

**Sociology 352H1: LEC0101/LEC9101
Theories of Stratification**

Fall 2020

Classroom: Virtual (via BB Collaborate)

Class Hours: TUE, 2-5 PM

Professor: Jonathan Horowitz

Email: jonathan.horowitz@utoronto.ca

Office Hours: Wednesday, 1:30 PM to 2:30 PM

Office Location: Virtual (via BB Collaborate)

TA: Matt Parbst

Office Hours: To be announced (week of 10.6 through 12.4 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 focus on two of the core issues in the stratification literature: Status attainment and gender inequality. In addition, we will cover several other topics briefly: Rents, poverty and the welfare state, networks, and racial inequality.

By exploring the key questions of social stratification, you will learn how to do the following:

- 1) Identify how different arguments about social inequality relate to each other
- 2) Reconcile conflicting evidence about the same issue
- 3) Find cutting-edge research to answer a key question regarding social stratification
- 4) Organize and present key issues in a coherent and organized way

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

Before taking this class, you are required to take SOC201H1 (Classical Sociological Theory), SOC202H1 (Introduction to Quantitative Methods in Sociology), and SOC204H1 (Introduction to Qualitative Methods in Sociology), plus two of the following (1.0 FCE): SOC251H1 (Contemporary Sociological Theory), SOC252H1 (Intermediate Quantitative Methods in Sociology), or SOC254H1 (Intermediate Qualitative Methods). 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:

Grusky, David and Szelényi, Szonya. (Eds.). (2011). *The inequality reader: Contemporary and foundational readings in race, class, and gender*. Westview Press.

You may find this at the University of Toronto Bookstore, or online. Excerpts from other readings are 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. You will spend a great deal of time searching for peer-reviewed journal articles and reading them this semester. 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.

Statistical literacy is a necessary skill for this course. You won't need to perform statistical analyses, but you will be reading many studies that involve multiple regression analysis. Most students who have completed the introductory quantitative methods course have the background to succeed in this class, but if you have concerns about this, please contact me before the beginning of the semester to discuss your statistical background.

This class is cumulative. After completing the assigned readings, you will complete a reading notes worksheet before class, and sometimes will search for a peer-reviewed research article on the same topic. After completing the reading notes worksheet and finding peer-reviewed research articles, you will come to class and we will use your reading note answers in class. These will be practice for your assignments and final paper. Working hard at the earlier stages (assigned readings, worksheets, and reading notes) will result *in far better performance* in the later stages of the class (assignments and the final paper).

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. You are expected to read the statement of academic integrity carefully and thoroughly [here](#) 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>.

The final paper and all other graded assignments will be submitted via Quercus, where it will be analyzed by Turnitin. By taking this course, students agree that all required assignments may be analyzed by 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.

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 complete a set of “reading notes” for each set of assigned readings. I will write additional material for you to read, so 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 will create a set of notes for you that are easy to reference when completing the assignments. Finally, on most days you will complete at least one “Pre-Class Activity” which will lead into our activity for the day. Approximately 80% of the assigned readings are in the first half of the semester.

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 written assignments. Make sure to complete the “Article Summaries” as well as the “Pre-Class Assignments”—this will help you on future assignments, and prepare you for class.

Overall, this is a challenging class. For example, each “set” of readings, reading notes, and pre-class activities are designed to take between 2 and 4 hours. Given that some students need more or less time than others, you will almost certainly need to complete between 5 and 10 hours of reading / study / homework per week in order to succeed. As a result, I strongly suggest that you start preparing at least two days prior to the class meeting.

Contact Information

Email

You can reach me by email at jonathan.horowitz@utoronto.ca. I will handle all emails for this course. Feel free to contact me with requests, problems, or simple questions, but please read the syllabus before asking questions. All emails should be sent from your utoronto email account and should have SOC352H1 in the subject line. For more difficult questions, please come sign up for either of our 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, and Matt will hold office hours once per week starting the week of 10.6, with the time to be announced. You are not burdening us by approaching us during 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 on BB Collaborate using the following guide: <https://qstudents.utoronto.ca/why-the-calendar-tool-is-useful-for-students/>. I will send a link to access office hours to everyone who has signed up for a timeslot.

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.

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 you'll be out of town and have to 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. 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 Article Summaries 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 in-class need to be submitted at the beginning of each class period, according to the schedule.

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 the instructor to understand if the class is learning the material if they 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 a stand-in, and that the camera remains on in small group discussions.

Course Expectations and Evaluation

Course Assignments

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. Assignments A and B (47%)

For Assignments A and B, you will receive a two peer-reviewed articles that build on the major concepts in the course reading. You will evaluate how each article builds on arguments from earlier in the course, and critically evaluate the original argument using this new information.

3. Peer Review (3%)

At various points throughout the semester, you evaluate the arguments made by your peers. You will evaluate their assignment and provide written feedback to help improve their performance.

4. Literature Review (50%)

This assignment will be your primary responsibility during the second part of the semester. You will identify a key argument in the course readings that you find interesting or appealing, and then will assess the state of this theoretical position by researching peer-reviewed journal articles. This project will consist of five different stages: Identifying the argument; finding relevant peer-reviewed journal articles; reading and analyzing peer-reviewed journal articles; outlining your argument; and writing the final paper. You are strongly encouraged to start on each stage as early as possible, and to contact your instructor or teaching assistant when you are struggling.

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.

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>.

