

SOC 260B1 – Inequality and Social Stratification
Summer 2020
T R 1:30PM - 4:20PM
Remote Delivery

Instructor: Marcella Siqueira Cassiano
Office Hours: T 4:20-5:20PM (by appointment via Google Calendar/add Google Meet video conferencing link)
Email: cassiano@ualberta.ca

COURSE PREREQUISITE:

SOC 100 or consent of Instructor.

COURSE MATERIALS:

Journal articles available through the library website (see links on eClass)

COURSE DESCRIPTION:

Introduction to the study of structured social inequalities and poverty; major theoretical approaches; findings from key empirical studies, with emphasis on Canada.

COURSE OBJECTIVES:

Develop sociological knowledge:

- Discuss and assess influential theories of class, age, gender, ethnicity, and race that explain inequality and social stratification.
- Analyze recently published literature on social inequality in Canada pertaining to the following domains of life: families and domestic labor, education, paid work, health, and mass media, with a special considerations to the intersections of class, age, gender, ethnicity, and race.

Develop critical interpretation skills:

- Rigorously read and critically evaluate sociological texts, analyzing and synthesizing sociological research findings.
- Relate sociological knowledge to other disciplines.
- Identify and reflect on the limits of knowledge and on uncertainty in practices of interpretation.

Activate sociological knowledge:

- Examine human agency and its relationship to social structures, critically situating individual experience within broader social contexts and relationships.
- Interrogate forms of power, inequality, and social change.
- Evaluate information and interpret quantitative and qualitative data from various sources.
- Effectively communicate with diverse audiences in written form.
- Practice project proposal writing skills.

COURSE FORMAT:

Primarily lectures and assigned readings, but it also will include audiovisual materials and possibly one guest presentation. This course will be delivered virtually via Google Meet Video Conference in a synchronous fashion, that is, “live.” The Google Meet Video Conference links to the live classes, which will happen T R 1:30PM - 4:20PM, are posted on eClass.

CLASSROOM POLICIES/ATMOSPHERE:

Virtual Classroom

-Please take notes of the content discussed in class; the Instructor will post lecture slides on eClass before each lecture, but those slides are meant only to supplement notetaking, not replace it.

-The Instructor expects you to contribute to class discussion by asking questions and taking an active role in discussions.

- Since presence at lectures, participation in classroom discussions and projects, and the completion of assignments are important components of most courses, students will serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved.

-Communications involving instructors and students must be formal and professional. Please remember: Instructors are professionals acting to provide students the best academic teaching and mentoring services in the market; they are not your personal friends.

-Before contacting the Instructor, please make sure the content of your question is not on eClass or in the syllabus.

-Please check your university e-mail daily, as the Instructor will use this channel to make important announcements.

-The Instructor will answer e-mails once a day (at around 6 PM), except during weekends.

Office Hours

-Office hours will on be on T 4:20-5:20 PM. To access the Instructor, please use Google Calendar to book a meeting within the provided timeframe. The Instructor will accept your invitation or suggest another slot in case the one you selected is already booked.

-Please try to limit your time with the Instructor to 15 minutes, as one-on-one meetings are a limited resource that needs to be available to all students.

-To be respectful of the needs of the class, please be courteous and e-mail the Instructor if you are unable to attend an appointment. The Instructor requests at least 24 hours' notice so that your appointment time can be reallocated to someone else. Appointments are usually in high demand, and your early cancellation will give another person the possibility to have access to timely sessions with the Instructor.

COURSE REQUIREMENTS:

This course has three graded components:

Exam#1	35%	July 23
Assignment	35%	August 11
Exam#2 (Final)	30%	August 14 @ 11:30 AM (TBC)

EXPLANATORY NOTE ON COURSE REQUIREMENTS:

Evaluation procedures

-Exams will be online and open book: The class will meet on Google Meet (via link provided on eClass); the Instructor will take attendance and send the exam link to all students. Once everyone confirms receipt of the link, the exam will start. The exams will last 2 hours.

