

SOCIOLOGY 2600  
INEQUALITY AND SOCIAL STRATIFICATION  
FALL 2001 2

SEP. 07 2001

**Instructor:** Oswald S. Warner  
**Time:** Mons. 1-2.20 & Frids. 11.30-12.50  
**Place:** Room: A213  
**Office Hours:** Fridays 1-4pm 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). 1999. (3<sup>rd</sup> ed.). *Social Inequality in Canada: Patterns, Problems, and Policies*, Toronto, ON: Prentice-Hall.

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

Grabb, Edward G.. 1997. *Theories of Social Inequality: Classical and Contemporary Perspectives*, 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 most are less than the expected 125 pages per week for junior courses.

**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.

**Exams:**A: Research Paper:

A research paper, which carries 40% of your overall grade, is required for this course. You may write the paper on any topic that you and I agree on. You must submit a topical outline and tentative bibliography for your paper before **September 28<sup>th</sup>**. This topical outline and bibliography amount to 5% of your grade which is a portion of the research paper grade of 40%. Failure to submit the topical outline and bibliography will result in a zero (0) mark. Moreover, I will not accept your research paper without an outline, and therefore, it is unlikely that you will succeed in this course. I will guide you as we go along in the course in how best to prepare and present your research paper.

**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 of introduction, body paragraphs, conclusion, proper citation and resulting bibliography, sentence construction, spelling, etc. I, therefore, strongly advise that you make use of the Writing Centre in Room C311A. Excluding title page, table of content, and bibliography, research papers are not to be shorter than 12 pages nor longer than 15 pages in length. Research papers that fail to adhere to the above will be down-graded.

Also note that no web-based or internet-based material is to be used in your paper.

B: Take-home assignments:

There will two (2) take-home assignments which will amount to 30% (15% each) of your grade. 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 of introduction, body paragraphs, conclusion, proper citation and resulting bibliography, sentence construction, spelling, etc. I, therefore, once again, strongly advise that you make use of the Writing Centre in Room C311A. Excluding title page, table of content, and bibliography, take-home assignments are not to be shorter than 5 pages nor longer than 8 pages. Also note that no web-based or internet-based material is to be used in your paper. Take-home assignments that fail to adhere to the above will be down-graded.

C: SSRs: Summarized Reading Reports:

With each SSR valued at 5% of your grade, you are to submit four (4) SSRs out of 9 SSRs based on the required readings in the text as well as supplementary reserved readings. Total SSRs grade is 20% of your overall grade.

These SSRs are to demonstrate that you have read the required readings in advance of their lecture/discussion date on the course outline. As such, the SSRs 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 SSRs 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 SSRs are to be submitted on a ONE PAGE paper. This paper must be wordprocessed, single spaced or double spaced but MUST ONLY BE ON ONE SIDE OF A PAGE AND ARE NOT TO BE LESS THAN 400 WORDS. Note: SSRs are to be submitted before class begins on the due dates.

SSRs 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 SSRs on time, said situation must be documented in writing to my satisfaction. Late work received without a verified excuse will have a 0.5 deducted for each day of lateness.

**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. . I, therefore, once again as well, strongly advise that you make use of the Writing Centre in Room C311A.

#### **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, five (5) times to be exact, take a roll call by circulating an attendance sheet. Each registered attendance is equal to 2% of your grade, amounting to a total of 10%. 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 but you will not receive an attendance grade.

#### **Grades:**

Research Paper (inclusive of 5% for topical outline and bibliography).	40%
Two Take-home Assignments (15% each)	30%
Four (4) SSRs	20%
Individual Participation Five (5) Attendance (2% each)	10%
<b>Total</b>	<b>100%</b>

#### **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:

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

- b. Learners must present in writing 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.
- d. No opportunity will be given for a rewrite of a paper.

**2: 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.

**3: 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.

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SYLLABUS

Date	Topic	Readings
9/7	Introduction/Course Overview	None

POWER AND CLASS

9/10	SSR 1 DUE: POWER AND CLASS	
9/10, 14	Curtis et al, <i>Social Inequality in Canada</i>	v-xxii 4-48
	Grabb, <i>Theories of Social Inequality</i>	vii-x 1-7
9/17, 21, 24	Karl Marx Grabb, <i>Theories of Social Inequality</i>	8-32
	Max Weber Grabb, <i>Theories of Social Inequality</i>	33-63
	Emile Durkheim Grabb, <i>Theories of Social Inequality</i>	64-84

THEORETICAL PERSPECTIVES

9/28	RESEARCH PAPER TOPIC AND BIBLIOGRAPHY DUE/ VIDEO/DISCUSSION SESSION	
9/28	SSR 2 DUE: THEORETICAL PERSPECTIVES	
9/28	Grabb, <i>Theories of Social Inequality</i>	189-200
	Forcese, <i>The Canadian Class Structure</i>	1-20

THE BASES OF INEQUALITY:

INCOME, WEALTH, AND POVERTY

- 10/1 SSR 3 DUE: THE BASES OF INEQUALITY:  
INCOME, WEALTH, AND POVERTY
- 10/1,5,12 Curtis et al, *Social Inequality in Canada* 49-91  
Forcese, *The Canadian Class Structure* 40-81

THE BASES OF INEQUALITY:  
OCCUPATION AND EDUCATION

- 10/15 SSR 4 DUE: THE BASES OF INEQUALITY: OCCUPATION AND  
EDUCATION
- 10/15 EXAM 1 QUESTION GIVEN OUT
- 10/15,19,22 Curtis et al, *Social Inequality in Canada* 92-158  
22
- 10/22 EXAM 1 QUESTION DUE
- 10/22 VIDEO/DISCUSSION  
"Is Feminism Dead?"

ASCRPTION AND SOCIAL INEQUALITY:  
GENDER

- 10/26 SSR 5 DUE: ASCRPTION AND SOCIAL INEQUALITY: GENDER
- 10/26,29 Curtis et al, *Social Inequality in Canada* 159-213  
11/2
- Grabb, *Theories of Social Inequality* 178-188
- Forcese, *The Canadian Class Structure* 82-100

ASCRPTION AND SOCIAL INEQUALITY:

ETHNICITY AND RACE

- 11/5 SSR 6 DUE: AScription AND SOCIAL INEQUALITY:  
ETHNICITY AND RACE
- 11/5,12 Curtis et al, *Social Inequality in Canada* 214-244
- 11/12 EXAM 2 GIVEN OUT

AScription AND SOCIAL INEQUALITY:  
AGE AND REGION

- 11/16 SSR 7 DUE: AScription AND SOCIAL INEQUALITY:  
AGE AND REGION
- 11/16,19 Curtis et al, *Social Inequality in Canada* 246-291
- 11/19 EXAM 2 DUE

CORRELATES AND CONSEQUENCES:  
HEALTH AND VIOLENCE

- 11/23 SSR 8 DUE: CORRELATES AND CONSEQUENCES:  
HEALTH AND VIOLENCE
- 11/23,26 Curtis et al, *Social Inequality in Canada* 293-329
- Forcese, *The Canadian Class Structure* 134-163

CORRELATES AND CONSEQUENCES:  
IDEOLOGY, UNEMPLOYMENT, PREJUDICE, AND POLITICAL ACTION

- 11/30 SSR 9 DUE: CORRELATES AND CONSEQUENCES: IDEOLOGY,  
UNEMPLOYMENT, PREJUDICE, AND POLITICAL  
ACTION
- 12/3,7 Curtis et al, *Social Inequality in Canada* 330-386
- Forcese, *The Canadian Class Structure* 164-215
- 12/7 RESEARCH PAPER DUE  
GRADE COMPILER