

**DEPARTMENT OF SOCIOLOGY**  
**UNIVERSITY OF BRITISH COLUMBIA**

**Sociology 361-203 (3 credits)**

**Social Inequalities**

**2019**

**Term 2**

**Tuesdays and Thursdays 12:30 to 14:00**

**Location: Buchanan A202**

**Instructor: Edward Haddon**

**Email: ehad007@mail.ubc.ca**

**Office hours: Tuesdays 11:00 -12:00, or by appointment**

**Office: AnSo 3116**

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## Course Description

In this course we identify some of the main avenues of social inequality today by way of an engagement with traditional as well as contemporary sociological research on class, race, gender, and the intersections between these. We begin by acquiring a grounding in various aspects of stratification before engaging with intersectional approaches that explore their complex associations. We conclude the course by investigating how these various systems of stratification work in the current era of “neoliberalism”. Through the readings and active engagement in lectures, we will develop an understanding of the various aspects of inequality and delve into how these are manifest in the Canadian context.

## Objectives

1. Develop an understanding of social stratification along the lines of class, race and gender.
2. On the basis of the above, consider and critique various competing explanations on social stratification.
3. Explore key concepts through which sociologists use to investigate inequality.
4. Increase familiarity with key debates in sociology in relation to inequality.

## Pre-requisites

Sociology 100

## Required Texts

Grabb, Edward, Reitz G, Jeffrey and Monica Hwang (eds.). 2017. Social Inequality in Canada: Dimensions of Disadvantage 6th Edition. Ontario: Oxford University Press. (available at UBC Bookstore)

Various journal articles and text chapters are assigned each week. For full details see the section on “Schedule of Readings”. All readings will be posted on the course’s Canvas Site.

## Course Format

The class meets twice a week on Tuesdays and Thursdays from 12:30pm to 2:00pm. Each course will involve lectures as well as discussions of the week's readings. It is expected that students will be well-prepared to discuss the readings assigned each class.

## Grading



**Total**

**100 pts**

UBC courses are graded on a percentage basis. Corresponding letter grades are assigned automatically by the Registrar's Office.

| <b>Letter Grade</b> | A+     | A     | A-    | B+    | B     | B-    | C+    | C     | C-    | D     | F     |
|---------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Percent</b>      | 90-100 | 85-89 | 80-84 | 76-79 | 72-75 | 68-71 | 64-67 | 60-63 | 55-59 | 50-54 | 00-49 |

## Attendance and Participation

Regular attendance during lectures is expected. Poor attendance will affect your participation grade. It is expected that there will be a high level of active participation in class discussions. I recognize that not all are comfortable with public speaking. However, it is a crucial skill that is needed within an outside academia. All students are expected to take part in small group discussions. Given that we will address sensitive controversial topics of race, class, gender and the intersections between these, in this course, a bearing of mutual respect is assumed.

## Quizzes

(Throughout)

The quizzes will evaluate your engagement with and understanding of the course materials. Quizzes will mostly cover the readings for the day but may also cover lecture material from recent classes.

## Discussion Reports

(Throughout)

After the first two weeks, students will meet in discussion groups, typically at the beginning of class to reviews the reading (approximately 20 minutes). One or more students within each group will be assigned to lead the discussion for each day. The discussion leader(s) will prepare a succinct description of the reading, offer a brief analysis (including strengths and weakness of the argument), and prepare 2-4 questions to lead discussion, with the aim of improving understanding of the reading (1-2 pages). The

discussion leader will provide copies for each group member to read at the beginning of the class. After everyone's had a chance to read them, the discussion leader will first ask if anyone has questions about what they've written. Then they will proceed to pose their own questions, and generally engage in guiding the discussion so that it covers the reading. A copy of description/analysis & questions will be provided to me at the end of the class.

