Sociology 220H1F
Social Stratification

Fall 2024
Class Hours: Wednesdays, 9:10 AM-11:00 AM
Classroom Location: See ACORN

Professor: Jonathan Horowitz
Email: jonathan.horowitz@utoronto.ca
Office Hours: <mark>TBD</mark>

TA: Leo Henry
Office Hours: <mark>TBD</mark>

To book appointments on Zoom: [Use Quercus Scheduling Tool](#)
To go to office hours: Click "Office Hours" in navigation menu on Quercus.

Goals of this course

Why do some people have more resources than others? Who winds up at the top of hierarchies, and who winds up at the bottom? These are the primary questions for the study of *stratification*, and some of the most important questions in all of sociology. In this course, we cover a variety of topics relating to stratification, focusing on the Canadian context.

Requirements

You are required to take at least SOC100H1 (Introduction to Sociology I) before taking this class. Students without the required pre-requisites will be removed at the time the deficit is discovered.

Before the Semester Begins:

Texts

Most of the required readings come from the 6th and 7th editions of *Social Inequality in Canada* reader. Oxford University Press has put together a custom reader for this class, which can be purchased in e-book format (ISBN: 9780190177515) at the University of Toronto bookstore. Excerpts from other required readings are located on the Library Reading List, which can be accessed via Quercus.

Things you need to know to succeed in this class

This class is cumulative. After completing the assigned readings, you will complete a reading notes worksheet before class. After completing the reading notes worksheet, you will come to class and we will use your reading note answers to discuss the main issues in the daily reading. In some cases, these will be practice for your graded assignments, which are analyses of newspaper articles using concepts from the course. You will need to have regular access to a word processor and the internet for this class.

This class uses an active learning model. Lectures are short and complementary to class activities. The focus is on peer discussion groups. Active learning models are far superior for learning when compared to regular lecture classes with students learning dramatically more than lecture-based courses. But it also can be a strange experience for students who are used to lectures. Students have typically enjoyed this course because it is intellectually stimulating, but it may be less familiar at first. Because over half of the class period takes place in this format, you will need to come ready to participate.

Artificial Intelligence Tools

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is **prohibited**.

Academic Integrity

Students are expected to know and adhere to the University's principle of academic integrity. Any act of unethical behavior will be addressed in accordance with University guidelines. In general, you are expected to do your own work, attribute sources using appropriate citation practices, not reuse assignments across courses, and not provide unauthorized help to other students. However, please read the statement of academic integrity carefully and thoroughly at this link to make certain you understand and adhere to it. Clarifying questions—as they pertain to this class—are welcome. Resources regarding plagiarism can be found at this link.

Accessibility

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. Although we do not have in-class examinations if you need to contact them for this or another class you can find out more information about Accommodated Testing Services here: https://lsm.utoronto.ca/ats/.

<u>**Before Each Class:**</u>

<u>**Preparing for Class**</u>
You usually complete a set of "reading notes" for each set of assigned readings. I will write additional material for you to read, so please read anything that I have written for you on the reading notes. You will also write down some important information in a summary format, and so you will create a set of notes for you that are easy to reference when completing Assignments A-D. Finally, on most days you will need to complete at least one "Pre-Class Activity" which will lead into our activity for the day.

Completing assigned readings and reading notes are essential for success in this course. You will find that our class exercises and discussions involve your answers on the reading notes. Furthermore, the class exercises help you to practice for the graded assignments.

<u>**Email**</u>
I will answer all emails for this class (not the TA) at jonathan.horowitz@utoronto.ca. For simple questions, that is the fastest and quickest way to reach us. For more difficult questions, please come and see us during office hours. I have a policy of trying to answer every email within 48 hours. I am sometimes faster than that, but sometimes need all 48 hours to respond. Thus, if you need to get in touch within 48 hours, we suggest asking us before or after class, or during office hours.

<u>**Office Hours**</u>
Office hours via Zoom are listed on the first page of this document. You are not burdening us by utilizing office hours—we have carved out that time specifically so you can come find us. For my office hours, please sign up for an appointment on Quercus using the instructions here. You can access my office hours by clicking the "Office Hours" link in the left-hand navigation menu on our Quercus page.

The primary purpose of office hours is to help you better understand the course content. To make the best use of your time, you should be prepared with specific questions. For example, you might have a question about a reading you don't understand, or a concept we've covered in class. Be as specific as you can about how we can help you. However, you are welcome to drop by for other reasons too; we are happy to talk to you more about sociology, social stratification, research, or just about anything else that crosses your mind.

