

UNIVERSITY OF TORONTO  
Department of Sociology  
Status Attainment

Sociology 304H1S Winter, 2015

Lectures: M 2-4 Room: RW 117

Tutorials: Either of M 12:00-1:00 FE 36 or M 4:30-5:30 FE 36

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Turnitin: students must submit their assignments to Turnitin via Blackboard course page.

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Office Hours: M 1-2

**Prerequisites:** Previous successful completion of a Sociology 200+ level course. Those without prerequisites will be removed without notice from the list of registered students.

### COURSE DESCRIPTION

Social mobility has always been the subject of political debate and educational or other social policy. Upward or downward mobility assumes the existence of inequality but what is the right amount of inequality in society? Is there “good” and “bad” inequality? Does the promise of mobility help to avert revolution or do revolutions happen when expectations outpace reality? The course shows how "getting ahead" (attaining higher status) or becoming "downwardly mobile" are affected by social and demographic as well as economic and psychological factors. Innovators flout the rules protective of incumbents: they may succeed or go to prison. Should we focus upon individuals or households? What are the effects of assortative mating, disruptive technologies, education, immigration, inheritance and taxation or welfare systems on social mobility? Students should listen to advertised podcasts and be active participants in the course.

Starting with Gladwell's book, *Outliers: The Story of Success*, we examine cases where individuals have achieved great success. Expanding, critically, on Gladwell's perspectives we link individual and family opportunities/risks for upward and downward mobility to larger scale social change, including industrialization, forced population movements and “ethnic cleansing”. Special topics include: Should there be a fit between measured intelligence and education or between credentials and financial success? Status inheritance: the mobility table, regression analysis and the life history as supposedly “scientific” approaches to studying status attainment. Historical trends and international comparisons; Industrial revolutions and disruptive technologies; Extreme demographic situations; Migration and settlement; Representations of social mobility in novels (*Vanity Fair*, *Bel Ami*, *The Talented Mr. Ripley*, Dickens novels), in biographies, (a couple by Tom Bower: *Branson: Behind the Mask*: also *Conrad and Lady Black: Dancing on the Edge*) and in film (*Jobs* video, *The Iron Lady*). Filtering and sponsoring roles of education / training, credentials; Human capital social or cultural, erotic capital; Career mobility in unionized environments, in formal organizations and the professions. Metaphors such as “glass ceiling” or “glass floor” are widely used but how do they improve our understanding of social processes?

## **REQUIRED TEXT & ONLINE READING MATERIALS**

### Required

Gladwell, Malcom. *Outliers: The Story of Success*. Little, Brown. 2008. Available from Amazon. This is persuasively written so students should approach it very critically. Various required journal articles are available online to U of T e-Resources via embedded links in this course outline. See also various documents, including articles from the *New Yorker*, posted on Gladwell's web page <http://www.gladwell.com/index.html>

### Recommended but not required

Katz, Michael B. and Stern, Mark J. *One Nation Divisible: What America was and what it is becoming*. 2006. Russell Sage Foundation. An excellent historical treatment.  
Feigelman, William and Yih-Jin Young. *Hands-On Sociology*. 2006. Third or later edition. Pearson Education Inc. US oriented. See especially chapter 8.

### Internet Access to Readings

Many course readings are articles accessible via the U of T library system if you are logged in with your U of T identifier. "Permalink" identifiers have been provided in this course outline. If they don't work try a search on the article title using the box on the main U of T Library page.

Some other publications or serials can be accessed by anyone. This is called "Open Access". For example articles, from Canadian Public Policy, Canadian Studies in Population and Demographic Research are available through DOAJ: Directory of Open Access Journals

<http://www.doaj.org/doaj?func=openurl&issn=03801489&genre=journal>

There are useful articles in *Canadian Social Trends* and *The Daily*. These are published by Statistics Canada and are freely available via the internet. They can be located by standard search engines.

## **COURSE GOALS**

After completing this course, students should be able to:

Explain sociological concepts such as Ascription, Achievement, Human Capital, Social and Cultural Capital, Social Class and Cumulative Advantage (the Matthew Effect).

Understand how change from rural to industrial society generates individual and family mobility while individual social mobility also generates changes in the shape of the social stratification system.

Describe how ideas about the possibility and desirability of individual, family and group achievement (upward and downward mobility: class, gender and race as ascribed characteristics) have changed over the centuries.

