

**Sociology 220H1F  
Social Stratification**

**Fall 2022**

**Classroom: McLennan Physical Labs 202**

**Backup Virtual Option: Zoom**

**Class Hours: Wednesdays, 10:10 AM-12:00 PM**

*Professor:* Jonathan Horowitz

*Email:* jonathan.horowitz@utoronto.ca

*Office Hours:* TBD

*TA:* Shawn Perron

*Office Hours:* TBD (starting week of 9.26)

*To book appointments on Zoom:* [Use Quercus Scheduling Tool](#)

*To go to office hours:* Click “Office Hours” in navigation menu on Quercus.

**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.

**Online Access**

This course will be held in person unless the university shifts to an online environment. In that case, we will have class via Zoom. In this scenario, you *must* have a [U of T site license to access the course via Zoom](#). Please ensure you have this site license *now* and test out the ability to sign in after doing so, even though it is unlikely that it will be necessary. To access the course via Zoom, follow the link to our Zoom classroom located on the left-hand navigation side of our Quercus menu.

**Requirements**

You are required to take at least SOC100H1 (Introduction to Sociology I) 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**

Most of the required readings come from the 6<sup>th</sup> and 7<sup>th</sup> editions of *Social Inequality in Canada* reader. Oxford University Press has put together a custom reader for this class, which can be purchased in e-book format (ISBN: 9780190177515) or in print form (ISBN: 9780190177522) at the University of Toronto bookstore. The print version will not be available until mid-to-late-September but the required readings will be available in electronic format for free on a password-protected website before it comes in. 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 and the internet for this class. Since over half of the class period takes place in this format, you will need to come ready to participate. There is a chance we may have to shift online later in the semester, so a computer camera and microphone are also 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.

This class uses an active learning model. Lectures are short and complementary to class activities. The focus is on peer discussion groups. [Active learning models are far superior for learning](#) when compared to regular lecture classes with students learning dramatically more than lecture-based courses. But it also [can be a strange experience for students who are used to lectures](#). Students have typically enjoyed this course because it is intellectually stimulating, but it may be less familiar at first.

### **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. 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>.

### **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](mailto:disability.services@utoronto.ca). Although we do not have in-class examinations if you need to contact them for this or another class you can find out more information about Accommodated Testing Services here: <https://lsm.utoronto.ca/ats/>.

## **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-D. 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](mailto:jonathan.horowitz@utoronto.ca). For simple questions, that is the fastest and quickest way to reach us. For more difficult questions, please come see us during office hours. I have a policy of trying to answer every email within 48 hours. I am sometimes faster than that, but sometimes need all 48 hours to respond. Thus, if you need to get in touch within 48 hours, we suggest asking us before or after class, or during office hours.

#### Office Hours

Office hours via Zoom are listed on the first page of this document. 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 on Quercus using the instructions [here](#). You can access our office hours by clicking the “Office Hours” link in the left-hand navigation menu on our Quercus page.

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.

### **COVID-19 and Masking**

We are probably in the middle of the worst pandemic in one hundred years. Although university policy may fluctuate, I urge you to wear multi-layer masks covering your mouth and nose at all times during the course. Two-way masking is an incredibly effective method for stopping the spread of coronavirus—if both you and the person you are with are wearing a basic surgical mask, it can reduce the spread of COVID by up to 90%. Additionally, if you have not had at least three doses of a COVID vaccine, please fix this. Unless university policy changes I cannot enforce either of these directives, but your health—and the health of everyone around you—is important. And moreover, it is important that individuals who have underlying health risks in this class (or such individuals who live with students in this class) are safe. Wearing a mask in enclosed spaces like classrooms is a sign of respect for others and an indication that you want everyone to participate regardless of underlying health conditions, and a critical component of inclusion in the present public health context. You can find information on masks at U of T at [this page](#).

## **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. In general, you are on the honor system for this rule.
4. Check your utoronto email account daily.
5. You must abide by all university regulations regarding coronavirus, including (if specified by the university) a multi-layer mask that (tightly) covers your mouth and nose. You are strongly encouraged to wear masks even if they are not mandated.
6. Give all other students respect for their efforts.

### **Attendance**

Achieving success in this class requires consistent daily 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 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. If you regularly miss class without explanation, I will may 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.

### **Terms and Conditions That Apply (Ouriginal)**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#)<sup>1</sup>.

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<sup>1</sup> Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, 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.

## **Course Expectations and Evaluation**

### **Course Assignments**

All assignments must be submitted in a format the instructor and TAs can read. We accept files in .doc, .docx, .pdf, .odf, and .rtf format. Do not upload a file in a .pages format; we cannot read it. It is your responsibility to ensure that the file itself is readable, which can be confirmed by downloading the file once it is uploaded to the assignment submission page on Quercus. If we cannot read it, it will be marked missing. 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.

#### 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. Metacognition Assessments (Mandatory)

Throughout the semester, you will reflect on your learning practices. These assignments are mandatory and you may be assessed a 1% grade penalty (per assessment) if you do not turn it in.

#### 3. Assignment Zero (4%)

You will turn in an assignment that has very similar questions to Assignments A-D. You will be graded on how well you followed the instructions.

#### 4. Assignments A, B, C, and D (96%)

For Assignments A-D you will receive one or two newspaper articles related to major concepts in the reading. You will be asked to analyze them using course concepts. For these assignments, you are expected to work alone.

