
CAMOSUN COLLEGE

School of Arts & Science
Social Sciences Department

Sociology 210 **Class, Status, and Power**

Fall, 2004

The Approved Course Description is available on the web @

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INTENDED LEARNING OUTCOMES:

At the end of the course the student will be able to

1. Critically assess
 - Social stratification in industrial societies
 - The historical forces that form the basis of stratification
 - The structure and function of social class systems and social mobility
 - The impact of various institutions on class and mobility
 - The theoretical perspectives which seek to explain social inequality and their relevance to the understanding of social inequality in Canada
2. Demonstrate an ability to think critically and to communicate ideas effectively in writing.

METHOD OF INSTRUCTION:

The course will be based on a series of lectures, followed by seminar-type discussions in which students are urged to participate.

REQUIRED TEXT:

James Curtis *et al*, Eds. ***Social Inequality in Canada*** Fourth Edition
Pearson/Prentice Hall, 2004

RECOMMENDED TEXT:

Dennis Forcese: ***The Canadian Class Structure*** Fourth Edition
McGraw-Hill Ryerson, 1997

REQUIRED READINGS:

With the exception of two brief articles, the course will cover the required text in its entirety. To facilitate matters for the students, lectures will generally follow the outlines of the text. Additional materials and illustrations, however, will be introduced during lectures and discussions, and students should be prepared to take notes when materials not covered by the text are thus presented. It is therefore essential for students to read in advance in order to know when it is necessary to take notes.

BASIS OF STUDENT ASSESSMENT:

Evaluation will be based on three in-class examinations, each accounting for one-third of the final grade. Each examination will consist of one essay question, selected by each student from a choice of two questions randomly chosen at the time of the exam, and will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

In evaluating the examination papers emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade of Zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from current or historical developments in society. This will indicate that you understand the concepts and theories and are able to apply them to society as tools for analysis. More specifically, the exam paper must:

1. show a full understanding of the thesis and the main arguments of the topic;
2. cover all the major components of the topic;
3. be organized and cohesive;
4. be written in clear English and communicate ideas effectively;
5. focus on the topic and avoid unrelated material from other topics or elsewhere;
6. avoid “fillers”, padding, repetitions, and vague generalities which can be used for any exam topic; and
7. illustrate the theory by giving appropriate examples, thus “applying” the theory to society.

EXAMINATION PROCEDURES:

The dates of the first and second examinations will be chosen in consultation with the students in order to minimize the chances of their having to write several examinations in the same week. The final examination will be held during the exam week. All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

The examination papers for the first and second examinations must be claimed by the students in person during the class session in which the papers are returned or the following session.

GRADING SYSTEM:

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

ACADEMIC MISCONDUCT:

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place;
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

TAPE-RECORDING IN THE CLASSROOM:

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or unable to write due to physical disability.

PROCEDURE CHANGES:

In order to deal with the day-to-day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of the student to keep informed of such developments.

All other matters not covered by this course outline are governed by official college policies and procedures.

COURSE CONTENT AND STUDY GUIDE:

Lectures will focus on explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which the examination questions will be chosen through a random selection process.

CONCEPTUAL ISSUES IN THE STUDY OF SOCIAL INEQUALITY

00. In this general introduction we discuss the concept of class, social inequality as political and ideological control, political and ideological factors in class differences, social inequality as three forms of power, and the bases of social inequality in Canada. (Not included in the exam.) 01-13

POWER AND CLASS

01. Examine the recent patterns and trends in the concentration of ownership and economic control in Canada, the role of the state, and the possibility of democracy within the context of global capitalism. 17-36
02. Examine the formation of the working class in Canada with reference to the following topics: theories of Marx and Weber, class structure and polarization, homogenization of the working class, class and social mobility, class consciousness, mobilization and collective action. 38-51
03. Examine the relationship among affluence, power, and strikes in Canada, and the assertion that the inner logic of industrial capitalism is driven by power, not alleged evolutionary imperatives such as the rising average level of affluence. 55-65

INCOME, WEALTH, AND POVERTY

04. Examine the changing income inequality in Canada and the relationship between the distribution of wealth and economic inequality. 75-96
05. Discuss the recent trends and the depth of poverty and the poverty gap in Canada and examine the arguments for and against redistribution policies. 99-114

OCCUPATION

06. Examine the relationship between educational credentials and the changing occupational structure with reference to the post-industrial economy, discretionary versus routine jobs, age cohorts, the increasing importance of education, and what happens to people who are new to the labour market. 115-128
07. Review the concepts, patterns, and trends in social mobility in Canada and examine the relationships among labour markets, inequality, and the future of work. 131-162

EDUCATION

08. Review the intergenerational change in the education of Canadians, and explain the class-based inequalities that remain in schooling with reference to how inequalities emerge through selection and cumulative disadvantage, economic arguments, class and frames of reference, the structure and culture of schooling, social capital and active capital, and theories of deep cultural divisions dealing with deprivation and resistance. 165-183
09. Examine the relationship among social class, post-secondary education, and occupational outcomes. 187-201

GENDER

10. Examine the classic and contemporary theories of gender inequality, including conservatism, early feminism, Marxism, and the recent radical developments. 215-227
11. Review the division of labour in Canadian households and examine the trends in women's labour force participation with reference to the issues of re-segregation, employment equity, pay equity, unionization, and domestic workers. 231-255

ETHNICITY, RACE, AND ANCESTRY

12. Review the ebb and flow of immigration in Canada and examine the benefits and negative consequences of the Canadian immigration policies since 1960. 258-272
13. Examine the economic integration of visible minorities in contemporary Canadian society and review the findings on racial discrimination in employment. 273-294
14. Examine the contemporary structure of inequality facing the aboriginal population of Canada with reference to the issues of income and employment, health, the law, and colonial history, and review the success stories and strategies for the future. 295-302

AGE AND INEQUALITY

15. Examine the age-based inequalities which exist in Canadian society with reference to the following issues: public policy and human rights, dependency, dimensions of economic inequality over the life course, income and the old age security system, age-based conflict and strain, and the "crisis" of old-age security. 304-323

REGIONAL INEQUALITY

16. Examine the explanations of regional inequality and the public policy measures in response to it with reference to the following topics: the staples approach, perspectives emphasizing regional deficiencies, perspectives emphasizing exploitation and dependence, and the persistence of regional disparities. 325-342

THE CONSEQUENCES OF SOCIAL INEQUALITY

17. Review the major causes of illness and death in Canada and their relationship to social inequality. 362-380
18. Examine the patterns of homelessness in Canada, explanations for homelessness, and Canadian social policy regarding homelessness. 382-390
19. Examine the relationship between social status and beliefs about what is important for getting ahead, e.g., good education, ambition, natural ability, and hard work. 393-408
20. Examine the pattern of discrimination against minorities in Canada and the United States and review the collective and governmental actions against discrimination. 410-421
21. Examine the relationship between public participation and social inequality. 431-447

Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Students are encouraged to utilize support services available at the Writing Centre to prepare for their essay exams.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at http://www.camosun.bc.ca

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
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www.camosun.bc.ca/divisions/pres/policy/2-education/2-8