Sociology 220H1S
Social Stratification

Winter 2024
Class Hours: Wednesdays, 9:10 AM-11:00 AM
Classroom Location: TBD

Professor: Jonathan Horowitz
Email: jonathan.horowitz@utoronto.ca
Office Hours: TBD

TA: Leo Henry
Office Hours: TBD

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.

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 6th and 7th 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) at the University of Toronto bookstore. 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.

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.

Artificial Intelligence Tools
The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.

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. 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 usually complete a set of "reading notes" for each set of assigned readings. I will write 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. For simple questions, that is the fastest and quickest way to reach us. For more difficult questions, please come and 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
Although university policy and the rest of Canadian society has mostly moved away from masking, 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%. 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. If you have trouble obtaining masks for use in the classroom, feel free to let me know and I can provide basic surgical masks free of charge; simply let me know and I will bring them.

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 <u>only</u>. You are generally on the honor system for this.
4. Check your utoronto email account daily.
5. You must abide by all university regulations regarding coronavirus. 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 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](#)[1].

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[1] 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. If the due date 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 pass-fail but are mandatory and you may be assessed a 1% grade penalty (per assessment) if you do not turn it in.

3. In-Class Assignments (Mandatory)

Starting in Week 3, you will be expected to submit your in-class worksheet on Quercus. These assignments are graded pass-fail but are mandatory and you may be assessed a 1% grade penalty (per assessment) if you do not turn it in.

4. 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.

5. 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. These assignments will begin by writing simple, straightforward analyses and end with path diagrams. For these assignments, you are expected to work alone.

Late or Missed Assignments

If you cannot turn in an assignment at the designated time for medical reasons, email me (not the TA) and declare your absence on ACORN. Also, seek medical attention because your health is important.

For other reasons, such as family or other personal reasons, contact your college registrar and have them email me. This is for your benefit, as your registrar has 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 I have pre-extended all assignments by three days (based on the principles of universal design). Extensions and their length are determined by need and on the feasibility of marking late assignments.

TENTATIVE COURSE SCHEDULE

		Content	Readings	Assignments
1.10		Class Expectations The Welfare State	• Metacognition Excerpt (LBL) • Esping-Anderson and Miles (Library Reading List, or LBL)	**Expectations Agreement 1.10 by 9 AM** **Metacognition Assessment 1.10, 9 AM** Notes & Pre-Class Activities
Work and Wealth				
1.17		Capital and Wealth	• Welfare State Answer Sheet • Maroto & Mason (OUP, p15-16; "Wealth versus Income" only) • Davies (OUP, p32-34; "What Determines How Wealth is Distributed" only) • Carroll (OUP, p1-10)	Notes & Pre-Class Activities (will need to read "Saks Appeal" for this) **Assignment Zero FRI 1.19 by 11:59 PM**
1.24		Occupational Replacement	• Capital and Wealth Answer Sheet • Adams & Lehman (OUP, p62-67; from "Labour Market Segmentation" to "Income and Benefits") • Esping-Anderson, Excerpt 1 (LBL) • Simonetto & Urmetzer (OUP, p49-51 "Distribution of Income: Quintiles" section only)	Notes & Pre-Class Activities **In-Class Worksheet, 1.24 by 11:59 PM** **Assignment A available 1.22, due MON 1.29 by 11:59 PM**
Education and Status Attainment				
1.31		Education and Status Attainment	• Malette and Guppy (OUP, p75-78 only; stop at "Educational Attainment by Gender") • Davies et al (OUP, p84-91) • Krahn (OUP, p98-106) • Drawing Path Diagrams PDF (Quercus)	Notes & Pre-Class Activities **In-Class Worksheet, 1.31 by 11:59 PM**
2.7		Education and Resources		Notes & Pre-Class Activities **In-Class Worksheet, 2.7 by 11:59 PM** **Assignment B MON 2.12 at 11:59 PM**
Gender				
2.14		Doing Gender	• West and Zimmerman Excerpt (LBL) • Britton and Logan Excerpt (LBL)	Notes & Pre-Class Activities **In-Class Worksheet, 2.14 by 11:59 PM** **Midterm Reflection, 2.14 by 11:59 PM**
Reading Week: No Class or Office Hours				
2.28		Gender and Occupations	• Lehman & Adams, (OUP, p67-69; Occupational Segregation only) • Beagan & Creese (OUP, p114-120, Stop at "Sharing Domestic Labour")	Notes & Pre-Class Activities **In-Class Worksheet, 2.28 by 11:59 PM**
3.6		Services and the Household Economy	• Esping-Anderson, Excerpt 2 (OUP) • Beagan & Creese (OUP, p120-121, "Sharing Domestic Labour" and "Conclusion")	Notes & Pre-Class Activities **In-Class Worksheet, 3.6 by 11:59 PM** **Assignment C MON 3.11 by 11:59 PM**
Race, Ethnicity, and Indigenous Peoples				
3.13		Colonialism	• Menzies and Hwang (OUP, p139-146) • Chewinski & Corrigall-Brown (OUP, p152-158; stop at "Regional disparities over time") • Excerpt of Leach et al (LBL)	Notes & Pre-Class Activities **In-Class Worksheet, 3.13 by 11:59 PM**
3.20		Race, Ethnicity, and Migration	• Kelly & Maharaj (OUP, p126-128, "Canada's Immigration Channels" only) • Boyd and Vickers (OUP, p197-203) • Reitz and Banerjee (OUP, p173-182)	Notes & Pre-Class Activities **In-Class Worksheet, 3.20 by 11:59 PM**
3.27		No Class		**Assignment D MON 4.1 by 11:59 PM** *(note the date; you already have an extension!)*
4.3		No Class		**Metacognition Assessment, 4.3 by 9 AM** **Final Reflection, 4.3 by 9 AM**