

Sociology 2600 [A2]
INEQUALITY AND SOCIAL STRATIFICATION

Fall Semester, 2006
Grande Prairie Regional College
Monday: 13:00-14:20; Friday: 11:30-12:50

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This course introduces students to the study and analysis of social, economic, political, gender, racial, ethnic, age and regional inequality from a sociological perspective. Major theoretical approaches and several empirical studies will be examined. Most of the descriptive materials will relate to Canadian society, but the scope will be as comparative and global as possible. In this course, students will understand the consequences of inequality in Canada, the variety and variability of theoretical perspectives that try to explain inequality, and how power and domination relationships generate and maintain social inequality.

COURSE REQUIREMENTS AND GRADING

Mid-Term Exam (25%)..... October 23
Final Exam (25%)..... TBA
Term Work (50%) ⇒ Proposal & Annotated Biblio. (25%).. October 6
⇒ Presentation & Class Handout (25%).. *starts* Nov. 3

REQUIRED TEXTS

[other materials will be distributed on an as-needed basis]

Julie McMullin, 2004, Understanding Social Inequality: Intersections of Class, Age, Gender, Ethnicity and Race in Canada. Oxford University Press: Don Mills.

You are of course encouraged to read beyond the assigned course book(s). Check out popular magazines, academic books and journals and other sources for coverage of topics discussed in this course: such materials are available in the GPRC library, on the world wide web, through inter-library loans, and elsewhere.

SEMESTER EXAMS AND ASSIGNMENTS

Exams may consist of a combination of multiple choice questions, true/false + justified, glossary terms/concepts to define, and/or short answer questions -- based on all lecture and text materials.

PLEASE NOTE:

☛ A missed exam unfortunately will not be accommodated - *unless* the situation is an unexpected personal or family emergency. **No make-up exams unless it's an emergency.**

⇒ What the course assignment(s) entails (50% of your course grade) will be discussed in detail as classes get underway and as the course progresses. *You will be provided with instructions and relevant information with plenty of lead time.*

♥ For the course assignment(s), students will work in teams of 2, and both students will share the mark for their work.

The **PROPOSAL** and **ANNOTATED BIBLIOGRAPHY** should be a clear statement (2 pages) of a topic of your own choice [*suggested topics will be discussed in class*] and its related issue(s), drawing from your text. The bibliography will consist of up to 15 *current* books and/or articles that you intend to use to research your chosen topic. Many references can be obtained by searching the Web (with the usual *caveats*) and/or using full-text library subscription services.

You may follow *any* standard style format for essays, papers and articles -- in regards to layout, punctuation, referencing and source citations, footnotes, use of headings, etc.

The **PRESENTATION** and **CLASS HANDOUT** involves a 30-40 minute formal class presentation based on your chosen issue or topic. You will also be required to prepare a 1-2 page sheet summarizing your presented topic, to be distributed to your classmates. The sheet should include relevant facts, statistics (if applicable), and several 'recommended' readings.

Please note that plagiarism detection software may be used in this course, and students may be required, individually or collectively, to submit key assignments/components in electronic form.

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell- and grammar-check your work; always keep a hard copy or disk copy of your work as back-up. There is writing help on campus, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization always interferes with the clear communication of ideas and you *will* lose marks if your over-all communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

Late assignments (or any applicable assignment/course components) will result in an automatic loss of 5 marks (of the value of the work) PER DAY, up to and including the day of a late submission, unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.

WEEKLY TEXT/LECTURE SCHEDULE

Please Note: Refer to the table of contents of the text for the chapter title and chapter content. Lectures will not strictly follow the book sequence but you will still be responsible for the contents of the chapters for each particular week. The chapters and weeks will overlap, giving you the chance to get ‘caught up’ or to read ahead, as the case may be. Also please note that lecture content will include a great deal of material that does not appear in the McMullin text – so this is a ‘heads up’ on why it’s important to attend class on a regular basis!

September 8 -- Introduction to the course; course requirements, etc.; Chapter 1 in Julie McMullin (J. M.)

September 11, 15 -- Cont’d; J. M., Chapter 1

September 18, 22 -- Cont’d; J. M., Chapter 2, 3

September 25, 29 -- Cont’d; J. M., Chapter 3, 4

October 2, 6 -- Cont’d; J. M., Chapter 4, 5 **Proposals and Biblios due on the 6th!!**

October (9 - **Thanksgiving**), 13 -- Cont’d; J. M., Chapter 5

October 16, 20 -- Cont’d; J. M., Chapter 6, 7

October 23, 27 -- Cont’d; J. M., Chapter 7 **Mid-Term Exam on the 23rd!!**

October 30, November 3 -- Cont’d; J. M., Chapter 7, 8
Class Presentations start on the 3rd!!

November 6, (10 – **Fall Break**) -- Cont’d; J. M., Chapter 8, 9

November 13, 17 -- Cont’d; J. M., Chapter 9, 10

November 20, 24 -- Cont’d; J. M., Chapter 10, 11

November 27, December 1 -- Cont'd; J. M., Chapter 11, 12

December 4, 8 -- Cont'd; J. M., Chapter 12, 13. Wrap-up and preparations for the final exam (**TBA**)

[classes end December 8 2006]

Six Ways To Make This Course More Valuable:

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**