

**SOC 260 A1**  
**Inequality and Social Stratification**  
**Fall 2022**

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

**Prerequisites:** SOC 100 or consent of instructor.

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**Instructor:**

Dr. Paulina Johnson  
PhD in Anthropology

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Office Hours: Mondays 2:00 pm - 2:45 pm

**Lecture:**

M, W, F 3:00-3:50pm

Room: SAB 3-26

**Required resources:**

1. E-Class access. Students should check E-Class daily.
  2. Ball, J., & Tepperman, L. (2021). *The Stacked Deck: An Introduction to Social Inequality*. Don Mills, ON: Oxford University Press.
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**Course overview:** The course explores inequality and social stratification from the perspectives of race, ethnicity, gender, and class from various contexts including education, work, and poverty for example. We will explore how social inequality has come to be and how it continues to be maintained, while exploring how power and dominance has played an underlying role. We will also forward insights into how to engage with complex realities that impact various individuals as we assess capitalism and colonization within the foundations of settler society in Canada.

**Course learning outcomes:**

1. To engage in discussions relating to how there are structural factors related to inequality;
  2. To identify how structures of inequality are produced and reproduced;
  3. To discuss how stratification is embedded in our legal, political, and cultural institutions;
  4. To apply theories of stratification based on race, gender, and class inequality; and,
  5. To allow students to develop their analytical and critical thinking and writing skills.
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**LECTURE TOPICS:**

**Week 1 – Sept 2<sup>nd</sup>: Introduction**

**Week 2 – Sept 7<sup>th</sup> & 9<sup>th</sup>: Theories to Social Inequality**

**Readings:**

Ball & Tepperman, Chapter 1

Barber, S. (2017). "Dear White People, Stop Making Racism All About You." Yes! Solutions Journalism. [https://www.yesmagazine.org/democracy/2017/09/21/dear-white-people-stop-making-racism-all-about-you?fbclid=IwAR0Ds\\_2yzzSympW\\_5RccaIOXSc-eOwOItMouHSIFJd4GCFeyz5ZEnVzD18](https://www.yesmagazine.org/democracy/2017/09/21/dear-white-people-stop-making-racism-all-about-you?fbclid=IwAR0Ds_2yzzSympW_5RccaIOXSc-eOwOItMouHSIFJd4GCFeyz5ZEnVzD18).

**Week 3 – Sept 12<sup>th</sup>, 14<sup>th</sup> & 16<sup>th</sup>: Populations under Discussion**

**Readings:**

Ball & Tepperman, Chapter 2

Williams, M. (2019). "How White Feminists Oppress Black Women: When Feminism Functions as White Supremacy." *Inclusion and Diversity*. [https://chacrana.net/how-white-feminists-oppress-black-women-when-feminism-functions-as-white-supremacy/?fbclid=IwAR2\\_tIHjz14RHF4kfDAMKVAogdrkeTYILnRvIDEdWx8hkcF0Nu5LXWxo940#fn-9848-8](https://chacrana.net/how-white-feminists-oppress-black-women-when-feminism-functions-as-white-supremacy/?fbclid=IwAR2_tIHjz14RHF4kfDAMKVAogdrkeTYILnRvIDEdWx8hkcF0Nu5LXWxo940#fn-9848-8).

**Week 4 – Sept 19<sup>th</sup>, 21<sup>st</sup> & 23<sup>rd</sup>: Employment Income**

**Reading:**

Ball & Tepperman, Chapter 3

Hutchins, A. (2018). "Few Canadians ever set foot on a First Nations reserve, and that's a problem." *MacLean's*. <https://www.macleans.ca/news/canada/ever-visited-a-first-nations-reserve-probably-not/>.

**Week 5 – Sept 26<sup>th</sup> & 28<sup>th</sup>: Access to Daycare and Early Childhood Education**

**Readings:**

Ball & Tepperman, Chapter 4

Briscoe-Smith, A. (2008) "Rubbing Off." Greater Good Magazine, June 1.  
[https://greatergood.berkeley.edu/article/item/rubbing\\_off/](https://greatergood.berkeley.edu/article/item/rubbing_off/).

