



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2017

SO2600 (A2): Inequality and Social Stratification - 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: René R. Gadacz-Gould, Ph.D **PHONE:** 780.539.2831
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OFFICE HOURS: Daily; by appointment; drop-ins welcome

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(S): SO1000 or equivalent

REQUIRED TEXT(S)/RESOURCE MATERIALS: E. Grabb, J. Reitz, M. Hwang, 2017 (6th edition), Social Inequality in Canada: Dimensions of Disadvantage. OUP, Don Mills; Guy Standing, 2017, Basic Income: And How We Can Make It Happen. Penguin [eBook]/Pelican [pb], UK.

DELIVERY MODE(S): lectures, class discussion, group work, class presentations, written tests, written projects

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: UA, UC, AU, UL, AF, CU, CUC, KUC

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **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 Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** 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**

EVALUATIONS:

Semester Brain Busters (**2 x 5% = 10%**)..... dates to be determined
Final Exam (**30%**)..... TBA by the college

Semester Work:

Text Chapter Presentations (**2 x 15% = 30%**)..... begin week of September 19
'Hands-On' Assignments (**2 x 10% = 20%**)... must be completed by November 9
Photo Essay (**1 x 10% = 10%**)..... must be completed by November 16

STATEMENT ON PLAGIARISM AND CHEATING:

For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

****Note:** all Academic and Administrative policies are available on the same page.

GRADING CRITERIA:

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

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	91 – 100	EXCELLENT
A	4.0	86 – 90	
A ⁻	3.7	81 – 85	FIRST CLASS STANDING
B ⁺	3.3	76 – 80	
B	3.0	73 – 75	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please Note: Much material will be presented in class which may either not appear in the books selected for this course, book material may be 'recast' in a different conceptual form, or select book material may be presented in different but related contexts (e.g. concepts such as social class or poverty may appear in several chapters at the same time, across the two books), plus other material that your instructor may share. This is also why it's important to attend class on a regular basis. Updates, announcements, and instructions will always be 'backed up' on Moodle in the event you missed something in class. *And make sure to read my 'email etiquette' document on Moodle!*

Week of (Fall 2017):

August 31 – Introduction; meet-and-greet, books & reading, course requirements...

September 5, 7 – Essential terminology; creating a framework for analyzing and studying inequality. Read: the *short introductions* to *each* of the 4 Parts of the text – Part 1, Power and Class, pp. 1-2; Part 2, Socio-economic Bases of Social Inequality, pp. 43-46; Part 3, Social Justice and Inequality, pp. 127-130; Part 4, Some Consequences of Social Inequality, pp. 291-293

September 12, 14 – continued; Read: the *general introduction* to "Social Inequality in Canada" (our main text) – on the concept of 'class', on 'three forms of power', and on the 'two important bases of inequality', pp. xi-xxv - this is the necessary background for future lectures, presentations, and discussions

Text chapter presentations will start this coming week, now that you have some background! Classes will be a combination of lectures and presentations (will be paced according to Parts and Chapters in the main text); the lecture material sequence is as follows:

September 19, 21 – continued; inequality as an outcome of a process; theoretical perspectives in sociology and how they apply; the 4 principles of social stratification; the 4 views of human differences as the bases of social differentiation

September 26, 28 – continued; valuation and ranking; perceptual biases and perception theories; invalidation ideologies; labeling theory

October 3, 5 – continued; theories of prejudice; discrimination in theory and practice; social and cultural dynamics conducive to creating minority categories

October 10, 12 – continued; forms of discrimination; the exercise of power and techniques of domination; minority and majority distinctions; multiple minority statuses and intersection theory

October 17, 19 – continued; the creation of and the necessary conditions leading to structural inequality; the emergence of social stratification; patterns and systems of social (and other) stratification

October 24, 26 – continued; the major diversities in Canada; consequences of social stratification; theories of race; classic and contemporary philosophical and political ideologies (Marx, Durkheim, Weber, and current thinkers); conceptions and models of class and class structure; class and non-class views of inequality

October 31, November 2 – continued; political paradigms (liberal; conservative; socialist); social policy responses; policy options in economics, politics, and law

November 7, 9 – continued; responses to inequality; agency at the micro level; theories of agency; social action; agency vs. structure; resistance vs. cooptation; concepts of inclusion, such as citizenship

November 14, 16 – continued; bottom-up responses (protest and social movements, revolt and revolution, terrorism); top-down responses (law, legislation, police action, state repression, constitutional change, regime change)

November 21, 23 – continued; towards greater equality: rewriting the rules; creating different paths to equality; alternative approaches; the human and social costs and consequences of inequality

November 28, 30 – continued; rights vs. entitlements; economics vs. ethics; ideology vs. common sense

December 5, 7 – continued; ‘finishing touches’, focus on ‘final exam essay’ on the book “Basic Income”....

[Classes end December 7 2017; Final Exams December 9 – 19 2017]

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**

STUDENT RESPONSIBILITIES:

[A] Exams: There will be **2 Semester Brain Busters** (very short quizzes) throughout the academic term (so, no mid-term exam!), with some advance warning. Their purpose is to simply test your understanding of concepts, terminology, and basic information. The **Final Exam** will be an essay offering an informed and educated critique (positive or negative - your choice) of Standing’s Basic Income: And How We Can Make It Happen (2017), prepared during the term but to be submitted on the day of the scheduled final exam (as per college policy). Details on length and other requirements and suggestions forthcoming!

[B] Semester Work:

(1) You and a partner will sign-up and be scheduled to present, over the course of the semester, **2** chapters from our main textbook Social Inequality in Canada (2017). This will include a presentation of the arguments, facts and statistics, implications, criticisms, etc., of the subject matter of that particular chapter. (You will utilize the ‘questions for critical thought,’ recommended websites, and relevant footnotes at the end of the chapter). The power point slides of your presentations will then be

submitted. ***Your instructor reserves the right to assign a particular chapter to each group.***

(2) 'Hands-on' assignments (2 of them) will require you to volunteer (for a few hours, or part of a day) at a homeless or other shelter, food bank, not-for-profit organization, explore the college in a wheelchair, and any other opportunity to be determined. These will be written up in report form upon completion. Dates to be announced, and details to follow! You can work individually or with a partner on these assignments (and will share the mark).

(3) You, with or without a partner (your choice), will prepare and submit a Photo Essay, sync'd with a chapter/topic of your choice from *one* of the 4 sections of the textbook (e.g. power and class; socio-economic bases of social inequality; social justice; consequences of social inequality). Details on your choice of technology (e.g. smart phone, camera, etc.), processing images, photo editing, the ethics of taking pictures (e.g. permissions, etc.), and so on will be provided as soon as the course gets underway. Ideally, if time permits, we will view your work in class!

PLEASE NOTE:

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

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 HD 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 interfere with the clear communication of ideas and you could 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 no-shows (on any applicable assignment/course component) 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 (example: if an assignment is worth 20%, one late day makes it worth 15%, etc.), unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.

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>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

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