

**SOC220H1F –Social Inequality in Canada**  
**Syllabus – Summer 2020**

Instructor: Ivanka Knezevic

Online class meetings (synchronous, on MS Teams, and asynchronous, posted on Quercus):  
Tuesdays and Thursdays 10:00-12:00

Online office hours (Bb Collaborate+ on Quercus): Tuesdays and Thursdays 12:00-13:00 and by  
appointment.

E-mail: [ivanka.knezevic@utoronto.ca](mailto:ivanka.knezevic@utoronto.ca), [knezevic@chass.utoronto.ca](mailto:knezevic@chass.utoronto.ca)

Course web site: on Quercus

Teaching assistant: Matthew Parbst

Online office hours (Bb Collaborate+ on Quercus): weekly, day and time T.B.A.

**Please direct all e-mail communication to the instructor.**

**Prerequisite**

Prerequisite: SOC101Y1, SOC102H1, or SOC100H1. Students who have not completed one of these courses will be removed from the course.

**Course description**

This course examines causes, processes, and consequences of social inequality with a particular emphasis on the ways in which class, gender, sexuality, race, ethnicity, citizenship, and global relations interact to produce unequal relations of power and exclusion. Cultural processes and content that justify social inequality, as well as the state intervention in this area, will also be considered. Students will learn to view social inequality as persistent and historically contingent, yet always contested and unstable. Resistance and social struggles for equity and social justice are central themes in the course, and students will be challenged to examine the forces of continuity and change in past and current patterns of inequality.

The course content is focused on Canadian society, institutions and policies. Canadians' experience of inequality, however, cannot be understood without the context of global economic, political, and cultural relations. Global inequalities and their implications for class, gender, sexuality, racial, ethnic, and other axes of inequality will also be examined.

The course begins with an introduction to social inequality and an overview of theoretical frameworks for conceptualizing social hierarchies through history, and for explaining formation and maintenance of social, economic, and political inequalities. We shall also consider several areas of social life in which inequality is constituted, maintained and contested: work, family, education, migration, and citizenship. Throughout the course, current research in the subject area will be presented and discussed.

**Goals and Learning Objectives**

In this course, students will:

- Become familiar with, debate, and apply sociological theories (both classical and contemporary) to analyze social inequality;

- Become familiar with some of the sociological literature concerning the roles of social structure, culture, and human agency in generating and perpetuating social inequality;
- Explore the relationship of social inequality to power and ideology;
- Gain an understanding of the intersections of class, race, ethnicity, gender, sexuality, disability, and age, and their role in social inequality;
- Be able to assess wider sociological literature critically, from the standpoint of social inequality; and
- Apply course knowledge in proposing a researchable topic, and completing a research paper on that topic, in the area of sociological study of social inequality.

### **Online lecture and office hours format**

Most of the time in each online class meeting will be devoted to **lecture**, with some time built in for **student comments, questions, and class discussions**. Examples of published research will be integrated into lectures to illustrate the topic at hand.

Lectures will present concepts/ theories/ methods/ research techniques also covered in assigned readings, but will not duplicate them. Rather, the purpose of lectures is to help you understand the readings, by expanding on and/or clarifying the **sociological background** of ideas and research presented in the readings. Occasionally, lectures will present **points of view alternate to the readings**. When this is the case, you will be expected to know both these alternate views.

**This is a hybrid course. Both synchronous and asynchronous** online lecture formats may be used.

**The instructor will hold online office hours** (Bb Collaborate+ on Quercus) **after every online class meeting.**

**The TA will hold online office hours** (Bb Collaborate+ on Quercus) **once a week** (dates and times will be announced on Quercus).

The purpose of office hours is twofold: (1) to clarify course material and answer any questions you may have about it, and so help you prepare for the midterm test and final examination, and (2) to help with your critical reading and writing skills, in order to improve your work on written assignments in the course.

You will derive maximal benefit from both lectures and office hours if you have **read the assigned readings before an online lecture**. The success of lectures and office hours in helping you learn and achieve good grades in the course depends on **your activity**.