Understand how social institutions such as the educational system have reduced but by no means eliminated the degree to which social origins affect achieved statuses, and how "regulatory capture" works to protect the interests of service providers.

## **RESEARCH COMPONENT (For final Paper)**

Students will collect data in an ethical manner and write their family history of occupational genealogies in a manner similar to the research of Louise Farkas as summarized in Gladwell, pp. 151-5 but must also include the scoring of occupations according to one or more of the schemes that have been proposed by sociologists. See Family Occupational Genealogy Project later in this outline.

OR

Data analysis assignment on income and other differences between various social groups as shown in recent Census data. Students may use either of two web based applications: Survey Documentation and Analysis (SDA) or Beyond 2020. SDA can analyze individual data from surveys and census samples at [www.ipums.org](http://www.ipums.org); also in the U of T data library at [www.chass.utoronto.ca/datalib](http://www.chass.utoronto.ca/datalib) and is very well documented online as well as in the optional text by Feigelman and Young. Beyond 2020 is more difficult to use. It is an internet application that can manipulate Census tables made available by Statistics Canada in such a way as to display unequal outcomes between different social groups (e.g. visible minority groups). SDA is easier. These techniques will be demonstrated in tutorials. Further details are available on the Blackboard site.

## **REQUIREMENTS, GRADING & DUE DATES**

Outline for proposed research project: 20%: the Friday before Reading Week (Feb. 13<sup>th</sup>) up to one and a half-pages single spaced or three pages double spaced.

Multiple choice test: 20% and Short answer test: 20% Both on Monday February 23rd.

Final paper for research project or essay: 40%: due by the last day of classes (15 pages)

See FAS Calendar for last day to drop courses with S section codes from academic record

One and a half-page single spaced outline (or three pages if double-spaced) outline of your research project.

An outline indicates your research question, how it relates to the concepts and previous research in the discipline, and what data you will use in order to address that research question. In other words you need to state one or more sociological hypotheses and then show how these will be illustrated (or perhaps disconfirmed) by empirical data.

Your outline should have a title. Bear in mind that your eventual report will have sections with headings such as: Introduction; Sociological Literature; Methods and Data; Research Ethics; Results; Discussion; Conclusion. References. This set of suggested headings is more applicable to the data analysis option than to the family occupational genealogy assignment. If you choose the latter than you will need to modify these suggested headings and include sections on Recruitment, Informed Consent, Coding of Education & Occupation.

Your outline should give sufficient information that the instructor can form a judgment as to whether or not your proposal is feasible and on the right track. You have limited space for this outline. Write in complete sentences and break up your text into paragraphs.

## COURSE OUTLINE

1. **Monday January 5** - Introduction to the course - What do you already know about social inequality, status attainment and social mobility? What is the Gini coefficient for inequality of income or wealth distribution? “Good” and “bad” inequality and the politics of envy. How have current assumptions evolved from ideas about inequality debated in the English Civil War (1642-51), the American (1775-83) French (1789-94, 1848, 1871), Haitian (1791-1804) and Russian (1905, 1917) Revolutions? How have sociologists defined and investigated recruitment to elites?

*The Economist* (2002) “How the Elite has Changed [in Britain]”. December 7, 2002.

BBC Radio 4 Podcasts. In Our Time History: The French Revolution's Legacy. IOTH Archive. June 14 2001. “The Haitian Revolution” IOT, October 23, 2014.

2. **Monday January 12** - The cumulation of advantage in life (sport and other activities) Repeated practice and the “Matthew Effect”. What is “Human Capital”? How has it been defined and how good are the measures?. Is it useful to speak of “Social”, “Cultural”, “Erotic” forms of “Capital”? What are the individual and societal “returns” on “investment” in various kinds of “human capital”?

Gladwell. Chap. 1. The Matthew Effect: the cumulation of advantage.

Bedard, Kelly and Elizabeth Dhuey. "The Persistence of Early Childhood Maturity: International Evidence of Long-Run Age Effects." *The quarterly journal of economics* 121.4 (2006):1437-1472.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00335533/v121i004/1437\\_tpoecmieolae](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00335533/v121i004/1437_tpoecmieolae)

Human Capital as Repeated Practice: The Ten Thousand Hour Rule

Gladwell. Chap. 2. The 10,000 Hour Rule: acquiring high levels of skill through coaching, mentoring and long hours of practice.

