

SOCIAL STRATIFICATION (SOCIAL INEQUALITY IN CANADA)
SOC220H1F
Summer 2016
University of Toronto, St. George Campus

Course Director: Jasmin Hristov

Class Time and Location: Mon and Wed 4-6pm, Location: SS2110

Contact Information: jasmin.hristov@utoronto.ca; 416 978-6579

Office Hours: Fri 12-2pm; Room389, Department of Sociology, 725 Spadina St.

TA: TBA

Contact Information: TBA

Course Description

This course explores the causes and consequences of economic inequality in North America, with an emphasis on Canada. We begin with a brief theoretical, historical and global overview of forces /institutions that have generated social inequality (such as colonialism, slavery, and the global economy). The rest of the course examines how different social characteristics such as race/ethnicity, citizenship status, and gender, interact with class inequality and shape how social class is experienced.

Learning Objectives

- 1) Understand the ways in which social inequalities have been historically produced and reinforced.
- 2) Demonstrate knowledge of some of the most acute expressions of social inequalities in different parts of Canada and the micro and macro forces that sustain them, in the context of economic globalization.
- 3) Explain how achieved and ascribed social characteristics are related to social class and economic outcomes.
- 4) Explain the interrelatedness of racial, gender and class inequalities and how this is evident in people's lived experiences.
- 5) Understand the consequences of social inequalities on human health, security, and well-being in general.

Prerequisite

The prerequisite to take SOC220H1F is SOC101Y1 or SOC102H1 or SOC103H1. Students without this prerequisite will be removed at any time discovered and without notice.

Course Format

The lecture will consist of an interactive presentation by the instructor, at times accompanied by a video documentary. The first 10 minutes of lecture will usually consist of a brief review and time for clarification questions. Students are expected to engage seriously with the assigned readings before attending lecture.

Required Readings

- Course-pack of selected readings available online on Blackboard at NO COST for students enrolled in the course.

Video Documentaries

All documentaries shown in class form an integral part of the course material. They are carefully selected visual illustrations of the issues and concepts taught in the course. The test and exam will require you to incorporate the knowledge gained from documentaries into your answers. The assignments also require your critical reflection on the content presented in the documentaries.

E-mail /Online Communication

E-mail communication is for providing short answers to any clarification questions regarding the course content and/or organization and should be directed to the course instructor. Your emails will be responded within 2 days. Please check Blackboard regularly for course announcements.

Attendance

Regular attendance at lectures is required in order for you to do well in the course. Lectures explain *as well as supplement* the readings. One does not substitute for the other. If you need to miss lecture, you will not be penalized, however you should ensure that you know someone in the class from whom you can borrow lecture notes. Lecture *power-points* will be posted on Learning System/Blackboard. Keep in mind that these *do not contain all lecture content or explanations* but rather constitute an outline/point-form organization of the content, including some key definitions.

Use of Electronic Devices in Class

The use of electronic devices for purposes other than note-taking / course-related work is not allowed. It inhibits learning and is also disruptive and disrespectful.

Taping / Recording / Photographing Lectures

Lectures and course materials prepared by the instructor are the instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Once obtained, such permission is only for that individual

student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other form without formal permission.

Talking during Lecture

Talking to your classmates during lecture (even if you are whispering) is disturbing. Please refrain from talking unless you have been invited to do so by the instructor. If you are unclear about something that was said by the instructor, please put up your hand instead of asking your classmates. This will ensure that you or your classmates do not miss anything important and fall behind during lecture.

Blackboard

Announcements, handouts, lecture power-points, and any additional learning aids will be posted here, so please check the website three times a week.

Evaluation

Type of Assessment	Weighting	Due Date
5 CRITICAL COMMENTARIES	20%	Every week starting May 16 th –see list of dates below
MID-TERM TEST	30%	May 30
DISCUSSION QUESTION	10%	June 15
FINAL EXAM	40%	Held during official examination period

Weekly Critical Commentaries (CCs)

Students are required to submit once a week in lecture, starting May 18, a critical commentary (2 pages double-space, 12 point font, Times New Roman, 1 inch margins all around) on two or more of the assigned readings for that week (including the Mon and/or Wed).