#### **Week 6 – Oct 3<sup>rd</sup>, 5<sup>th</sup> & 7<sup>th</sup>: Access to Formal Education**

##### **Readings:**

Ball & Tepperman, Chapter 5

Neutill, R. (2021). "'The Chair' Accurately Portrayed How Women Of Color Dress In Academia." BuzzFeed, August 25. [https://www.buzzfeed.com/ranineutill/the-chair-how-women-of-color-dress-in-academia?d\\_id=2536375&ref=bffbbuzzfeed&utm\\_source=dynamic&utm\\_campaign=bffbbuzzfeed&fbclid=IwAR08AJL9q700ChHdPS4TIyt-6WAKB8a5c2wASor1kZV9AWZyw4UjZazhIck](https://www.buzzfeed.com/ranineutill/the-chair-how-women-of-color-dress-in-academia?d_id=2536375&ref=bffbbuzzfeed&utm_source=dynamic&utm_campaign=bffbbuzzfeed&fbclid=IwAR08AJL9q700ChHdPS4TIyt-6WAKB8a5c2wASor1kZV9AWZyw4UjZazhIck).

**No Class October 12<sup>th</sup>**

**Midterm 1 – Friday October 14<sup>th</sup>**

#### **Week 7 – Oct 17<sup>th</sup>, 19<sup>th</sup> & 21<sup>st</sup>: Access to Housing and Transportation**

##### **Reading:**

Ball & Tepperman, Chapter 6

Jackson, D. (2011). "Scents of Place: The Displacement of a First Nations Community in Canada." *American Anthropologist* 113 (4), pp. 606-618.

#### **Week 8 – Oct 24<sup>th</sup>, 26<sup>th</sup> & 28<sup>th</sup>: Access to Nutritious Food**

##### **Readings:**

Ball & Tepperman, Chapter 7

##### **Watch:**

"Price Check: Why Are Grocery Prices in Canada's North so High?" 2019. *CBC Marketplace*.  
[https://www.youtube.com/watch?v=gbm8\\_m4txKY&feature=youtu.be](https://www.youtube.com/watch?v=gbm8_m4txKY&feature=youtu.be).

#### **Week 9 – Oct 31<sup>st</sup>, Nov 2<sup>nd</sup> & 4<sup>th</sup>: Access to Good Health and Healthcare**

##### **Readings:**

Ball & Tepperman, Chapter 8

Mosby, I. (2013). Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1945-1952. *Social History*, 46(91), pp. 145-172.

##### **Watch:**

"Jordan's Principle." <https://www.youtube.com/watch?v=wni0EhW8ozg&t=11s>.

**November 7<sup>th</sup> – 11<sup>th</sup>, 2022 – Fall Break**

**Week 10 – Nov 14<sup>th</sup>, 16<sup>th</sup> & 18<sup>th</sup>: Access to Legal Representation and Social Services**

**Readings:**

Ball & Tepperman, Chapter 9

Glaser, J. (2015). "How to Reduce Racial Profiling." Greater Good Magazine, May 28.

[https://greatergood.berkeley.edu/article/item/how\\_reduce\\_racial\\_profiling](https://greatergood.berkeley.edu/article/item/how_reduce_racial_profiling).

**Watch:**

"A young Cree man's death raised disturbing questions of racism in our legal system."

<https://www.youtube.com/watch?v=W2votrF717I>.

**Midterm 2 – Monday November 21<sup>st</sup>**

**Week 11 – Nov 23<sup>rd</sup> & 25<sup>th</sup>: Access to Safety**

**Readings:**

Ball & Tepperman, Chapter 10

Morris, N. (2020). "Microaggressions are not a 'harmless' form of racism – they have a huge impact." Metro UK. [https://metro.co.uk/2020/03/13/microaggressions-sneaky-form-racism-often-goes-radar-](https://metro.co.uk/2020/03/13/microaggressions-sneaky-form-racism-often-goes-radar-12194093/?fbclid=IwAR3prjsNYzIBB7WBywWqaeooTzgcO1LgZ3Qj30K0Gj5f82SZGMPg2VfTA-E)

[12194093/?fbclid=IwAR3prjsNYzIBB7WBywWqaeooTzgcO1LgZ3Qj30K0Gj5f82SZGMPg2VfTA-E](https://metro.co.uk/2020/03/13/microaggressions-sneaky-form-racism-often-goes-radar-12194093/?fbclid=IwAR3prjsNYzIBB7WBywWqaeooTzgcO1LgZ3Qj30K0Gj5f82SZGMPg2VfTA-E).