Ericsson, K. Anders; Krampe, Ralf Th.; Tesch-Romer, Clemens; "The Role of Deliberate Practice in the Acquisition of Expert Performance." *Psychological review* 100.3 (1993):363-406.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0033295x/v100i003/363\\_trodpitaoep](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0033295x/v100i003/363_trodpitaoep)

Hakim, Catherine. “Erotic Capital”. *European Sociological Review*, 26 (5), 2010: 499–518.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02667215/v26i005/499\\_ec](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02667215/v26i005/499_ec)

Kellaway, Lucy. “How to flirt your way to the top and not into trouble. *Financial Times*, Dec. 9, 2014. Locate this with an internet search.

### 3. Monday January 19 – Educational and Career Selection via Objective Tests

Standardized tests (Stanford-Binet, SAT, GMAT, LSAT, etc.) as a means of allocating subsequent educational and occupational positions. Most of us in this class have done well out of the existing formal educational system. Are there other ways to allocate university places? Why might there be neighbourhood effects on cognitive functioning (“postcode lotteries”?) Can targeted early childhood education programs increase social mobility and how might this work?

Gladwell. Chapters 3 and 4. Chap. 3. The Trouble with Geniuses: part 1: limitations of IQ as a predictor: convergent and divergent thinking styles, etc.

Gladwell. Chap. 4. The Trouble with Geniuses: part 2.

Collins, Randall (2013). “Millennials Rise Up.” Excerpt from *Does Capitalism have a Future?* By Immanuel Wallerstein et al. Oxford University Press. 2013.

[http://www.salon.com/2013/11/24/millennials\\_rise\\_up\\_college\\_is\\_a\\_scam\\_you\\_have\\_no\\_thing\\_to\\_lose\\_but\\_student\\_debt/](http://www.salon.com/2013/11/24/millennials_rise_up_college_is_a_scam_you_have_no_thing_to_lose_but_student_debt/)

### 4. Monday January 26– Historical Context, modernization, powerful external events.

Legally defined social categories / classes: caste and custom. Ending of serfdom in Russia and of slavery in Haiti, the British Empire, the United States and Brazil.

Hyperinflation and The Depression: the first, second and current industrial revolutions: the movement out of agriculture: disruptive technologies (computerized typesetting; containerized shipping, internet shopping, email, e-taxis, “Uberization” of everything) and social responses to them, as well as political factors of repression, forced population movements, ethnic cleansing. Concepts of “structural” and “exchange” mobility.

Visual Sociology: the Albert Kahn photographic archive of social life in the first decades of the twentieth Century. Tutorial includes videos that can be found on Youtube.

Podcasts: Elliott Jaspin on “hidden history” of racial cleansing in the United States.

BBC Radio 4 Podcast. *In Our Time History*: The Industrial Revolution I. IOTH Archive.

December 22 2001. Also The Industrial Revolution II. IOTH Archive. December 30 2001 and “Brunel” (biography and assessment), In Our Time, Nov. 13<sup>th</sup> 2014.

BBC Radio 4 Podcast. *Germany: Memories of a Nation*. The Germans Expelled. (14 million “displaced persons” in 1945: the biggest forced population movement in history).

“When Money Dies: Brother, Can you Spare a Million Marks”. *American Conservative* article summarizing Adam Ferguson’s 1975 book about Hyperinflation in 1921-23 Germany. Find this by title search from the main U T Library page. Background reading is the famous essay “Economic Consequences of the Peace” by J.M. Keynes.

There is a good book by Elliott Jaspin, *Buried in the Bitter Waters*. A podcast by the author is available on the Blackboard site. *One Nation Divisible* (the book by Katz and Stern) provides historical background. Documentary. The American Civil War the South won 1865–1877. Reconstruction: The Second Civil War (PBS). Get it via Youtube.

Extracts from Jaspin’s book are on the Blackboard course page: here are some reviews. Most point out the flaws in his research but agree about its importance.

Bynum, Tara. Review of "Buried in the Bitter Waters...", *Reference and Research Book News*, V. 22 (2), 05/2007: *Souls*: Jan-March 2008: 74-5.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10999949/v10i0001/74\\_bitbwteciabej](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/10999949/v10i0001/74_bitbwteciabej)

Wintz, Cary. Review of "Buried in the Bitter Waters: The Hidden History of Racial Cleansing in America." *Southwestern Historical Quarterly*, 111, No. 4, April 2008, pp. 459-460. Search from the main web page of the U of T Library to find this review.

