

**Sociology 220H1F
Social Stratification**

Fall 2020

**Classroom: Virtual (via BB Collaborate)
Class Hours: Tuesdays, 10:00 AM-12:00 PM**

Professor: Jonathan Horowitz

Email: jonathan.horowitz@utoronto.ca

Office Hours: Wednesday, 12:30 PM to 1:30 PM

Office Location: Virtual (via BB Collaborate)

TA: Amny Athamny

Office Hours: Fridays. 11 AM to Noon (week of 10.12 through 11.27 only)

Office Location: Virtual (via BB Collaborate)

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.

Course Access

To access the course sessions, follow the instructions here: <https://qstudents.utoronto.ca/blackboard-collaborate-ultra-student-use/>. Class will take place exclusively using BB Collaborate.

Requirements

You are required to take SOC101Y or SOC102H1 or SOC100H1 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

The required book for this class is:

Grabb, Edward, Jeffrey G. Reitz and Monica Hwang. (Eds.). (2017). *Social Inequality in Canada: Dimensions of Disadvantage*, 6th edition. Oxford University Press.

You may find this at the University of Toronto Bookstore, or online. Excerpts from other required readings are located on Quercus.

Things you need to know to succeed in this class

You will need to have regular access to a word processor (like those found in Microsoft Office, LibreOffice, or Google Docs) and strong, reliable internet for this class. This class will be conducted online on BB Collaborate, and you will do small-group work during class time. Since over half of the class period takes place in this format, a computer camera and microphone are required.

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.

Academic Integrity and Turnitin.com

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 (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) 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 here: <https://guides.library.utoronto.ca/plagiarism>.

Graded assignments will be submitted via Quercus, where they will be analyzed by Turnitin. Students will be required to submit these assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. Students agree that by taking this course, they will allow their assignments 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.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their assignment, 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.

Before Each Class:

Preparing for Class

You will usually be expected to complete a set of “reading notes” for each set of assigned readings. I will write some 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, B and C. 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.

Contact Information

Email

You can reach me by email at jonathan.horowitz@utoronto.ca. I will handle all emails for this course. I will answer all email for this class. Feel free to contact me with questions, requests or problems, but *please* read the syllabus before asking questions. All emails should be sent from your utoronto_email account and should have SOC220H in the subject line. For simple questions, that is the fastest and quickest way to reach us. For more difficult questions, please sign up for a slot during my or Amny’s office hours.

I have a policy of trying to answer every email within 48 hours. I am sometimes much faster than that, but sometimes I need all 48 hours to respond to an email. Thus, if you need to get in touch with us within 48 hours, we would suggest asking us before or after class, or during office hours.

Office Hours

I have office hours on Wednesdays, from 12:30 to 1:30 PM. Amny will hold office hours once per week between 10.12 and 11.27, with the time to be announced. You are not burdening us by utilizing office hours—we have carved out that time specifically so you can come find us. Note that due to the pandemic, we are holding virtual office hours. Please sign up for an appointment using the following guide: <https://qstudents.utoronto.ca/why-the-calendar-tool-is-useful-for-students/>; you may access the office hours via BB Collaborate by clicking on the office hours sessions (instead of the class sessions) for the correct date.

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.

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 or <http://studentlife.utoronto.ca/accessibility>.

During Each Class:

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 only. I obviously cannot check this in the virtual classroom, so you are on the honor system.
4. Check your utoronto email account daily.
5. When together as a full class, use the chat feature to contribute, and mute your microphone.
6. Unmute your microphone and turn on the video when sharing small group results with the full class.
7. In small groups, ensure the video is on so that others in your small group can see you. Unmute your microphone to speak in the small groups.
8. Give all other students respect for their efforts.

Attendance

To attend class, use the instructions at <https://qstudents.utoronto.ca/blackboard-collaborate-ultra-student-use/>.

Achieving success in this class requires consistent 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 me 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. Thus, if you have a tendency to miss class without explanation, I will probably 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.

All assignments due need to be submitted according to the schedule. If it is not specified, you must submit it at least one hour before the start of class.

This course was initially designed for in-person meetings, but due to the pandemic we will run class and small group discussions on Blackboard Collaborate. We encourage turning on your video feed during larger class meetings, since it is easier for me to understand if the class is learning the material if I can see your faces, and encourages you to pay attention. That said, there are circumstances where turning off the video camera makes sense for the student, and you do not need to provide a reason to turn it off; just make sure you have uploaded a picture of yourself to use as an avatar, and that the camera remains on in small group discussions.

