SOCY 260A - Inequality and Social Stratification

3 credits, 3 hours lecture

This course is intended to provide a detailed theoretical and historical introduction to social stratification. Theoretical contributions of classical and contemporary sociologists will be the primary focus of the first part of the course. The second part will concentrate on the analysis of social inequality in Canada with special emphasis on social mobility and poverty in Canada.

Prerequisite: SOCY 100

Instructor

Dr. Andriko Lozowy
Office location: Room S209E
Phone number: 791-8957
andriko.lozowy@keyano.ca

Office Hours

Monday – 01:00 - 02:00 pm
Tuesday – 12:00 - 02:00 pm
Wednesday – 11:00 - 12:00 pm
Thursday – 02:00 - 03:00 pm

Hours of Instruction

Monday – 04:00 - 04:50 pm
Tuesday – 04:00 - 04:50 pm
Thursday – 04:00 - 04:50 pm

Required Resources

How Societies Work – Class, Power, and Change, Joanne Naiman, Fernwood

Course Outcomes

Upon successful completion of the course, the student will be able to:

- Identify the causes and consequences of social inequality by applying theoretical models to understand multiple causes and forms of stratification. Students will also be expected to engage with a pursuit of clear and effective communication.

Evaluation

Pecha Kucha or “TED" 10% Schedule Assigned in Class
Paper Proposal 5% Mar 12
Paper 20% Apr 2
Midterm 25% Mar 5
Final 40% TBA
A grade of C- is required for progression or transfer.

1) Pecha Kucha or “TED” style talk 10%
You will be required to prepare and make a presentation in one of 2 styles. The purpose of this presentation is as a way to practice public speaking, and clearly deliver an inspiring talk on a subject of your choosing.

2) Paper Proposal and Paper 25%
In your proposal you will clearly outline a topic, and your main body sections of your paper. In your paper, you will be expected to build upon your proposal and construct a clear narrative. I am largely more concerned with your ability to write clearly, be consistent in your formatting, use proper citation, and create an engaging narrative than I am, with your depth of knowledge about a given topic. You are encouraged to use first person perspective, and write in an active, rather than passive voice.

3) Midterm 25%
The mid-term exam may consist multiple choice questions, fill in the blank questions, true/false questions and short answer questions. The exam will be administered in class for the full period.

4) Final 40%
The final exam may consist of multiple choice questions, fill in the blank questions, true/false questions, short answer questions, and short essay questions. The exam will cover ALL course materials.

Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td>Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
<td>Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
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<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
<td></td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
<td>Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
<td></td>
</tr>
<tr>
<td>Progression</td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9</td>
<td>Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
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<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9</td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
<td>Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
</tr>
</tbody>
</table>
Proposed Schedule of Topics

The basic course structure will be one chapter per week, with some additional readings given out in class.

Week 1  Sociology and Society
Week 2  Behaviour/Biology
Week 3  Culture, Society, History
Week 4  We are Modern
Week 5  Social Class
Week 6  Capitalism
Week 7  Social Construction of Ideas and Knowledge
Week 8  The State
Week 9  Neoliberalism and Globalization
Week 10 Inequality
Week 11 Race and Ethnicity
Week 12 Gender
Week 13 The Future
Week 14 To Be Determined

Please Note:
Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

Teaching Methodology

This course will be largely taught by applying participatory learning tools and techniques, incorporating activities geared towards different learning styles and adhering to the main principles of Adult Education. Therefore, the class will incorporate a variety of learning activities, such as large and small discussion groups, reflection papers, review of documentary films, in-class examinations, and online quizzes. The variety of learning tools applied in this course will enrich student learning and also appeal to a wide variety of different learning styles.

You will be expected to critically engage yourself in the course materials, lectures, and discussions (both online and in-class). You might ask yourself, what does “critical engagement” mean? Well, this means that you will be actively processing what you are learning from week to week, by actively comparing the various perspectives and concepts you will be introduced to, by challenging what you think you know, and expanding on previous ideas.

In addition, to your “critical engagement” in the class, the following practices will make for a better classroom environment and go a long way towards building and deepening your understanding of the course materials:
Read the assigned chapter(s) before class. When you do your readings, focus on understanding the key concepts, try to link examples to ideas, to understand differences and debates in approaches to sociology, to think about knowledge in context, and to ask probing questions about social life. Take notes. Read each chapter twice.

Be present, listen, and think. Turn off your cell phone (or put it on ‘vibrate’ if necessary) and turn off the wireless connection on your laptop. Also be sure to take notes on main and supporting points during class.
Make sure you attend all classes and contribute positively to the class environment. Engage with lecture material, ask questions, listen to what others have to say, respectfully add to discussion.

Performance Requirements

Email

Please be considerate when using email to communicate with your instructor.

- Questions are best addressed in person – following class, or during office hours.
- Email is a poor substitute for actual Instructor/Student conversations.
- If you are implored to send an email you need to include the course number and your full name (as you are known by the college) in the subject heading. If you do not include the course number and your name in the subject line I will not respond.

Professional Conduct

- Please do not email me regarding a grade, please come during office hours to discuss.
- If you ask for reassessment on an assignment please be aware that your grade may be subject to an increase in your favour, as well as a decrease, which may not be in your favour.
- Please be aware that I respect that everyone’s time is precious and valuable, please afford me the same courtesy.
- Instead of preoccupying your mind with the question – “how do I get an ‘A’?” Instead, ask yourself how can I work to expand my knowledge, perspective and outlook on the world?

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes by asking fellow students for the material covered, and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
Penalties for academic offences range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

Specialized Supports

**Counselling and Disability Services**
Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**
The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

________________________________________________________________________
Andriko Lozowy, Instructor

________________________________________________________________________
Louis Dingley, Chair                                            Date Authorized

________________________________________________________________________
Guy Harmer, Dean                                               Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office