Tanner, Lou. "Buried in the Bitter Waters: The Hidden History of Racial Cleansing in America." *The Virginia Quarterly Review* 84.4 (2008):264. This can be found on the Blackboard course page.

Arnesen, Eric. "Buried in the Bitter Waters: The Hidden History of Racial Cleansing in America." *The Christian Century* 124.19 (2007):45-48. See Blackboard course page.

**5. Monday February 2** - "Status Attainment": a metaphor and a model of the life course: socioeconomic and prestige scales or social class categorizations for occupations. Sociologists pretending to be scientists.

Chiswick, Barry. Jewish immigrant skill and occupational attainment at the turn of the century. *Explorations in Economic History* (January 1991), 28 (1), pg. 64-86.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00144983/v28i0001/64\\_jisaoaattotc](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00144983/v28i0001/64_jisaoaattotc)

Nam, Charles B and Boyd, Monica. "Occupational Status in 2000 -- Over a Century of Census-Based Measurement." *Population Research and Policy Review* 23.4 (2004):327-358.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01675923/v23i0004/327\\_osi2oacocm](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01675923/v23i0004/327_osi2oacocm)

Tyree, Andrea et al. "The Dickensian Occupational Structure". *Sociological inquiry* 41.1 (1971):95-106. Find this by a title search from the main web page of the U of T Library.

Boyd, Monica. "A Socioeconomic Scale for Canada: Measuring Occupational Status from the Census." *The Canadian Review of Sociology* 45.1 (2008):51-91. Find this by a title search from the main web page of the U of T Library.

Optional Reading:

Feigelman and Young, *Hands on Sociology*. Chap. 8, Social Stratification & Social Mobility.

Katz and Stern *One Nation Divisible: What America was and what it is becoming*.

**6. Monday February 9**. Documenting difference and "proving" discrimination. Class, Gender, Nativity, Race, etc. Different kinds of migrants (convention refugees, economic, family, legal, illegal ("undocumented"), trafficked).

Are different outcomes proof of discrimination? What is? Should provincial licensing authorities recognize all foreign diplomas as equivalent to those earned in Canada?

*The Economist*. "Better than billed: The foreign-born are more successful in Britain than in most places". Dec. 22nd 2012. The graph shows that Canada attracts the highest proportion of immigrants who are university graduates and that around 7% of them are in the top 10% of income earners. It summarizes an OECD report that is available <http://www.oecd.org/migration/integrationindicators/>

Boyd, Monica. "At a disadvantage: the occupational attainments of foreign born women in Canada." *The International Migration Review*; IMR 18.4 (1984):1091-1119. <http://www.jstor.org.myaccess.library.utoronto.ca/stable/2546074>

Boyd, Monica and Derrick Thomas. "Skilled Immigrant Labour: Country of Origin and the Occupational Locations of Male Engineers." *Canadian Studies in Population* 29.1 (2002):71-99. Locate this through search of the Directory of Open Access Journals.

**7. Friday February 13:** - DUE: Short (One and a half-page single spaced outline (or three pages if double-spaced)) description of final paper topic and/or research question. If have not yet chosen a single topic, you may describe two topics that you are considering (max: one page each).

**Monday February 16:** No class: Ontario Family Day and Reading Week

**Monday February 23:** Mid-term test in class (on topics up to & including previous week's material)

**8. Monday March 2** – Professional Careers: Ethnic minorities and women. We also look at the role of labour unions (blue collar, craft, white collar), state regulation and “regulatory capture”.

Gladwell, Chap. 5. The three lessons of Joe Flom: Jews in the legal profession in the 1940s.

Kay, Fiona M. "The Persistent Glass Ceiling: Gendered Inequalities in the Earnings of Lawyers." *The British journal of sociology* 46.2 (1995):279-310. <http://www.jstor.org.myaccess.library.utoronto.ca/stable/591789>

Stewart, Penni; Ornstein, Michael; Drakich, Janice. "Gender and Promotion at Canadian Universities." *The Canadian Review of Sociology* 46.1 (2009):59-85. Find this by a title search from the main web page of the U of T Library.