Note that there is no final exam for this course.

### **Late or Missed Assignments**

If you are unable to turn in an assignment at the designated time for medical reasons, you must email me (not the TA) and declare your absence on ACORN. Also, please seek medical attention 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 benefit, as your registrar will have resources that they can mobilize on your behalf.

Without permission from the instructor, a late assignment becomes a missed assignment. To avoid this, stay in touch with us. Do not wait until the last minute to tell us about any difficulties you are having, and please address personal issues with your registrar as they come up. The inability to turn an assignment in on time is almost always a symptom of a larger problem.

I have noticed that when students request extensions, they frequently request a one-week extension regardless of what they need. Please think carefully about how much time you need to complete it. Also note that this semester, I have pre-extended all assignments by three days (this is based on the principles of [universal design](#)). Extensions and their length will be determined based on need and on the feasibility of marking late assignments.

## TENTATIVE COURSE SCHEDULE

	<b>Content</b>	<b>Readings</b>	<b>Assignments</b>
9.14	Class Expectations (Intro) The Welfare State	<ul style="list-style-type: none"> <li>• Metacognition (Excerpt)</li> <li>• Esping-Anderson and Miles (Quercus)</li> </ul>	<b>Expectations Agreement 9.9 by 9 AM</b> <b>Metacognition Assessment 9.9 by 9 AM</b> Notes & Pre-Class Activities
<b>Work and Wealth</b>			
9.21	Capital and Wealth	<ul style="list-style-type: none"> <li>• Welfare State Answer Sheet</li> <li>• Maroto and Mason (OUP; p15-16; only section titled “Wealth versus Income”)</li> <li>• Davies (OUP, p32-34; only section titled “What Determines How Wealth is Distributed”)</li> <li>• Carroll (OUP, p1-10)</li> <li>• Saks Appeal</li> </ul>	Notes & Pre-Class Activities  <b>Assignment Zero FRI 9.23 by 11:59 PM</b>
9.28	Occupational Replacement	<ul style="list-style-type: none"> <li>• Capital and Wealth Answer Sheet</li> <li>• Adams &amp; Lehman (OUP, p62-67; from “Labour Market Segmentation” to “Income and Benefits”)</li> <li>• Esping-Anderson, Excerpt 1 (Quercus)</li> <li>• Simonetto &amp; Urmetzer (OUP, p49-51 “Distribution of Income: Quintiles” section only)</li> </ul>	Notes & Pre-Class Activities  <b>Assignment A available 9.23, due MON 10.3 by 11:59 PM</b>
<b>Education and Status Attainment</b>			
10.5	Education and Status Attainment	<ul style="list-style-type: none"> <li>• Malette and Guppy (OUP, p75-78 only; stop at “Educational Attainment by Gender”)</li> <li>• Davies et al (OUP, p84-91)</li> <li>• Krahn (OUP, p98-106)</li> <li>• Drawing Path Diagrams (Quercus)</li> </ul>	Notes & Pre-Class Activities
10.12	Education and Resources		Notes & Pre-Class Activities <b>Assignment B MON 10.17 by 11:59 PM</b>
<b>Gender</b>			
10.19	Doing Gender and the Gendered Organization	<ul style="list-style-type: none"> <li>• West and Zimmerman Excerpt (Quercus)</li> <li>• Britton and Logan Excerpt (Quercus)</li> </ul>	Notes & Pre-Class Activities <b>Mid-Course Self-Reflection due 10.21 by 9 AM</b>
10.26	Gender and Occupations	<ul style="list-style-type: none"> <li>• Lehman and Adams, (OUP, p67-69; Occupational Segregation only)</li> <li>• Beagan and Creese (OUP, p114-120, Stop at “Sharing Domestic Labour”)</li> </ul>	Notes & Pre-Class Activities
11.2	Services and the Household Economy	<ul style="list-style-type: none"> <li>• Esping-Anderson, Excerpt 2 (OUP)</li> <li>• Beagan and Creese (OUP, p120-121, “Sharing Domestic Labour” and “Conclusion”)</li> </ul>	Notes & Pre-Class Activities  <b>Assignment C MON 11.14 by 11:59 PM</b>
<b>Reading Week</b>			
<b>Race, Ethnicity, and Indigenous Peoples</b>			
11.16	Colonialism	<ul style="list-style-type: none"> <li>• Menzies and Hwang (OUP, p139-146)</li> <li>• Chewinski and Corrigan-Brown (OUP, p152-158; stop at “Regional disparities over time”)</li> <li>• Excerpt of Leach et al (Quercus)</li> </ul>	Notes & Pre-Class Activities
11.23	Race, Ethnicity, and Migration	<ul style="list-style-type: none"> <li>• Kelly and Maharaj (OUP, p126-128, “Canada’s Immigration Channels” only)</li> <li>• Boyd and Vickers (OUP, p197-203)</li> <li>• Reitz and Banerjee (OUP, p173-182)</li> </ul>	Notes & Pre-Class Activities
11.30	The Negative Case		Pre-Class Activities (Don’t forget this!) <b>Assignment D MON 12.5 by 11:59 PM</b>
12.7	TBD		<b>Metacognition Assessment</b> <b>Final Reflection</b>