### **Online Writing Clinics**

The instructor will hold assignment-specific online writing clinics on May 12<sup>th</sup> (for the Assignment 1) and May 28<sup>th</sup> (for the Assignment 2). See the Course Outline below.

### **Textbook and other readings**

McMullin, Julie and Josh Curtis. 2017. *Understanding Social Inequality: Intersections of Class, Age, Gender, Ethnicity, and Race in Canada*. 3<sup>rd</sup> edition. Toronto: Oxford University Press.

Paper copies of the textbook are available to order at the University of Toronto Bookstore website:

[https://uoftbookstore.com/buy\\_textbooks.asp](https://uoftbookstore.com/buy_textbooks.asp)? Once you order, the Bookstore will mail you a copy.

E-book is available through Red Shelf online bookstore at:

<https://www.redshelf.com/book/545283/understanding-social-inequality-545283-9780199010936-julie-mcmullin-josh-curtis>

Please note: digital rental is available for periods of 180 days, 365 days, or 4 years.

#### Additional readings:

The reading by Brock is available on Quercus, in accordance with the University of Toronto fair dealing practices.

Readings by Gladwell, Macdonald, Purser, and Morgan are available on publicly accessible publishers' websites – URLs are included in the course outline.

All other readings are available through University of Toronto Library electronic resources. If you need help locating material in e-resources, please contact a librarian (use “Ask a Librarian” chat function on the Library website).

#### Evaluation scheme

Topic proposal and annotated bibliography, due on May 14 <sup>th</sup>	10%
Midterm test, on May 21 <sup>st</sup>	30%
Research paper, due on June 4 <sup>th</sup>	25%
Final examination: take-home, 12:00-24:00 on June 18 <sup>th</sup>	35%
Bonus mark(s) for participation in course writing clinics, each (Note: lurkers get no bonus mark.)	1%

#### Grading and grading policies

The test and the final examination will require:

- recall (i.e. memory – you will need not only to recognize, but to be familiar with course material);
- analytic skills (you will need to understand relationships between concepts and topics in the course, and their relative importance); and
- application (you should be able to apply course material to new situations; questions may ask you to apply course knowledge to a situation not discussed in lectures or readings).

Recall will probably only get you a C mark.

Test and final examination will be based on **both readings and lectures**. They are **not cumulative**.

Paper topic proposal and research paper will be graded on: (a) knowledge, analytical and critical understanding of the course material; (b) ability to apply course knowledge to a new problem; (c) relevance and critical understanding of scholarly sources you introduce; (d) structure of your argument (logic, use of supporting evidence); and (e) good organisation and clear, grammatically correct writing.

**Posting marks:** barring unforeseen circumstances, tests and assignments will be graded, and marks posted on Portal within 7 days of the test/ assignment due date.

Students will **submit assignments on Quercus** and assignment grades will be posted there.

**Final course grades** will be available on ACORN. University regulations do not allow posting of final course grades on Quercus.

### **Lateness**

A make-up test will be held online in class time, one week after the regularly scheduled one. If you miss the regular test or submit an assignment late, **you must declare your absence on the ACORN**, on the day of the regular test or on the date the assignment is due. Otherwise, late assignments will be penalized by **10% for the first calendar day** and **additional 5% for each subsequent calendar day** of lateness. The **date and time recorded by Quercus** will be considered as the date and time of submission.