<u>**COVID-19 and Masking**</u>
Although university policy and the rest of Canadian society has mostly moved away from masking, please consider masking for the public health benefits that masking confers. Two-way masking is an effective method for stopping the spread of coronavirus—if both you and the person you are with are wearing a basic surgical mask, it can reduce the spread of COVID by up to 90%, and therefore allows people to participate fully in the course regardless of their prior health conditions or the health conditions of their family members. While masking is optional, it is also encouraged. If you have trouble obtaining masks for use in the classroom and wish to use them, feel free to let me know and I can provide basic surgical masks free of charge; simply let me know and I will bring them

Rules of the Game

1. We start and end class on time. No packing up early.
2. Turn off cell phones, music players, and other hand-held devices.
3. You may use computers for course materials <u>only</u>. You are generally on the honor system for this.
4. Check your utoronto email account daily.
5. Give all other students respect for their efforts.

Attendance

Achieving success in this class requires consistent daily attendance. Please don't schedule any appointments, trips, meetings, or other activities that would require you to miss class. If you know that you will miss a class, please let us know ahead of time. Also, if an emergency comes up, please send us an email as soon as you can to let us know the reason for your absence.

In my previous experience, students who don't show up to class and who don't contact us are often dealing with extenuating circumstances that may require outside assistance. I tend to err on the side of caution in these situations. If you regularly miss class without explanation, I may contact the registrar at your home college.

Format

This class contains very little lecturing, and discussions/exercises are nearly always based upon the reading notes. The reading notes (particularly the key concepts and Pre-Class Assignments) help direct your attention to the most important themes in each day's reading, and thus you should bring them to class. Please fill out the reading notes to the best of your ability, as these will be invaluable resources for you later in the semester. We will also discuss the readings in class.

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of 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 is described on the Turnitin.com web site.

Assignments not submitted through Turnitin will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

Course Expectations and Evaluation

Course Assignments

All assignments must be submitted in a format the instructor and TAs can read. We accept files in .doc, .docx, .pdf, .odf, and .rtf format. Do not upload a file in a .pages format; we cannot read it. It is your responsibility to ensure that the file itself is readable, which can be confirmed by downloading the file once it is uploaded to the assignment submission page on Quercus. If we cannot read it, it will be marked missing. If the due date is not specified, you must submit it at least one hour before the start of class.

1. Expectations Agreement (Mandatory)

On the first day of class, you will return the expectations agreement, indicating that you have read this syllabus thoroughly and agree to abide by the expectations within it.

2. Metacognition Assessments (Mandatory)

Throughout the semester, you will reflect on your learning practices. These assignments are pass-fail but are mandatory and you may be assessed a 1% grade penalty (per assessment) if you do not turn it in.

3. Assignment Zero and Assignment Med (4%)

These assignments have very similar questions to Assignments A and B (for Assignment Zero) and Assignments C and D (for Assignment Med). You are marked on how well you followed the instructions.

4. Assignments A, B, C, and D (96%)

For Assignments A-D you will receive one or two newspaper articles related to major concepts in the reading. You will be asked to analyze them using course concepts. These assignments will begin by writing simple, straightforward analyses and end with path diagrams. For these assignments, you are expected to work alone.

Extensions, Late, and Missed Assignments

The current course is a "universal design" course, which is intended to reduce the need for extensions. The assignments are designed to be completed within 48 hours, and so in the past they were due in 55 hours. I have extended this by another 72 hours to reduce the need for extensions in that additional time period. Therefore, assignments are now due 125 hours later instead of 55. Students with long-standing issues relating to work schedules or accessibility *should* be able to complete the assignment simply by rearranging their schedule in the time provided.

What happens if you still need an extension? Sometimes, problems unexpectedly arise—a family member falls severely ill and you are their caretaker, or you fall ill and require others to take care of you. These problems typically do not only affect one course, and so may need a more comprehensive response where you contact your registrar. If you have a big life issue

All extensions are given at the sole discretion of the instructor. They are not determined by TAs, students, or other university organizations. Short extensions of one or two days are typically given freely, but longer extensions make it difficult for faculty and TAs to mark assignments and can delay the return of assignments for all students. Please only ask for the time that you need. I am not inclined to give an extension of longer than a day or two beyond the due date unless you have evidence that something has changed in the last week or so (e.g., U of T Verification of Illness or Injury Form, Doctor's Note, or an email from the College Registrar).