**9. Monday March 9** - Downward Mobility in the American Middle Class: divorce, illness, unemployment, disability and other risks. Is there a crisis of the Middle Class? Did the machine-breaking “Luddites” have a point? Should “Uberization” be resisted? There is a good book by Newman, Katherine. *Falling From Grace: the experience of downward mobility in the American middle class*. Vintage Books. 1989. For a review in *Admin. Sci. Quarterly* see Stable URL: <http://www.jstor.org/stable/2393517>

Finnie, Ross. "Women, Men, and the Economic Consequences of Divorce: Evidence from Canadian Longitudinal Data." *The Canadian review of sociology and anthropology* 30.2 (1993):205-241. [http://go.galegroup.com.myaccess.library.utoronto.ca/ps/i.do?id=GALE%7CA13980272&v=2.1&u=utoronto\\_main&it=r&p=AONE&sw=w](http://go.galegroup.com.myaccess.library.utoronto.ca/ps/i.do?id=GALE%7CA13980272&v=2.1&u=utoronto_main&it=r&p=AONE&sw=w)

10. **Monday March 16.** Management of status Attainment under communism.

Kreidl, Martin. "Politics and Secondary School Tracking in Socialist Czechoslovakia, 1948-1989." *European Sociological Review* 20.2 (2004):123-139.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02667215/v20i0002/123\\_passtisc1](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02667215/v20i0002/123_passtisc1)

Hanley, Eric; Treiman, Donald. "Recruitment into the Eastern European Communist Elite: Dual Career Paths." *Research in social stratification and mobility* 23(2005):35-66. Find this by a title search from the main web page of the U of T Library.

Deng, Zhong; Treiman, Donald. "The Impact of the Cultural Revolution on Trends in Educational Attainment in the People's Republic of China." *The American journal of sociology* 103.2 (1997):391-428. Find this by a title search from the main web page of the U of T Library.

11. **Monday March 23** – Social Networks, social capital and social mobility. Does social capital depreciate? How do you invest in it and what are the opportunity costs and rates of return? Are some societies or professions based on “amoral familism”?

Social Mobility via Social Networks: mentoring, nepotism, the old school tie, patronage, cronyism, strong ties, weak ties and other plausible stories. Gang membership, volunteering and social / civic involvement as "Social Capital": Facebook and LinkedIn.

Lin, Nan. "Social Networks and Status Attainment." *Annual Review of Sociology* 25(1999):467-487. <http://www.jstor.org.myaccess.library.utoronto.ca/stable/223513>

Oreopoulos, Philip "Neighbourhood Effects in Canada: A Critique". Canadian Public Policy / Analyse de Politiques, Vol. 34, No. 2 (Jun., 2008), pp. 237-258. Stable URL: <http://www.jstor.org.myaccess.library.utoronto.ca/stable/25463609>

12. **Monday March 30** - What can we learn from international comparisons of social inequality and social mobility? See Gladwell, Chap. 8 which strays into old arguments about “national character”.

Final paper for research project or essay: Review and Wrap-up.

Anderson, Thomas M. and Hans-Peter Kohler. 2012. "Education Fever and the East Asian Fertility Puzzle: A Case Study of Low Fertility in South Korea." PSC Working Paper Series, PSC 12-07.

This paper is posted at Scholarly Commons.

[http://repository.upenn.edu/psc\\_working\\_papers/38](http://repository.upenn.edu/psc_working_papers/38)

Lu, Yao; Treiman, Donald. "The Effect of Sibship Size on Educational Attainment in China: Period Variations." *American Sociological Review* 73.5 (2008):813-834.

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/25472559>

Last day of classes is Thursday April 2<sup>nd</sup>. The final assignment is due on that day.

## COURSE POLICIES

Students must use Blackboard. Those with smart phones or tablets or iPod Touch must download the (free) *Blackboard Mobile Learning* app. Students must also use the online data analysis package, SDA. They are encouraged to use e-Resources of the U of T Library system, including Refworks. Course Web Site: The course website prepared on the Blackboard system will contain the course syllabus, all handouts, links of interest, and course announcements. Students are responsible for the content of all course materials and for checking their official utoronto.ca email addresses regularly.

Discussion boards will be enabled on the course web site. All students using these boards are expected to behave respectfully towards their classmates and towards the professor and TA on these boards.

Some U of T resources are only available to users identified as coming from a U of T server. If you are off-campus you may have to identify yourself with your UTORID and password ID, using MYACCESS. Other resources are available to anyone. Students should consider looking for the Directory of Open Access Journals and for the Directory of Open Access Repositories. For example all articles, from the Canadian Journal of Population are available at DOAJ: Directory of Open Access Journals  
<http://www.doaj.org/doi?func=openurl&issn=03801489&genre=journal>

Students may wish to consider using downloading and using the Open Office suite of programs (a free, though not entirely compatible, version of Microsoft Office).