### **Electronic communication**

- **Student software requirements:** PowerPoint, a text processor, Bb Collaborate+ (embedded in Quercus) and MS Teams - no downloads necessary.
- If a **password is needed** to attend any course events (such as synchronous lectures using MS Teams), it will be: **Inequality** (please note the letter case).
- Given that **MS Teams** and **Blackboard Collaborate Ultra** offer different benefits and protect your privacy in different ways, it is likely that we will use both. If you are not familiar with them, I would suggest that you have a look at the information the University has provided about Bb Collaborate Ultra:  
<https://qstudents.utoronto.ca/blackboard-collaborate-ultra-student-use/>  
If you are not familiar with MS Teams, you may want to look for basic information online. The University has so far not posted any information for student users. If such information becomes available, I will let you know.
- I will post **lecture outlines** on the website before each class meeting. You may find it helpful to download the outlines and use them for note-taking. The outlines will also contain practice questions for the test and the final examination.
- This is a **hybrid course. Both synchronous and asynchronous** online lecture formats may be used.
- **Recording** synchronous lectures without written permission from the instructor is strictly **forbidden**.
- Students will **submit assignments on Quercus** and assignment grades will be posted there.
- **Assignments will not be accepted by email.**
- All course communication should be conducted through either **Quercus conversations** or **email** using **your UTOR account**. Use of **email is preferred**.
- All emails must include the course code (SOC220) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails and Quercus conversations from students will generally be answered on **the following work day** of receipt.

- Treat emails as you would any other professional communication. Proofread. Use appropriate language.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- Address your e-mail to **the instructor**. Addressing multiple members of the course staff will only delay a response, while we confirm who should answer.

**Note: messages that do not follow these guidelines will not receive a response.**

#### AccessAbility Services:

Students with a health consideration, physical or learning challenge are welcome in this course. If you require any assistance, please speak to an advisor at Accessibility Services (phone: 416-978-8060, email: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) ). Advisors are available by appointment to assess special needs, provide referrals and arrange appropriate accommodations. More information can be found at: <http://studentlife.utoronto.ca/accessibility> .

#### Academic integrity

The University and you as a student share commitment to academic integrity. The University of Toronto’s *Code of Behaviour on Academic Matters* and *Code of Student Conduct* strictly prohibit plagiarism and other academic offences. They can be found at:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

and

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjul012002.pdf>

*IMPORTANT NOTICE FROM THE UNIVERSITY OF TORONTO:* Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

When you submit an assignment on Quercus, the system will ask you to check: "I agree to the tool's End-User Licence Agreement" to accept Turnitin's terms of use. While using Turnitin is, strictly speaking, voluntary for students at the University of Toronto, if you do not check this statement in your Quercus submission, your **assignment will not be graded, unless you instead provide, along with the assignment**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final paper, etc.) to establish that the assignment you have submitted is your own original work.

The University’s Writing Centre gives excellent advice on avoiding unwitting plagiarism at:

<http://www.writing.utoronto.ca/advice/using-sources/paraphrase>

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

If you need general help with academic writing, contact the Writing Centre

(<https://advice.writing.utoronto.ca/> ). The web page contains much helpful advice and tools,

including specific advice about various Types of Writing (including those you will use in this course: Annotated Bibliography and Literature Review).

You can also participate in an online workshop or book a one-on-one consultation. For information about booking appointments with St. George campus writing centres during Summer 2020, see: <https://writing.utoronto.ca/news/writing-centre-summer-openings/> .

## **COURSE OUTLINE:**

### **May 5<sup>th</sup>: Introduction to the course, basic concepts**

Textbook, Chapter 1 “Introduction”

Gladwell, Malcolm. 2015. “Starting Over: Many Katrina victims left New Orleans for good. What can we learn from them?” *New Yorker*, August 24.

<http://www.newyorker.com/magazine/2015/08/24/starting-over-dept-of-social-studies-malcolm-gladwell>

### **May 7<sup>th</sup>: Theoretical perspectives on inequality**

Textbook, Chapter 7 “Actors and CAGE(s)”

Brock, Deborah. 2012. Chapter Two “Thinking about Power: Exploring Theories of Domination and Governance” in: *Power and Everyday Practices*. First Canadian edition. Edited by Deborah Brock, Rebecca Raby and Mark P. Thomas. Toronto: Nelson. Pp. 11-32. (Quercus)

### **May 12<sup>th</sup>: Class, Stratification and Inequality**

**Online writing clinic for Assignment 1 13:00-15:00 today.**

Textbook, Chapter 2 “Class and Inequality”

Macdonald, David. 2018. *Born to Win: Wealth Concentration in Canada since 1999*. Ottawa: Canadian Centre for Policy Alternatives. July 31.