The commentary should provide:

- **a succinct summary of what you think are the most important points from the reading;**
- **a personal argument about / opinion of those;**

Each commentary will serve as a record of your attendance and preparedness and is worth 2% of your final grade. Commentaries **can only be submitted in person in class**. You will be submitting 5 commentaries for the entire course. The total weekly submission of commentaries is worth 10%. The content quality of these will be evaluated cumulatively at the end of the course and is worth an additional 10% (for a total of 20% of the final grade). Only the first commentary will be returned to students with feedback.

Critical Commentaries will be evaluated based on:

- Coverage of material
- Analytical engagement with the content of the reading
- Drawing connections between the readings and material taught in previous lectures / shown in the documentaries as well as the application of concepts to everyday reality
- Clarity / style

Critical Commentaries submission dates are as follows:

CC 1 due May 18
CC 2 due May 25
CC 3 due June 1
CC 4 due June 8
CC 5 due June 15

Discussion Question (DQ) due June 15

Students are required to submit a discussion question based on any one or more of the documentaries shown in class. The DQ should be preceded by a brief background (preamble) that situates us in terms of the topic on which it is based. The question itself may consist of more than one part. *It should **not** have a right or wrong answer, **not** ask for clarification or factual information, but instead should invite us to think critically and creatively. The DQs will be evaluated in terms of their clarity, creativity, and engagement with the documentaries.*

Policy / Penalty on Missed Test or Assignment

Students who miss the test will receive a mark of zero.

If you miss a test or an assignment deadline, do not contact the instructor or a TA unless you have followed the steps described below. Telling us why you missed a deadline or a test will not be considered.

Students who miss a test for legitimate reasons will be given the opportunity to write a make-up test if **within three days** they provide the instructor with a written request for special consideration which explains why the test was missed, **accompanied by proper documentation from a physician or college registrar.** A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. **In case of illness, you must supply a duly completed *Verification of Student Illness or Injury Form* (available at www.illnessverification.utoronto.ca).** A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted to her. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted to her.

If you are unable to submit a CC on time for a legitimate reason, please provide the instructor with the above documentation. She will then communicate with the TA to accept a late submission from you. Note that a proper documentation entitles you to a late submission of a

commentary, but not to miss a commentary altogether. Failure to submit a commentary will lead to losing 2% for submission and it will also affect to some extent quality of content grade that you will receive at the end.

Late CCs without official documentation will not be accepted.

If you are unable to submit the Discussion Question on time for a legitimate reason, please provide the instructor with the above documentation. She will then communicate with the TA to accept a late submission from you.

Late Discussion Questions without an official documentation will be penalized 5% per day and DQs more than two days late will not be accepted.

Please note that the last day to submit a late CC (provided that you have submitted the official documentation indicating your eligibility for an extension) is June 17th. The last day to submit a late DQ (with or without documentation) is June 17th. No assignments will be accepted during the official examination period (June 20-24).

Policy on Disputing Term Test Grades

If you disagree with the grade you were given on your test, you must present your argument in writing and schedule a meeting with your TA **within one week** after the test was returned. Your letter must take into consideration the answers that were taken-up in class as well as the comments you received on the test and explain why despite of these, you are still convinced that your grade should have been higher. If you are not satisfied with the outcome of your meeting, you may contact the instructor.

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978-8060 or visit:
<http://studentlife.utoronto.ca/accessibility>

ACADEMIC INTEGRITY

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the U of T. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your U of T degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. ***You are expected to be familiar with the contents of this document.*** Potential offences include but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while “editing”.
 - lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone;
- Looking at someone else’s answers;
- Letting someone else look at your answers;
- Misrepresenting your identity;
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

**Students who commit an academic offence face serious penalties. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#).

SCHEDULE OF READINGS AND COURSE WORK

MAY 9 Introduction to course objectives, expectations, and philosophy

MAY 11 The Working Class in the 21st Century: Myths and Reality

- Di Muzzio, T. (2015). Introduction: Towards a Global Political Economy of the 1%. In *The One Percent and the Rest of Us: A Political Economy of Dominant Ownership*. London: Zed Books, pp.1-20.
- Documentary excerpt: Capitalism is the Crisis
- Documentary excerpt: Occupy Wall Street: the History and Survival

MAY 16 Exploring Social Inequality through a Relational Analytical Framework

- Mills, C.W. (1959). The Promise. In *The Sociological Imagination*. Oxford: Oxford University Press, pp.3-9.
- Hill Collins, P. (1993). Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection. *Race, Sex and Class* 1(1): 25-45.