## Group Project

(Week 13-14)

Along with a group of other students, you will investigate an aspect of inequality in Canada or abroad. Students will be assigned to a group based on shared topics of interest. You may choose one of three basic projects: a statistical profile of an aspect of inequality in Canada (and/or cross-nationally); an analysis of representations of class, race/ethnicity, gender, or neoliberalism, in relation to a particular news event, television show, or movie; an analysis of a policy or regulation which speaks to any of the issues raised throughout the course. In each case, you will be required to draw upon weekly readings and lectures to guide your investigation. Your group will have in-class time to figure out what you want to investigate and how you will go about doing it. Three classes will be allocated in order for the group to meet and discuss their projects. Through a 10-minute PowerPoint presentation, your group will share your results with the class. A 5-6 page essay which elaborates on the issue addressed in the presentation must be submitted to me prior to the presentation. The group assignment must show some connection to the course material but may be written on a wide variety of topics connected to social inequality. Please type your double-spaced assignment using Times Roman 12-point font. All sources should be cited in a bibliography at the end of the paper, using the format in a sociological journal like American Sociological Review. They should be stapled in the upper left-hand corner, and submitted without a plastic cover. All group members will receive the same grade.

## Midterm Exam

(Week 7)

The midterm exam will consist of multiple choice, short answer, and an essay question. It will cover parts I through III and you will be required to answer material discussed in lectures, readings, and any films shown.

## Final Exam

(TBA)

The final exam will consist of multiple choice, short answer, and an essay question. It will cover parts IV through VI and you will be required to answer material discussed in lectures, readings, and any films shown.

## Late Policy

Late assignments will result in a 10% penalty for each day late (a weekend counts as one day). Assignments handed in after 3:00 pm on the due date are deemed to be one day late. Hard copies of the assignments should be submitted to the course instructor or T.A. or at the SOCI main office (not to someone else, not by email, etc.). A make-up exam will be scheduled only if Arts Advising formally indicates that this is appropriate.

# Schedule of Readings

## Part 1: Introduction—What is inequality?

### Week 1 (Jan 3): Course introduction

Introduction to the course

### Week 2 (Jan 8,10) Sociological approaches to inequality

- Grabb, Reitz and Hwang, Ch 4
- Therborn, G. 2013. *The Killing Fields of Inequality* Cambridge: Polity Press (Ch. 4)

Recommended:

- Mills, C. Wright. 1970. "The Sociology of Stratification." Pp. 305-23 in *Power, Politics and People*, edited by I. L. Horowitz. London: Oxford University Press.
- Fraser, Nancy. 2000. "Rethinking Recognition." *New Left Review* 3(May-June):107-20.

## Part II: Class and Status

### Week 3 (Jan 15, 17): Class and status

- Grabb, Reitz and Hwang, "General Introduction" (pp. xi- xix); Ch.3

\* Groups assigned

Recommended:

- Marx, Karl and Friedrich Engels. 1977 [1848]. *Manifesto of the Communist Party*. Pp. 245-262 in *Karl Marx: Selected Writings*. Edited by David McLellan. New York: Oxford University Press.
- Weber, Max. *Economy and Society*. Translated by G. Roth and C. Wittich. New York: Bedminster Press, 1968. "The Distribution of Power Within the Political Community: Class, Status, Party." Pp. 926-40 and "Status Groups and Classes." Pp.302-307.
- Wright, Erik Olin. 1997. *Classes*. London: Verso. Pp. 34-35
- Chan, Tak Wing and John H. Goldthorpe. 2007. "Class and Status: The Conceptual Distinction and Its Empirical Relevance." *American Sociological Review* 72(4):512-32.

### Week 4 (Jan 22, 24): The "cultural turn" in class analysis

- Bourdieu, Pierre (1984). *Distinction*, Cambridge: Harvard University Press, pp. 1-7, 114-115, 128-129, 169-179.
- Bottero, Wendy. 2004. *Stratification: Social Division and Inequality*. New York: Taylor & Francis. Ch. 8 (Pp. 137-140)
- Wacquant, Loïc. 2013. "Symbolic Power and Group-Making: On Pierre Bourdieu's Reframing of Class." *Journal of Classical Sociology* 13(2):274-91 (read only to page 279)

Recommended:

- Bourdieu, Pierre. 1986. "The Forms of Capital." Pp. 241-58 in *Handbook of Theory and Research for the Sociology of Education*, edited by J. G. Richardson. New York: Greenwood Press.

