

Sociology 2600 [A2]
INEQUALITY AND SOCIAL STRATIFICATION

Fall Semester, 2008

Grande Prairie Regional College

Monday: 13:00-14:20 hrs.; Friday: 11:30-12:50 hrs.

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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 (30 points)..... October 20

Final Exam (30 points)..... TBA

Term Work [total 150 points] --

Daily Group Media Analyses (30 points)..... ***begins*** September 12

Weekly Chapter 'Debate/Debate Revisited' Prep (30 points)... ***begins*** Sept. 15

"Hands-On" Assignments (30 points)..... TBA

Proposal & Annotated Biblio. (30 points)..... ***due*** October 3

Presentation & Class Handout (30 points)..... ***starts*** Nov. 7

Total points are 210; your total points will be converted to a percent (%) grade to determine your letter grade, for example, $180/210 = 86\% = A$

REQUIRED TEXTS

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

Augie Fleras and Jean L. Elliott, 2007 (5th ed.), Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada. Pearson/Prentice-Hall: Toronto.

Michael Schwalbe, 2008, Rigging the Game: How Inequality is Reproduced in Everyday Life. Oxford University Press: New York.

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, short answer questions, or long essay questions -- based on all lecture and text materials. *Exams, or parts thereof, may even be take-home!*

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 (210 points) 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), *where there are high enrolments*, 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 (minimum 10) 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 any submitted written work -- 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 detailed chapter content. Lectures may not always 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.

Please note that lecture content will include a great deal of material that does not appear in the text – so this is a 'heads up' on why it's important to attend class on a regular basis! Be sure to check BLACKBOARD for frequent updates and instructions.

September 5 -- Introduction to the course; course requirements, etc.; begin reading Fleras & Elliott, Chapter 1 – 'unequal' relations in context. Also begin reading Schwalbe, ***Rigging the Game***, esp. chapter 1 (other chapters will be assigned in time)

September 8, 12 -- Cont'd; Fleras & Elliott, Chapter 1, 2 **Media analyses begin the 12th**

September 15, 19 -- Cont'd; Fleras & Elliott, Chapter 2, 3 **Weekly Chapter 'Debates' begin the 15th**

September 22, 26 -- Cont'd; Fleras & Elliott, Chapter 3, 4

September 29, October 3 -- Cont'd; Fleras & Elliott, Chapter 4, 5 **Proposals and biblios due the 3rd**

October 6, 10 -- Cont'd; Fleras & Elliott, Chapter 5

October **13**, 17 -- Cont'd; Fleras & Elliott, Chapter 6 **No class Monday October 13th**

October **20**, 24 -- Cont'd; Fleras & Elliott, Chapter 6, 7 **Mid-Term on the 20th**

October 27, 31 -- Cont'd; Fleras & Elliott, Chapter 7, 8

November 3, **7** -- Cont'd; Fleras & Elliott, Chapter 8, 9 **Presentations begin**

November **10**, 14 -- Cont'd; Fleras & Elliott, Chapter 9 **No class November 10th**

November 17, 21 -- Cont'd; Fleras & Elliott, Chapter 10

November 24, 28 -- Cont'd; Fleras & Elliott, Chapter 10, 11

December 1, 5 -- Cont'd; Fleras & Elliott, Chapter 11, 12

December 8 -- Cont'd; Fleras & Elliott, Chapter 12

[classes end December 8 2008]

GRADING SYSTEM

Letter Grade	Grade Point Value	Percentage Range	Description
A+	4.0	95 - 100	<i>Outstanding</i>
A	4.0	85 - 94	<i>Excellent</i>
A-	3.7	80- 84	
B+	3.3	76 - 79	
B	3.0	73 - 75	<i>Good</i>
B-	2.7	70 - 72	
C+	2.3	67 - 69	
C	2.0	64 - 66	<i>Satisfactory</i>
C-	1.7	60 - 63	
D+	1.3	55 - 59	
D	1.0	50 - 54	<i>Minimal Pass</i>
F	0.0	0 - 49	<i>Fail</i>

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**