Course Expectations and Evaluation

Course Assignments

1. Expectations Agreement (Mandatory): **Due 9.15 at 9 AM**

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. Assignments A, B, and C (90%): **Assignment A Due Thursday, 10.15 at 5 PM; Assignment B due Thursday, 11.5 at 5 PM; Assignment C due Thursday, 11.26 at 5 PM.**

For Assignments A, B, and C you will receive a two op-eds that are related to major concepts in the reading. You will be asked to use concepts in class to explain events recounted in news articles. For these assignments, you are expected to work alone.

3. Daily Reading Quizzes (10%): **Conducted in-class on 12.1 and 12.8.**

For the final two class periods, you will complete daily reading quizzes.

Note that there is no final exam for this course.

If you are unable to turn in an assignment at the designated time, for medical reasons, you will need to email me (not the TA), and also declare your absence on ACORN. Also, please seek medical attention as needed, because your health is important.

For other reasons, such as family or other personal reasons, please contact your college registrar and have them email me. This is for your own benefit, as your college registrar will have resources that they can mobilize on your behalf.

TENTATIVE COURSE SCHEDULE

Note on assignments:

Readings and assignments are listed on the day they are due. Bolded assignments are graded.

	Content	Reading	Assignment
9.15	Class Expectations (Intro) Is Inequality Inevitable?	<ul style="list-style-type: none"> • Davis and Moore (Quercus) • Fischer et al, (Quercus) • Arguments Handout (Quercus) 	<p>Expectations Agreement due 9.15 at 9 AM</p> <p>Notes & Pre-Class Activities</p>
9.22	Politics and Policy	<ul style="list-style-type: none"> • Carroll (GRH, p12-21) • Esping-Anderson and Myles (Quercus) 	Notes & Pre-Class Activities
Work and the Economy			
9.29	Labor Markets, Occupations, Income, and Poverty	<ul style="list-style-type: none"> • Lehman & Adams (GRH, p75-86) • Urmetzer (GRH, p47-58) 	Notes & Pre-Class Activities
10.6	Wealth and Capital	<ul style="list-style-type: none"> • Davies (GRH, p61-71) • Piketty (Quercus) 	Notes & Pre-Class Activities
10.13	Postindustrialism and Occupational Distributions	<ul style="list-style-type: none"> • Esping-Anderson (Quercus) 	<p>Assignment A due Thurs, 10.15 at 5 PM</p> <p>Notes & Pre-Class Activities</p>
Education and Gender			
10.20	Education and Status Attainment	<ul style="list-style-type: none"> • Malette and Guppy (GRH, p104-107 only; stop at “Educational Attainment by Gender) • Davies et al (GRH, p113-121) • Krahn (GRH, p90-100) • Drawing Path Diagrams (Quercus) 	Notes & Pre-Class Activities
10.27	Education and Status Attainment		Pre-Class Activities (Don’t forget this!)
11.3	Gender Inequality	<ul style="list-style-type: none"> • Adams and Rooyackers (GRH, p194-204; focus on page 195 (Cultural vs. Equity Feminism), pages 199-201 (Doing Gender, Gendered Organizations and Institutions); and page 203 (Intersectionality) • Beagan and Creese (GRH, p208-217) 	<p>Assignment B due Thurs, 11.5 at 5 PM</p> <p>Notes & Pre-Class Activities</p>
Race			
11.17	Colonialism, and Spatial Inequality	<ul style="list-style-type: none"> • Ho and Corrigan-Brown (GRH, p274-287) • Menzies and Hwang (GRH, p131-140) • Excerpt of Leach et al (Quercus) 	Notes & Pre-Class Activities
11.24	Race, Ethnicity, and Migration	<ul style="list-style-type: none"> • Boyd and Vickers (GRH, p155-169) • Reitz and Banerjee (GRH, p173-187; stop at “Public Information and Setting Goals”) 	<p>Assignment C due Thurs, 11.26 at 5 PM</p> <p>Notes & Pre-Class Activities</p>
Consequences of Inequality			
12.1	Acceptance and Attitudes	<ul style="list-style-type: none"> • Hwang and Grabb (GRH, p319-327) • Andersen (GRH, p330-342) 	<p>Reading Quiz (In-Class)</p> <p>Notes & Pre-Class Activities</p>
12.8	Inequality and Health	<ul style="list-style-type: none"> • Veenstra (GRH, p294-304) • Siegrist and Marmot (Quercus) 	<p>Reading Quiz</p> <p>Notes & Pre-Class Activities</p>