MAY 18 Theoretical and Historical Perspectives on Inequality: Capitalism and Colonialism

- Corrigan-Brown, C. (2016). Social Inequality and Social Class. In *Imagining Sociology: An Introduction with Readings*. Toronto: Oxford, pp. 66-80.
- Thomas, M. (2012). Class, State, and Power: Unpacking Social Relations in Contemporary Capitalism. In Brock, D., Raby, R. and Thomas, M.P. (Eds.). *Power and Everyday Practices*. Toronto: Nelson, pp.110-127.
- McNally, D. (2002). The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital. In *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, pp. 105-128.
 - Critical Commentary Due

MAY 23 VICTORIA DAY, NO CLASS

MAY 25 The Working Class in the Global Stage of Capitalism

- Harvey, D. (2005). The Neoliberal State. In *A Brief History of Neoliberalism*. New York: Oxford University Press, pp. 64-67; 69-71; 75-76
- McNally, D. (2011). Debt, Discipline and Dispossession: Race, Class and the Global Slump. In *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland, CA: PM Press, pp.113-145.
 - Critical Commentary Due

MAY 30 IN-CLASS TEST

JUNE 1 Poverty, Food Insecurity, and Social Inequality in Canada

- Corrigan-Brown, C. (2016). Social Inequality and Social Class. In *Imagining Sociology: An Introduction with Readings*. Toronto: Oxford, pp. 81-95.
- Family Service Toronto. (2016). 2015 Report Card on Child and Family Poverty in Canada.

- Documentary Excerpt: Generation Poor
- Documentary Excerpt: Wasting Away
 - **Critical Commentary Due**

JUNE 6 Institutional, Systemic, Environmental, and Cultural Racism

- Fleras, A. (2017). Racisms and Anti-racism. In *Unequal Relations: A Critical Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada*. Toronto: Pearson, pp. 62-114.
- Brym, R. (2015). Hurricane Katrina and the Myth of Natural Disasters. *Sociology as a Life or Death Issue*. Nelson Education, pp. 53-75.
- Documentary Excerpt: Canada's Toxic Valley
- Video Clip: NYPD Stop-and-Frisk Policy
- Documentary Excerpt: Hamilton's Ugly Underbelly: Racism

JUNE 8 The Impacts of Social Inequalities on Health and Well-being

- Raphael, D. (2002). *Social Justice is Good for Our Hearts: Why Societal Factors – Not Lifestyles – are Major Causes of Heart Disease in Canada and Elsewhere*. Toronto: CSJ Foundation for Research and Education, pp.9-34.
- Kisoon, P. (2013). Precarious Immigration Status and Precarious Housing Pathways: Refugee Claimant Homelessness in Toronto and Vancouver. In Goldring, L., and Landolt, P. (Eds.). *Producing and Negotiating Non-Citizenship: Precarious Legal Status in Canada*. Toronto: University of Toronto Press, pp. 195-220.
- Documentary Excerpt: A Place at the Table
- Documentary Excerpt: Is Inequality Making Us Sick: When the Bough Breaks
 - **Critical Commentary Due**

JUNE 13 Class, Gender, and Race: Physical and Sexual Violence against Women

- Amnesty International. (2009). *No More Stolen Sisters: the Need for a Comprehensive Response to Discrimination and Violence against Indigenous Women in Canada*. London: Amnesty International Publications.
- DeKeseredy, W.S. (2015). Patriarchy.com: Adult Internet Pornography and the Abuse of Women. In Renzetti, C.M. and Kennedy, R. (Eds.). *Understanding Diversity: Celebrating Difference, Challenging Inequality*. Toronto: Pearson, pp.186-197.
- Documentary Excerpt: Hip Hop: Beyond Beats and Rhymes
- Documentary: Donna's Story

JUNE 15 Gender: Poverty and Symbolic Violence

- Canadian Centre for Policy Alternatives. (2014). *Progress on Women's Rights: Missing in Action – A Shadow Report on Canada's Implementation of the Beijing Declaration and Platform for Action*, pp.8-20.
- Documentary Excerpt: Sexy Inc.: Our Children Under Influence
 - **Critical Commentary Due**
 - **Discussion Question Due**