**SOC 102:**

**Inequality and Social Change**

**Professor: Catherine Corrigall-Brown, Ph.D**

**ANSO 2118**

**Email:** **corrigall.brown@ubc.ca**

**Class Time: Tuesday and Thursday 12:30-2:00**

**Class Room: CIRS 1250**

**Class Description:**

 In modern Canadian society, most people believe that individuals shape their own destiny. To a certain extent that is true – we, as individuals, make decisions every day that shape the kind of lives we lead. You made a decision about if you would attend university, how hard to work in your classes, where to live when attending school, and the type of summer job you want. But, of course, you do not get to make those decisions just as you chose. In this class, we will learn about how individual choices (sometimes called agency) are structured in society. We have the ability to make decisions, but our choices are often shaped by larger social forces such as the families in which we grow up, the schools we attend, and the neighbourhood in which we live.

C. Wright Mills tried to tackle these complicated issues with what he called the Sociological Imagination. Mills calls on us to see the connections between our individual lives and the larger society in which we live. He argues that we can only really understand our own lives and biographies if we understand the larger history of society as a whole. Once we make these connections, we will be able to see the relationship between our own personal troubles, problems that we face as individuals, and larger public issues, social problems that arise in society as a whole. In this class, we will develop our sociological imaginations and focus on three core parts of sociology: social inequality, social institutions, and social change.

The class is divided into four main sections:

* The Sociological Imagination and the Discipline of Sociology
* Dimensions of Inequality: Race, Class, Gender and Beyond
* Institutions of Society: Education, Work, The Family, and Health
* Social Change: The State, Public Policy, and Social Movements

**Learning objectives and outcomes:**

**At the end of this course, the student will be able to:**

1. Explain and apply the main sociological theories and concepts used in class.
2. Use their sociological imagination and demonstrate an understanding of the relationship between social structure and individual agency.
3. Understand the main dimensions of social inequality and their origins in society.
4. Critically examine the role of institutions in society and their relationship to social inequality.
5. Describe the major routes of social change and apply these ideas to specific changes that have occurred in Canadian society.
6. Develop clear critical reading, thinking, and analytical skills.

**Course Evaluation:**

Midterm 30%

Final Exam 40%

Discussion Section Participation and Assignments 30%

 TOTAL 100%

Examinations will include multiple choice, fill in the blank, and short answer questions.

**Course Readings:**

The readings come from the course textbook, available in the bookstore. This is the second edition of this book. It has a new chapter on health, 1/3 new readings, new data and examples, and is re-organized. I encourage students to buy this second edition.

Corrigall-Brown, Catherine. 2020. *Imagining Sociology: An Introduction with Readings, 2nd edition*. Oxford University Press.

**Accommodation**

The University accommodates students with disabilities who have registered with

Access and Diversity at Student Services. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

**Plagiarism and Academic Dishonesty**

Plagiarism is a serious offense and will be treated as such. If you cheat or plagiarize, you will be formally reported to the Academic Integrity Program. It is your responsibility to know what constitutes plagiarism. If you are unsure, please consult the following site:

http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/

**Missed Exams and Late Assignments**

Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with me at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved by myself and Student Services, you will be allowed to schedule a make-up exam.

If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances within 48 hours. If your problem is medical in nature, you should be seen by your doctor or Student Health on the date of the exam or on the date the assignment is due. Academic concessions are granted only by the dean or director (or their delegate) and are a privilege, not a right. If you request an academic concession, you may be asked to provide additional information. For more information, see the Academic Concession section of the Academic Calendar.

**Grade Appeals**

Students should retain a copy of all submitted assignments and should also retain all their marked exams in case they wish to apply for a Review of Assigned Standing. Students have the right to review their exams and other materials with me, providing they apply to do so within a month of receiving their final grades.

Please understand that I take grading very seriously, and make every effort to provide you with a grade that honestly reflects the quality of your work. If you believe the grade does not adequately reflect the quality of your work, return the assignment to me with short, specific, written comments explaining why you think you deserve a higher grade. It is best to do this within a week of the time the test/assignment is returned.

**Readings and Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** |  | **Topic** | **Reading** |
| January 7 | The Sociological Imagination  | Introduction |  |
| January 9 | The Sociological Imagination  | Chapter 1  |
| January 14 | Becoming a Member of Society | Chapter 2 |
| January 16 | Social Inequality | Social Class | Chapter 4 (page 100-112) |
| January 21 | Social Status | Chapter 4 (page 113-123) |
| January 23 | Poverty and Homelessness | Chapter 4 (page 124-129) |
| January 28 | Global Inequality | Chapter 12 |
| January 30 | Social Construction  | Chapter 5 (page 130-143) |
| February 4 | Race and Ethnicity | Chapter 5 (pages 144-155)* *First Reflection Due*
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| February 6 | Immigration and the Vertical Mosaic | Chapter 5 (pages 156-164) |
| February 11 | REVIEW |
| February 13 | MIDTERM EXAM |
| February 18-20 | NO CLASS – Spring Break |
| February 25 | Gender | Chapter 6 (page 165-184) |
| February 27 |  | Sexuality | Chapter 6 (page 185-193) |
| March 3 | Social Institutions | The Family | Chapter 8 |
| March 5 | Education  | Chapter 9 |
| March 10 | The Economy and Work | Chapter 10 |
| March 12 | Health | Chapter 11 |
| March 17 | The State | Chapter 13 (page 356-362) |
| March 19 | NO CLASS – Class Cancelled |
| March 24 | Social Change | Social Policy | Chapter 13 (page 362-389)* *Second Reflection Due*
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| March 26 | Social Movements I | Chapter 13 (pages 390-408) |
| March 31 | Social Movements II | Chapter 13 (pages 409-417)* *Class Journal Due*
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| April 2 | Public Sociology |  |
| April 7 | REVIEW |
| April | Exam – in Exam Schedule |

**DISCUSSION SECTIONS**

**Discussion Section Attendance and Participation (10%)**

**Assignments (20% total)**

* **Reflections** (10% total - 5% each) Over the course of the term, you must complete 2 reflections (one in the first half of the term and one in the second half of the term). These assignments should be emailed directly to your teaching assistant. Please submit the first assignment any time before noon on **February 4th** and the second one any time before noon on **March 24th.** Each assignment should be two pages double spaced. Please answer the following questions:

1: Take a topic that you have read about in the newspaper, seen on social media, or experienced in your life. How can we understand this as a personal trouble? Explain various personal explanations for this issue. (examples: obesity, drug addiction, unemployment, etc.)

2: How can we understand this same issue as a public issue? Explain various social explanations for this issue.

3: How would our solution to this problem differ if we saw it as a personal trouble or a public issue? Please give 1-2 solutions if we see it as a personal trouble and 2-3 solutions if we see it as a public issue.

* **Class journal** (10%). On **March 31st** by noon you will hand in a class journal. In this journal, you will complete 5 activities from the text book. Activities are marked clearly with a large pink “Activity” box in the book. You can select any activities you would like to complete. When completing these activities, please be sure to answer all the questions in the book and reflect on what you have learned in the class.

**DISCUSSION SECTION TOTAL = 30%**