TENTATIVE COURSE SCHEDULE

Note on readings:

The peer-reviewed journal articles will almost always prove more challenging than readings in the Inequality Reader; budget your time accordingly. Readings are generally in the Inequality Reader (listed as G&S on the schedule). You should read the articles in the order in which they are listed. Note that approximately 80% of the assigned readings, reading notes, and pre-class activities are in the first half of the semester; you will be searching for and journal articles for your paper project in the second half. Please do not try to do *all* of the readings, notes, pre-class assignments, and assignments the day before class.

One further note, which we will periodically return to throughout the semester: The majority of theory regarding stratification comes from the United States context, and focuses on three main axes of stratification: Class, race, and gender. In general, the differences in stratification between Canada and the United States are in degree rather than kind—most things that we read about the United States are true for Canada, just not quite to the same degree. The big exception is race—where the United States has a unique history that does not apply to many other contexts. Thus, we talk primarily about status attainment and gender inequality in the present course, which holds in the Canadian context, and limit the discussion of racial inequality to a topic where the prevailing theory applies.

Note on assignments:

Bolded assignments are graded.

	Content	Reading	Assignment
9.15	Class Expectations (Intro) Functionalism (Arguments) Marx and Weber (Comparison)	1.1 • Davis & Moore (G&S, p16-19) • Fischer et al (G&S, p20-24) • Arguments Handout (Quercus) 1.2 • Marx (G&S, C. Manifesto, p36-44 only) • Wright (G&S, p48-55) • Weber (G&S, p56-67)	Expectations Agreement Notes & Pre-Class Activities: 1.1, 1.2
9.22	Income Inequality (Arguments) Rents (Arguments) Reproduction/Mobility I (Causal Models)	2.1 • Saez (G&S, p86-89) • Smeeding (G&S, p153-158) • Grusky & Weeden (G&S, p90-97) • Sørensen (Quercus) 2.2 • Domhoff (GS, p112-117) • Newman & Chen (G&S, p147-152) • Blau & Duncan (G&S, p527-533; p537-539 only)	Notes & Pre-Class Activities: 2.1 (two pre-class activities), 2.2
9.29	Reproduction/Mobility II (Group Work) Reproduction/Mobility II (Peer Review) Social Psych. Models I (Causal Models)	3.1 • Torche (Quercus) 3.2 • Sewell et al (G&S, p553-566) • MacLeod (G&S, p567-583)	Notes & Pre-Class Activities: 3.1, 3.2, 3.3 Peer Review Article Due Sunday 10.4 at 5 PM

10.6	Social Psych. Models II (Peer Review) Constructing Gender and the Ideal Worker Norm (Arguments) Discuss Assignment A	4.1 <ul style="list-style-type: none"> Your Peer's Article 4.2 <ul style="list-style-type: none"> Lorber (G&S, p318-325) Hochschild (G&S, p326-331) Stone (G&S, p337-344) Discuss Assignment A <ul style="list-style-type: none"> Figwit's Answer Sheet 	Notes & Pre-Class Activities: 4.1, 4.2 Peer Review 1 Due in Class Assignment A Due on Thursday 10.8 at 5 PM
10.13	Gender Discrimination I (Arguments) Networks (Comparison) Review Assignment A	5.1 <ul style="list-style-type: none"> Correll et al (G&S, p365-377) Additional reading (See Reading Notes) 5.2 <ul style="list-style-type: none"> Granovetter (G&S, p589-593) Burt (G&S, p597-601) OPTIONAL: Lin (G&S, p594-596) Review Assignment A	Notes & Pre-Class Activities: 5.1, 5.2, 5.3 Peer Review 2 Due in Class
10.20	Devaluation (Arguments) Writing a Literature Review Discuss Assignment B	6.1 <ul style="list-style-type: none"> England (G&S, 421-427) Paper Project: Part I <ul style="list-style-type: none"> Baumeister & Leary (Quercus) Synthesis Matrix (Quercus) Identifying the Argument (Quercus) Discuss Assignment B	Notes & Pre-Class Activities: 6.1 Assignment B Due on Thursday 10.22 at 5 PM
10.27	Gender Discrimination II (Arguments) Discuss Journal Articles Review Assignment B	7.1 <ul style="list-style-type: none"> See Reading Notes Paper Project: Part II <ul style="list-style-type: none"> Journal Articles Instructions 	Notes & Pre-Class Activities: 7.1 Identifying the Argument, Due at 9 AM on Quercus
11.3	Pay Disparities Journal Articles Activity Discuss Synthesis Matrix	8.1 <ul style="list-style-type: none"> Jacobs (G&S, p405-411) Peterson & Morgan (G&S, p412-420) Paper Project: Part III <ul style="list-style-type: none"> Synthesis Matrix Instructions 	Notes & Pre-Class Activities: 8.1 List of Journal Articles and Abstracts, in-class
11.17	Synthesis Matrix Activity Discuss Outline	Paper Project: Part IV and V <ul style="list-style-type: none"> Outline Instructions Final Paper Instructions 	Synthesis Matrix, in-class Peer Review of Articles and Abstracts, in-class
11.24	Constructing Race Outline Discuss Reverse Outline	10.1 <ul style="list-style-type: none"> Omi & Winant (G&S, p222-227) 	Outline, in-class Notes & Pre-Class Activities, 10.1 Peer Review of Synthesis Matrix, in-class
12.1	Racial Discrimination Reverse Outline	11.1 <ul style="list-style-type: none"> Bertrand and Mullainathan (G&S, p254-259) 	Paper Draft I and Outline, in-class Notes & Pre-Class Activities, 11.1
12.8	Clarity		Paper Draft II, in-class Peer Reviews for Reverse Outline and Clarity due via Quercus at 9 AM on Wednesday, 12.9. Final Paper Due on Friday via Quercus 12.11