AND TWO (2) OTHER READINGS EXCLUDING PAGES 69-74

10/25 SRR 6 DUE

10/25,29
LECTURE

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

10/29

EXAM 1 QUESTION DUE

OCCUPATION

NOTE: YOU ARE TO SUMMARIZE TWO (2) OF THE READINGS

11/1 SRR 7 DUE
LECTURE

Curtis et al, ***Social Inequality in Canada***

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

NOTE: YOU ARE TO SUMMARIZE TWO (2) OF THE READINGS.

11/5 SRR 8 DUE

LECTURE

Curtis et al, *Social Inequality in Canada*

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

ASCRPTION AND SOCIAL INEQUALITY:

GENDER

NOTE: YOU ARE TO SUMMARIZE ALL OF THE READINGS.

11/8 SRR 9 DUE

11/8, 15, 19

LECTURE Curtis et al, *Social Inequality in Canada*

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, *Theories of Gender Inequality*

Grabb, "Theories of Gender Inequality" 204-212

Forcese, *The Canadian Class Structure*

Forcese, "Ascribed Status and Class Structure" 82-100

11/19 EXAM 2 GIVEN OUT

11/22 VIDEO/DISCUSSION
"Is Feminism Dead?"
Chore Wars

11/26 EXAM 2 DUE

ETHNICITY, RACE, AND ANCESTRY

NOTE: YOU ARE TO SUMMARIZE ALL OF THE READINGS.

11/26 SRR 10 DUE

11/26, 29 Curtis et al, *Social Inequality in Canada*

12/3

LECTURE 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

NOTE: YOU ARE TO SUMMARIZE TWO (2) OF THE READINGS.

12/3 SRR 11 DUE

<u>12/3, 6</u>	Curtis et al, <i>Social Inequality in Canada</i>	
<u>LECTURE</u>		
	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

12/10 EXAM REVIEW, GRADE REVIEW AND OTHER REMAINING MATTERS

12/13-21 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).