Without permission from the instructor, or a late assignment becomes a missed assignment, and a missed assignment typically gets a zero. To avoid this, stay in touch with us. Do not wait until the last minute to tell us about any difficulties you are having, and please address personal issues with your registrar as they come up. The inability to turn an assignment in on time is almost always a symptom of a larger problem. You really don't want to be in the situation of emailing us on the day something is due, and you definitely don't want to miss the assignment.

If You Miss an Assignment: Missed deadlines and tests: students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. Within three days of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with one of the following:

- Absence declaration via ACORN

- U of T Verification of Illness or Injury Form

- College Registrar's letter (e.g., in case of personal/family crisis or emergency)

- Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

All assignments must be submitted in a format the instructor and TAs can read. We accept files in .doc, .docx, .pdf, .odf, and .rtf format. It is your responsibility to ensure that the file itself is readable, which can be confirmed by downloading the file once it is uploaded to the assignment submission page on Quercus. If we cannot read it, it will be marked missing.

TENTATIVE COURSE SCHEDULE

	Content	Readings	Assignments
9.4	Class Expectations The Welfare State	• Metacognition Excerpt (Library Reading List, or LBL) • Esping-Anderson & Miles (LBL)	**Expectations Agreement 9.4 by 9 AM** **Metacognition Assessment 9.4, 9 AM** Notes & Pre-Class Activities
Work and Wealth			
9.11	Capital and Wealth	• Welfare State Answer Sheet • Maroto & Mason (OUP, p15-16 only) • Davies (OUP, p32-34 only only) • Carroll (OUP, p1-10)	Notes & Pre-Class Activities (will need to read "Saks Appeal" for this) **Assignment Zero THUR 9.12 by 11:59 PM**
9.18	Occupational Replacement	• Capital and Wealth Answer Sheet • Adams & Lehman (OUP, p62-67; from "Labour Market Segmentation" to "Income and Benefits") • Esping-Anderson, Excerpt 1 (LBL) • Simonetto & Urmetzer (OUP, p49-51 "Distribution of Income: Quintiles" section only)	Notes & Pre-Class Activities **Assignment A MON 9.23 by 11:59 PM**
Education and Status Attainment			
9.25	Education and Status Attainment	• Malette and Guppy (OUP, p75-78 only; stop at "Educational Attainment by Gender") • Davies et al (OUP, p84-91) • Krahn (OUP, p98-106) • Drawing Path Diagrams PDF (Quercus)	Notes & Pre-Class Activities
10.2	Education and Resources		Notes & Pre-Class Activities **Assignment B MON 10.7 at 11:59 PM**
Gender			
10.9	Doing Gender	• West and Zimmerman Excerpt (LBL) • Britton and Logan Excerpt (LBL)	Notes & Pre-Class Activities **Midterm Reflection, 10.12 by 11:59 PM**
10.16	Gender and Occupations	• Lehman & Adams, (OUP, p67-69; Occupational Segregation only) • Beagan & Creese (OUP, p114-120, Stop at "Sharing Domestic Labour")	Notes & Pre-Class Activities **Assignment Med THUR 10.17 by 11:59 PM**
10.23	Services and the Household Economy	• Esping-Anderson, Excerpt 2 (OUP) • Beagan & Creese (OUP, p120-121, "Sharing Domestic Labour" and "Conclusion")	Notes & Pre-Class Activities **Assignment C MON 10.28 by 11:59 PM**
Reading Week: No Class or Office Hours			
Race, Ethnicity, and Indigenous Peoples			
11.6	Colonialism	• Menzies and Hwang (OUP, p139-146) • Excerpt of Leach et al (LBL, all)	Notes & Pre-Class Activities
11.13	Stress and Health	• Excerpt of Leach et al (LBL, p77-78, p90-93) • Harris and Schorpp (LBL, 369-374) • Siegrist & Marmot (LBL, p046-1047 only)	Notes & Pre-Class Activities
11.20	Race, Ethnicity, and Migration	• Kelly & Maharaj (OUP, p126-128, "Canada's Immigration Channels" only) • Tani (LBL) • Boyd and Vickers (OUP, p197-203) • Reitz and Banerjee (OUP, p173-182)	**Assignment D MON 11.25 by 11:59 PM**
11.27	No Class	**Metacognition Assessment, 11.27 by 9 AM** and **Final Reflection, 11.27 by 9 AM**	