### **Week 5 (Jan 29, 31): Death of class or class endurance?**

- Grabb, Reitz and Hwang, Ch.7
- Bottero, Wendy. 2004. *Stratification: Social Division and Inequality*. New York: Taylor & Francis. Ch. 8 (Pp. 126-129)

Recommended:

- Pakulski, Jan and Malcolm Waters. 1996. "The Reshaping and Dissolution of Social Class in Advanced Society." *Theory and Society* 25(5):667-91.
- Veenstra, Gerry. 2015. Class position and musical tastes: A sing-off between the cultural omnivorism and Bourdieusian homology frameworks. *Canadian Review of Sociology* 52, 2, 134-159.

## **Part III: Race and Ethnicity**

### **Week 6 (Feb 5, 7): Race as a “phantom concept”. Ethnic disparities in Canada**

- Howard Winant, “Race and Race Theory”, *Annual Review of Sociology*, Vol. 26, 2000: 169-185
- Morning, Ann. 2005. “Race.” *Contexts* 4(4): 44-46.
- Grabb, Reitz and Hwang, Ch.10

Recommended:

- Osborne, Peter and Stella Sandford, 2002. *Philosophies of Race and Ethnicity*, London: Continuum (Ch. 1)
- Pendakur, Krishna and Ravi Pendakur. 2011. “Aboriginal income disparity in Canada.” *Canadian Public Policy* 37:61-83

### **Week 7 (Feb 12, 14): Midterm Review, Midterm Exam**

### **Week 8: Midterm break**

## **Part IV: Gender and Sexuality**

### **Week 9 (Feb 26, 28): Gender as difference, division and doing**

#### **(Group meeting 1, February 26)**

- Grabb, Reitz and Hwang, Ch.14 (pp. 194-202)
- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-51.

### **Week 10 (March 5,7): Undoing gender?**

- Catherine Connell, “Doing, undoing, or redoing gender? Learning from the workplace experiences of transpeople”, *Gender & Society*, Vol. 24 (1): 2010: 31-55.
- Salzinger, Leslie. 2004. "From Gender as Object to Gender as Verb: Rethinking How Global Restructuring Happens." *Critical Sociology* 30(1):43-62.

### **Week 11 (March 12, 14): Gender and the workplace**

#### **(Group meeting 2, March 14)**

- Grabb, Reitz and Hwang, Ch.15
- Guppy, Neil and Nicole Luongo. 2015. "The Rise and Stall of Canada's Gender-Equity Revolution." *Canadian Review of Sociology/Revue canadienne de sociologie* 52(3):241-65.

Recommended:

- Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions." *Social Problems* 39(3):253-267.
- Correll, Shelley J., Stephen Benard and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1338.
- <http://www.cbc.ca/news/business/wage-gap-oxfam-1.3478938>

## Part V: Intersections between Class, Race, and Gender

### **Week 12 (March 19, 21): Intersectionality (Group meeting 3, March 21)**

- Grabb, Reitz and Hwang, Ch.14 (pp. 203-204)
- West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." *Gender and Society* 9(1):8-37.

Recommended:

- Shows, C. and N. Gerstel (2009). "Fathering, Class, and Gender." *Gender & Society* 23(2): 161-187.
- Bonita Lawrence, "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview", *Hypatia*, Vol. 18, No. 2, Spring 2003: 3-31
- Schissel, Bernard and Wotherspoon, Terry "The Legacy of Residential Schools" in Zawiliski ed. *Inequality in Canada: A Reader on the Intersections of Gender, Race, and Class*.

## Part VI: Neoliberalism and inequality

### **Week 13 (March 26, 28): Neoliberalism and stratification in Canada—A race to the bottom? (Group presentations)**

- Grabb, Reitz and Hwang, Ch.24
- MacPhail, Fiona and Paul Bowles. 2008. "Temporary Work and Neoliberal Government Policy: Evidence from British Columbia, Canada." *International Review of Applied Economics* 22(5):545-63.

Recommended:

- Foster, Karen Rebecca. 2013. "Disaffection Rising? Generations and the Personal Consequences of Paid Work in Contemporary Canada." *Current Sociology* 61(7):931-48.
- Pulkingham, Jane, Sylvia Fuller and Paul Kershaw (2010). "Lone-Motherhood, Welfare Reform and Active Citizen Subjectivity" *Critical Social Policy* 30(2): 267-291.
- Breau, Sébastien. 2014. "The Occupy Movement and the Top 1% in Canada." *Antipode* 46(1):13-33.

### **Week 14 (April 2, 4): Group Presentations contd and course wrap up**