<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2018/07/Born%20to%20Win.pdf>

### **May 14<sup>th</sup>: Gender, Sexuality and Inequality**

**Topic proposal and annotated bibliography due.**

Textbook, Chapter 3 “Gender and Inequality”

Barber, Kristen and Tristan Bridges. 2017. “Marketing manhood in a ‘post-feminist’ age”. *Contexts*. 16(2). Spring. 38–43.

### **May 19<sup>th</sup>: Race, Ethnicity and Inequality**

Textbook, Chapter 4 “Race, Ethnicity and Inequality”

Livingstone, Anne-Marie and Morton Weinfeld. 2015. “Black Families and Socio-economic Inequality in Canada”. *Canadian Ethnic Studies*. 47(3). 1-23.

### **May 21<sup>st</sup>: Mid-term test** (synchronous, in class time)

**May 26<sup>th</sup>: Culture of Inequality – Ideology, Prestige, Exclusion**

Lukk, Martin, Erik Schneiderhan, and Joanne Soases. 2018. “Worthy? Crowdfunding the Canadian Health Care and Education Sectors.” *Canadian Review of Sociology*. 55(3), 403-424.

Purser, Ronald. 2019. “The mindfulness conspiracy”. *The Guardian*. June 14. Online. <https://www.theguardian.com/lifeandstyle/2019/jun/14/the-mindfulness-conspiracy-capitalist-spirituality> )

**May 28<sup>th</sup>: Inequality at Work**

**Make-up midterm test during class time.**

**Online writing clinic for Assignment 2 13:00-15:00 today.**

Textbook, Chapter 9 “CAGE(s) and Paid Work”

Besen-Cassino, Yasemin. 2013. “Cool Stores Bad Jobs”. *Contexts* 12(4) Fall. 42-47.

Morgan, Richard. 2020. “Apps have turned restaurant work into a gig-economy hustle. Here’s how one cook chases a paycheck”. *The Washington Post*. February 25. Online: [https://www.washingtonpost.com/lifestyle/food/apps-have-turned-restaurant-work-into-a-gig-economy-hustle-heres-how-one-cook-chases-a-paycheck/2020/02/24/1f02ee5c-54a8-11ea-9e47-59804be1dcfb\\_story.html](https://www.washingtonpost.com/lifestyle/food/apps-have-turned-restaurant-work-into-a-gig-economy-hustle-heres-how-one-cook-chases-a-paycheck/2020/02/24/1f02ee5c-54a8-11ea-9e47-59804be1dcfb_story.html) )

**June 2<sup>nd</sup>: Inequality at Home - Family and Unpaid Labour**

Textbook, Chapter 8 “CAGE(s), Families, and Domestic Labour, and the Processes of Reproduction”

Duffy, Ann, June Corman, and Norene Pupo. 2015. “Family Finances: Fragility, Class, and Gender”. *Canadian Review of Sociology*. 52:2, 221-231.

**June 4<sup>th</sup>: Education, Inequality and Mobility**

**Research paper due.**

Textbook, Chapter 10 “CAGE(s) and Education”

Goldthorpe, John. 2003. “The Myth of Education-Based Meritocracy: Why the theory isn’t working”. *New Economy*. 234-239.

**June 9<sup>th</sup>: Inequality, State and Social Movements**

Textbook, Chapter 12 “CAGE(s) and the State”

Esping-Andersen, Gøsta. 2015. “Welfare regimes and social stratification“. *Journal of European Social Policy*. 25(1): 124-134.

**June 11<sup>th</sup>: Migration, Globalisation, Citizenship and Inequality**

Harder, Lois and Lyubov Zhyznomirska. 2012. "Claims of belonging: Recent tales of trouble in Canadian citizenship". *Ethnicities*. 12(3): June. 293-316.

Portes. Jonathan. 2019. "The economics of migration". *Contexts*. 18(2). Spring. 12–17.

**June 18<sup>th</sup>:** Final examination.