-Students with learning accommodations will receive their accommodations.

-Sample questions for the exams are on eClass (top of the page).

-The exam marks will be available on eClass within 2 business days of the exam completion.

-Please check the assignment guidelines, rubrics, and samples on eClass. The assignment marks will be available on eClass within 5 business days of the exam completion.

GRADING:

Marks for graded course requirements are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from all graded components produces the final letter grade for the course. Marks for grades are not curved or scaled.

Letter	Term %	Pts	Descriptor
A+	97-100	4.0	Excellent
A	94-96	4.0	
A-	90-93	3.7	
B+	85-89	3.3	Good
B	80-84	3.0	
B-	75-79	2.7	
C+	70-74	2.3	Satisfactory
C	65-69	2.0	
C-	60-64	1.7	
D+	55-59	1.3	Poor
D	50-54	1.0	Minimal Pass
F	0-49	0.0	Fail

LECTURE SCHEDULE:

Date	Topic
July 7	<p>Introduction: The Conceptualization of Social Class and Social Stratification</p> <p>* Crompton, Rosemary. <i>Class and Stratification: An Introduction to Current Debates & The Classic Inheritance and Its Development</i>. 2nd ed. Cambridge, UK: Malden, MA, USA, 1998, 1-53.</p>
July 9	<p>Class & Poverty</p> <p>* Milaney, Katrina, Hasham Kamran, and Nicole Williams. 2020. "A Portrait of Late Life Homelessness in Calgary, Alberta." <i>Canadian Journal on Aging</i> 39 (1): 42–51.</p> <p>* Mitchell, T., Loomis, C., Polillo, A., Fry, B., & Mackeigan, M. (2018). Projective Technique Reveals Unconscious Attitudes about Poverty in Canada. <i>Journal of Poverty</i>, 22(6), 500–517.</p> <p>* Flynn, C., Damant, D., Lapierre, S., Lessard, G., Gagnon, C., Couturier, V., & Couturier, P. (2018). When structural violences create a context that facilitates sexual assault and intimate partner violence against street-involved young women. <i>Women's Studies International Forum</i>, 68, 94-103.</p>
July 14	<p>Gender & Sexuality</p> <p>* Londa Schiebinger. (1986). <i>Skeletons in the Closet: The First Illustrations of the Female Skeleton in Eighteenth-Century Anatomy</i>. <i>Representations</i>, (14), 42-82.</p> <p>* Burgaleta, M., Head, K., Álvarez-Linera, J., Martínez, K., Escorial, S., Haier, R., & Colom, R. (2012). Sex differences in brain volume are related to specific skills, not to general intelligence. <i>Intelligence</i>, 40(1), 60-68.</p>