**Week 12 – Nov 28<sup>th</sup>, 30<sup>th</sup> & Dec 2<sup>nd</sup>: Respect and the Reproduction of Inequality in Popular Discourse**

**Readings:**

Ball & Tepperman, Chapter 11 & 12

Di Angelo, R. (2019). "White people assume niceness is the answer to racial inequality. It's not." The Guardian, January 16.

<https://www.theguardian.com/commentisfree/2019/jan/16/racial-inequality-niceness-white-people>.

**Week 13– Dec 5<sup>th</sup> & 7<sup>th</sup>: Conclusion & Canada and its Structural and Systemic Inequalities on Indigenous Peoples**

**Readings:**

Beazly, D. (2017). "Decolonizing the Indian Act No one likes it. So why is it so hard to change?"

<https://www.nationalmagazine.ca/en-ca/articles/law/opinion/2017/decolonizing-the-indian-act>.

**EVALUATION:**

Assignment	Due date	Brief description	Weight
Midterm 1	October 14 <sup>th</sup>	Weeks 2-6	30%
Midterm 2	November 21 <sup>st</sup>	Weeks 7-10	30%
Final Exam	TBD	Material covered within the entire course but emphasis on Weeks 10-13	40%
<b>Total</b>			<b>100%</b>

**Midterm 1 (30%):** The exam will consist of **SIXTY** Multiple Choice and True and False questions. The questions are based off bolded terms in your textbook and readings. The midterm 1 total will be out of **50** marks. You will be given 50 minutes to write the exam.

**Midterm 2 (30%):** The exam will consist of **SIXTY** Multiple Choice and True and False questions. The questions are based off bolded terms in your textbook and readings. The midterm 1 total will be out of **50** marks. You will be given 50 minutes to write the exam.

**Final Exam (40%):** The final exam will be based on material covered throughout the term. Emphasis of questions will be pulled from class discussions and class materials. There will be no study guide provided therefore, it is important to keep notes of the materials provided each week.

The final exam will consist of **TWENTY-FIVE** Multiple Choice and True False Questions with an emphasis on materials from weeks 11-13 but not limited AND **TEN** short answer questions; each short answer questions are worth 5 points for a total of 50 points for the short answer section. The written questions will cover the entirety of the course. The final exam total will be **75 marks**. You will have **2 hours** to complete the final exam.

## GRADING:

Letter	%	Pts	Descriptor
A+	95-100	4.0	Excellent
A	90-94	4.0	
A-	85-89	3.7	
B+	80-84	3.3	Good
B	75-79	3.0	
B-	70-74	2.7	
C+	66-69	2.3	Satisfactory
C	62-65	2.0	
C-	58-61	1.7	
D+	54-57	1.3	Poor
D	50-53	1.0	Minimal Pass
F	0-49	0.0	Fail

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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 Term Work

Students are required to contact me within two working days following the missed exam or term work (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:
  - “University of Alberta Medical Statement” signed by a doctor (this cannot be required but must be accepted if provided in lieu of other documents).
  - [“Request for Excused Absence or Deferral of Term Work”](#) Faculty of Arts form

- 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:
  - For a death in the family – a copy of the death certificate
  - For a religious conflict – a letter from the church or pastor
  - For a car accident – a copy of the accident report
  - For other serious afflictions – consult the Instructor or Department about appropriate documents

***Policy for Missed Term Exams:*** Student will make up the missed exam on a specified day with instructor.

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*.

### **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). I 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.

***Date of Deferred Final Exam:*** Students approved for a deferred final exam will write on a time agreed upon with student and instructor.

### **RESOURCES FOR STUDENTS**

The best all-purpose website for student services on campus, including academic, financial, health, safety, career development services and more is <https://www.ualberta.ca/current-students/>.

### **ACCESSIBILITY RESOURCES**

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.

### **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 behaviour 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.”

Students are expected to engage in the highest level of honesty in their work. It is possible, however, to violate academic integrity even if you believed you were being honest. The onus is on students to understand the University of Alberta's expectations regarding academic integrity. Not knowing is not an excuse. Resources and more information on the standards of Academic Integrity and the Code of Student Behaviour can be found at <https://www.ualberta.ca/currentstudents/academic-resources/academic-integrity/>.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

#### **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)."

#### **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 behaviour that undermines that environment.

#### **SEXUAL VIOLENCE POLICY**

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>.

#### **TRADITIONAL TERRITORIAL ACKNOWLEDGEMENT**

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.

#### **COURSE OUTLINE POLICY**

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

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