### Missed Tests or Assignments

U of T resources for students include a web site: [www.distressedstudent.utoronto.ca](http://www.distressedstudent.utoronto.ca)  
If health issues or serious personal circumstances mean that students require an accommodation for missed or late term work they must submit documentation from their physician or college registrar within two weeks: – see below.

### DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness or Injury** form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college

registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.

Students who miss tests will be assigned a mark of 0 unless they provide appropriate documentation. Students with excused absences will have the weighted mean of their two other tests used as the mark for the missed test. Students missing more than one test will write one cumulative makeup test covering material from both missed tests.

In preparation for the possibility of an academic disruption caused by flu or some other event all students should update their contact information on ROSI and any other relevant system. They should also make sure that they have access to the following:

Contact information of one or two other students in the course  
A computer that is not in a U of T lab – for example, in a residence room or at home,  
UToronto email (not forwarded!), Blackboard courses, online library resources:  
Information on campus health services and pandemic information

Clear writing is important to all of us. I recommend that all students take advantage of writing workshops made available by the Faculty of Arts and Science, through the library or by their college. The website "Writing at the University of Toronto" has moved to [www.writing.utoronto.ca](http://www.writing.utoronto.ca)

### **Attendance**

Attendance at the weekly lecture and at ONE of the two tutorial sessions in FE 36 is required. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all material covered, as well as information regarding any administrative announcements that may have been made.

### **Preparation and Participation**

Students are expected to complete all assigned readings in advance of the class period for which they are assigned, and to attend class prepared to discuss the assigned readings. However we will not be assigning formal credit in the grading scheme to class participation including preparation, contributions to in-class discussions, and in-class group work participation. It is likely that students who participate will also learn a lot and will therefore obtain higher marks.

### **Academic Integrity**

Plagiarism occurs when one person presents as one's own the words or ideas of another. This includes quoting sources, paraphrasing, or summarizing source materials without indicating through the use of proper citation methods that the specific material in question was quoted, paraphrased, or summarized from that source. All suspected instances of plagiarism, without exception will be reported to the university authorities for investigation and appropriate handling.

Turning in an old paper of one's own, or large parts thereof, for credit in a second course, is also considered an academic offense that results in students being referred to the Office of Academic Integrity. See section B.I.1.(e) of the Code of Behaviour on Academic Matters.

### **Use of Turnitin.com**

To deter and detect plagiarism, this course will make use of the turnitin.com system. In addition to submitting a hard copy of the research proposal in class on the due date, each student must upload the proposal to Turnitin.com via the link on the Assignments folder in our Blackboard course page. Students agree that by taking this course all required papers may be subject to textual similarity review to detect plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Turnitin via the Blackboard course page provides a reliable means of submitting assignments electronically. We also require hard copies of all assignments. either in class or in the 3rd year courses drop box in room 225 at 725 Spadina Avenue (open from 9:00 to 4:30 Monday to Friday. Room 225 is outside the carpeted area of the Sociology Dept. There is a date stamp machine.

### **Reading Response**

Students should write out brief speaking notes as their responses to course readings and should be prepared to present these in tutorials. These responses should not summarize the readings, but rather engage the ideas they present.

### **Submitting Assignments**

All assignments are due at the beginning of class on due date provided. Except in the event of a declared academic disruption all assignments must be submitted in hard copy. If an academic disruption has been declared then assignments should be submitted to the instructor electronically. Turnitin (via Blackboard) incorporates a reliable means of accepting assignments electronically. Late papers will be penalized 10% for the first week and 5% per day thereafter. Late reading responses will not be accepted. Answers or essays which receive high marks are well-written, sociologically informed and take a scholarly view of the issues being discussed. In support of the U of T Double-Sided Printing Initiative I am happy to accept essays and other assignments that are printed double-sided.

### **Accessibility Needs**

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

## **Use of Writing Labs**

All students are encouraged to use their available writing labs. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing labs' services.

## **Family Occupational Genealogy Project**

Give a sociologically informed account of the vertical and horizontal mobility of your family and its members over as many generations as you can. For the assignment on evidence of status attainment and social mobility in your family tree, report on whatever strikes you as relevant but particularly upon:

- \* What were the main activities or jobs which occupied each of the men and women in your family tree. How do your family's past occupations score on status scales such as Duncan's Socio-Economic Index (SEI), the Nam-Powers-Boyd scale or on social class systems such as the Erikson-Goldthorpe-Portocarero class categories? What is "middle class"?
- \* Geographical migration: how and why it came about and how it was related to social mobility within or between generations?
- \* Common-law relationships, marriages or remarriages. Which were within and which were across social divisions such as ethnicity, nationality, religion or occupational/social class?
- \* What serious accidents or diseases befell the men and women in your family tree and what were their consequences for the occupational/social status of family members?
- \* What principles were evident in mate-selection, inheritance and succession?
- \* What evidence of social barriers (discrimination on bases other than experience or ability) exists in your family tree?

You might decide to reflect upon how the succession of generations worked out in your own family tree, as well as how historical events intersected with personal biographies. It is essential to apply concepts from this course to the interpretive part of your narrative.

You will need to recruit members of your family as informants. You must decide whether or not you will promise confidentiality when you obtain informed consent from those informants. If confidentiality is promised you must take steps to maintain data security and you must use pseudonyms when summarizing the data.

Here is a short version of a protocol to be used for obtaining informed consent.

### **Informed Consent Protocol (approved by U of T Ethics Board)**

I ask you to participate in a project on "The history of occupations in one family over several generations" If you agree, your participation will consist of providing me with information about the history of our family I wish to establish the level of schooling and sequence of occupations held by members of our family going back at least to my

grandparents and including siblings, aunts, uncles and cousins. I will be coding information about occupations into scales used by sociologists. By researching these topics, I hope to understand some of the processes by which occupational mobility takes place in families.

Please let me know if you wish any or all of the information you provide to be treated as confidential. If so then I will store such information in a secure manner and will use pseudonyms in my research report. If not then I will take no such steps.

Thank you very much for assisting me. Research experience like this is crucial for student education. Any questions to: Prof. C. Jones: [cjones@chass.utoronto.ca](mailto:cjones@chass.utoronto.ca)

Here is a model worksheet for collecting data

Model Worksheet: Information to be sought for each adult family member (parents, grandparents, great-grandparents, cousins, uncles, aunts). To be modified to suit each student's unique project.

Data are collected from one or more family members acting as informants (proxies) about themselves and other family members.

Confidentiality and Data Security Issues

1) Essentially public information need not be considered confidential

Examples include: Education; occupation; marriages; family size.

2) Potentially private information must be considered confidential

Examples include: Illnesses (physical or mental); disabilities, or stigmatized activities: anything where there is reasonably foreseeable risk of causing discomfort, embarrassment, legal or other difficulties?

3) Maintaining confidentiality if requested or where potentially private information is recorded.

Because families can be quite small in size some members might be identifiable so you must shred paper copies and encrypt any files that include potentially private information, consistent with UT's data security and encryption standards available at:

<http://www.research.utoronto.ca/wp-content/uploads/documents/2013/05/datasecurity1.pdf>

[http://www.utoronto.ca/security/UTORprotect/encryption\\_guidelines.htm](http://www.utoronto.ca/security/UTORprotect/encryption_guidelines.htm)

4) Students should be aware that information collected from proxies might be less accurate than data collected as self-reports (which may also be subject to bias).

Record the following information about each family member

Name (or pseudonym) of this family member

Request that anonymity / confidentiality be observed? If yes, see above (ethics).

Relationship to you. "You" is the student who is collecting the data.  
Birth decade  
Death decade (if deceased)  
Gender, caste, ethnicity, religion, visible minority status  
Country/Region of birth  
Migration history (if an immigrant then was she/he independent class, family class, Convention refugee, undocumented, other?)  
Marriage / divorce / cohabitation history  
Number of siblings, periods of single parenthood, other family stuff.  
Education history including highest level of formal education  
Other qualifications or skills (apprenticeships, clerkships, languages etc.)  
Occupation data (with details about whether employer, own account worker, employee, manager, authority level, income level, type of work where available, since such information is necessary for accurate coding to Duncan SEI or Nam Powers Boyd or Blishen scales etc.)  
First job (occupation and industry)  
Best job  
Job held for the longest time and last job  
Other relevant information (examples: macro events such as revolutions, wars)  
Names (or pseudonyms) of linked family members (siblings, parents, spouses, children).