	<p>*Deborah McPhail (2017). 1. "This Is the Face of Obesity": Race, Class, Gender, and the Feminization of Fat. <i>Contours of the Nation: Making Obesity and Imagining Canada, 1945–1970</i> (pp. 25–52). Toronto: University of Toronto Press.</p> <p>*Skorska, M. N., Hodson, G., & Hoffarth, M. R. (2018). Experimental effects of degrading versus erotic pornography exposure in men on reactions toward women (objectification, sexism, discrimination). <i>Canadian Journal of Human Sexuality, 27</i>(3), 261–276.</p>
July 16	<p>Race & Ethnicity</p> <p>*Sethi, A. (2019). Domestic Sex Trafficking of Aboriginal Girls in Canada: Issues and Implications. <i>First Peoples Child & Family Review, 14</i>(1), 225–242.</p> <p>*Jackson, N. (2015). Aboriginal Youth Overrepresentation in Canadian Correctional Services: Judicial and Non-Judicial Actors and Influence. <i>Alberta Law Review, 52</i>(4), 927–947.</p> <p>* Peirone, Amy, Eleanor Maticka-Tyndale, Kenny Gbadebo, and Jelani Kerr. 2017. "The Social Environment of Daily Life and Perceptions of Police and/or Court Discrimination among African, Caribbean, and Black Youth." <i>Canadian Journal of Criminology & Criminal Justice 59</i> (3): 346–72.</p>
July 21	<p>Family</p> <p>*Grekul, J. (2008). Sterilization in Alberta, 1928 to 1972: Gender Matters. <i>Canadian Review of Sociology, 45</i>(4), 247–266.</p> <p>*Krahn, Harvey. 2017. "Choose Your Parents Carefully: Social Class, Post-secondary Education, and Occupational Outcomes," in <i>Social Inequality in Canada: Dimensions of Disadvantage</i>, ed. Grabb, E., J. Reitz, and M. Hwang, Toronto: Oxford. 90-103.</p> <p>*Areepattamannil, Shaljan, and DaphneeH. L. Lee. 2014. "Linking Immigrant Parents' Educational Expectations and Aspirations to Their Children's School Performance." <i>Journal of Genetic Psychology 175</i> (1): 51-57.</p>
July 23	<p>Exam#1</p>
July 28	<p>Education</p> <p>* Skolnik, Michael L., Leesa Wheelahan, Gavin Moodie, Qin Liu, Edmund Adam, and Diane Simpson. 2018. "Exploring the Potential Contribution of College bachelor's degree Programs in Ontario to Reducing Social Inequality." <i>Policy Reviews in Higher Education 2</i> (2): 176–97.</p> <p>* Sweet, R., Robson, K., & Adamuti, T. M. (2017). Ethnicity and Effectively Maintained Inequality in BC Universities. <i>Canadian Review of Sociology, 54</i>(4), 497–518.</p> <p>*Vanderwoerd, J. R., & Cheng, A. (2017). Sexual Violence on Religious Campuses. <i>Canadian Journal of Higher Education, 47</i>(2), 1–21.</p>

	<p>*Wright, L., Walters, D., & Zarifa, D. (2013). Government Student Loan Default: Differences between Graduates of the Liberal Arts and Applied Fields in Canadian Colleges and Universities. <i>Canadian Review of Sociology</i>, 50(1), 89–115.</p>
July 30	<p>Paid-Work</p> <p>*Waite, S., & Denier, N. (2015). Gay pay for straight work: Mechanisms generating disadvantage. <i>Gender and Society</i>, 29(4), 561-588.</p> <p>*Boyd, Monica, and Siyue Tian. 2017. “STEM Education and STEM Work: Nativity Inequalities in Occupations and Earnings.” <i>International Migration</i> 55 (1): 75–98.</p> <p>*Cedillo, Leonor, Katherine Lippel, and Delphine Nakache. “Factors Influencing the Health and Safety of Temporary Foreign Workers in Skilled and Low-Skilled Occupations in Canada.” <i>New Solutions: A Journal of Environmental and Occupational Health Policy</i> 29, no. 3 (November 2019): 422–58.</p>
August 4	<p>Health</p> <p>*Oliffe, J. L. et al (2012). “You feel like you can’t live anymore:” Suicide from the perspectives of Canadian men who experience depression: Men, masculinities and suicidal behaviour. <i>Social Science & Medicine</i> (1982), (4), 506-514.</p> <p>* Marilyn Fortin, Stéphane Moulin, Elyse Picard, Richard E. Bélanger, & Andrée Demers. (2015). Tridimensionality of alcohol use in Canada: Patterns of drinking, contexts, and motivations to drink in the definition of Canadian drinking profiles according to gender. <i>Canadian Journal of Public Health</i>, 106(2), 59-65.</p> <p>* Hamilton, H. A., Wickens, C. M., Ialomiteanu, A. R., & Mann, R. E. (2019). Debt stress, psychological distress, and overall health among adults in Ontario. <i>Journal of Psychiatric Research</i>, 111, 89–95.</p>
August 6	<p>Mass Media Communication</p> <p>*Haight, Michael, Anabel Quan-Haase, and Bradley A Corbett. 2014. “Revisiting the Digital Divide in Canada: The Impact of Demographic Factors on Access to the Internet, Level of Online Activity, and Social Networking Site Usage.” <i>Information, Communication & Society</i> 17 (4): 503–19.</p> <p>*Robinson, Laura, Shelia R. Cotten, Hiroshi Ono, Anabel Quan-Haase, Gustavo Mesch, Wenhong Chen, Jeremy Schulz, Timothy M. Hale, and Michael J. Stern. 2015. “Digital Inequalities and Why They Matter.” <i>Information, Communication & Society</i> 18 (5): 569–82.</p> <p>*Blake, Khandis R, Brock Bastian, Thomas F Denson, Pauline Grosjean, and Robert C Brooks. 2018. “Income Inequality Not Gender Inequality Positively Covaries with Female Sexualization on Social Media.” <i>Proceedings of the National Academy of Sciences of the United States of America</i> 115 (35): 8722–27.</p>
August 11	<p>Catch up, review, and final remarks</p> <p>Assignment (due on eclass @ 9 AM)</p>

August 14 @ 11:30 AM (TBC)	Exam#2 (final exam)
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ATTENDANCE, ABSENCES, AND MISSED GRADE COMPONENTS:

Regular attendance is essential for optimal performance. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the [Attendance](#) section of the University Calendar.

Absence from Mid-Term (Exam#1)

Students are required to contact the Instructor within two working days following the missed exam (or as soon as possible, considering the circumstances) to apply for an excused absence. Excused absences are not automatic and are at my discretion. Below is a list of acceptable documentation to support an absence:

- For incapacitating medical illness, students can present one of the following:
 - o “University of Alberta Medical Statement” signed by a doctor (this cannot be required but must be accepted if provided in lieu of other documents).
 - o “Request for Excused Absence or Deferral of Term Work” Faculty of Arts form: <https://www.ualberta.ca/arts/student-services/undergraduate-student-services/forms-for-students.html>
 - o Statutory Declaration" (to be obtained from the Office of the Registrar).
- For all other cases, such as domestic afflictions or religious convictions, the student should submit documentation appropriate to the situation. This could include the following:
 - o For a death in the family – a copy of the death certificate
 - o For a religious conflict – a letter from the church or pastor
 - o For a car accident – a copy of the accident report
 - o For other serious afflictions – consult the Instructor or Department about appropriate documents

Policy for Missed Term Exams: If the absence is excused, students will have the mid-term percentage weight distributed to the final exam.

Policy for Late Assignments: Assignments are expected on the due date. Late assignments will have 10 percentage points deducted per day. Saturdays, Sundays, and holidays will be included the reckoning. Assignments late more than three days will not be accepted, and the student will receive a raw zero.

Absence from Final Exam

If you miss the final exam, you must formally apply to your Faculty Student Services office to be considered for a deferred final exam within two working days from the date of the missed exam (or as soon as possible, considering the circumstances). The Instructor cannot approve or deny requests for deferred final exams. Refer to the Absence from Final Exams information provided in the [Attendance](#) section of the University Calendar for full details. Also, A deferred exam will not be approved if a student:

- (i) has not been in regular attendance where attendance and/or participation are required, and/or,
- (ii) excluding the final exam, has completed less than half of the assigned work.

Date of Deferred Final Exam: A date for the Deferred Final Exam will be provided by the Instructor for students who have been approved for a deferred final exam.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

STUDENT RESOURCES:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources (1-80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information or to register for services visit the [Accessibility Resources](#) webpage.

LEARNING AND WORKING ENVIRONMENT:

The Faculty of Arts is committed to ensuring that all students, faculty, and staff can work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment.

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

REQUIRED NOTES:

Academic Integrity

“The University of Alberta is committed to the highest standards of academic integrity and honesty.

Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <https://www.ualberta.ca/governance/>) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

All students should consult [the Academic Integrity website](#). If you have any questions, ask your Instructor.

Audio or Video Recording

"Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the Instructor or as a part of an approved accommodation plan. Student or Instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s)."

Course Outline Policy

"Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar."