



**Western University**  
**SOCIOLOGY 9147A-001**

**Social Inequality**

**Fall 2021**

**Wednesday 9:30 am to 12:30 pm**

**Location: SSC 5230**

**Professor Sean Waite**

Office Hours: Wednesday 1:30 pm to 3:00 pm

Department of Sociology, Office: SSC 5401

Email: [swaite3@uwo.ca](mailto:swaite3@uwo.ca)

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*Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk), and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We also acknowledge the historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through teaching, research, and community service.*

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**Course Description**

This graduate seminar course explores the extent, causes, and consequences of social inequality in Canada and abroad. We start the course by discussing recent trends in income inequality and some foundational social stratification theories. We then move on to specialized topics, such as the socioeconomic impacts of COVID-19; black lives matter and the criminal justice system; race, residential segregation, employment discrimination; colonization and the Indigenous peoples in Canada; the gender wage gap; lesbian, gay, bisexual, transgender, two-spirit+ (LGBTQ2+) labour market inequality; disability discrimination; and intersectionality.

**Technical Requirements and Schedule**



This course will be delivered in person. If you are unable to attend in person, remote access will be available. See OWL “Zoom” tab for Zoom meeting links. A password is required to join. The following are required for remote attendance.



Stable internet connection. Check your internet speed [here](#).



Laptop or computer



A working microphone



A working webcam (preferred)

### Course Organization

Class time will consist of structured class discussions and presentations. Each week there will be four articles or book chapters assigned. Students will be assigned readings and asked to provide a short five-minute summary of their article and facilitate class discussion for roughly 15 minutes/article. Students not presenting an article will submit a summary and reflection of that week's readings. The course culminates with a final term paper submission and a 15-minute "conference-style" presentation.

### Learning Outcomes

Upon successful completion of this course, students will:

- understand different dimensions of social inequality, including their causes and consequences
- synthesize and critically evaluate theoretical arguments and published research from a sociological perspective
- critically evaluate and apply current research and scholarship within sociology and in one's area(s) of specialization
- demonstrate an understanding of results from both quantitative and qualitative research
- demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication

### Required Text

Articles or book chapters assigned in the detailed reading list, excluding optional readings.

### Methods of Evaluation

Participation and discussion facilitation:	Throughout term	15%
Summaries & reflections:	Throughout term	20%
Term paper proposal:	<b>October 13, 2021</b>	10%
Abstract:	<b>November 24, 2021</b>	2.5%
Conference presentation:	<b>December 8, 2021</b>	10%
Term paper:	<b>December 8, 2021</b>	42.5%

#### *Participation and discussion facilitation*

Participation is worth **15% of your final grade**. Students are expected to participate in class discussions by sharing their thoughts, opinions and, most importantly, making connections between the readings. Each week, four students will be assigned one of the weekly readings and asked to provide a five minute summary of their article and facilitate class discussion for 15 minutes. Students should avoid reading directly off their page during their summary and discussion. A good discussion should feel natural for the presenter and audience.

#### *Summaries and Reflections*

Weekly summaries and reflections are worth **20% of your final grade**. Each week, all students, with the exception of the weekly presenters, will submit a 4-5-page double-spaced summary and reflection on the articles covered that week. When summarizing articles, students should consider the strengths and weakness of their articles and the intersections of race, class, gender, sexual orientation, and ability. You should also consider how these readings fit within the larger social inequality literature that we have discussed in class. Students are encouraged to critically engage with the readings and consider how the topics/reading can contribute to their own research. Students may also pose questions/topics they would like to raise during class discussion.

### *Term Paper Options*

The term paper is worth **42.5% of your final grade**. Students have two options – an empirical paper or a research paper.

#### *a) Empirical paper*

I encourage Ph.D. students to write an empirical term paper using either qualitative or quantitative methods. MA students are encouraged to write a research paper (see below). Due to time constraints, students using qualitative methods will not be able to obtain ethics approval to conduct their own interviews but could analyze previously gathered interview data. Because of these challenges, I encourage students to use secondary data. [ODESI](#) is a wonderful site for downloading many public use Canadian data sets. Although I encourage students to challenge themselves with advanced methods, basic descriptive statistics (mean, mode, median) are also acceptable.

This should be formatted like an academic journal article. Empirical papers must include an abstract, introduction, literature review, data and methods section, results, and discussion/conclusion. The purpose of this exercise is to write an original research paper that could be developed into a publishable paper.

#### *b) Research Paper*

Alternatively, students can write a research paper on any topic related to social inequality. Ideally, students will choose a topic that complements their MRP/thesis/dissertation research. Research papers should be roughly 25 double-spaced pages, excluding reference pages.

### *Proposal*

Students will be asked to submit a two-page research proposal, which will be worth **10% of your final grade**. Proposals should demonstrate that you have selected a relevant topic and have started conducting preliminary research. If you are writing an empirical paper, be sure to mention the research questions, data, and methods that will be used.

### *Abstract*

To be scheduled as a presenter at the *Unequal Opportunities and Outcomes: Social inequality in Canada and abroad* annual conference (more information below), students must submit a term paper title and abstract. Abstracts should be no more than 200 words and are worth **2.5% of your final mark**. Helpful information on how to write an abstract can be found [here](#). If a student fails to submit an abstract, they will not be scheduled to present at the conference and receive a zero for this component of the course.

### *Conference Presentations*

On the last day(s) of class, we will hold a conference entitled *Unequal Opportunities and Outcomes: Social inequality in Canada and abroad*. Students will prepare a 15-minute conference presentation and share their research with the class. This component of the course is worth **10% of your final mark**.

#### *Conference presentation peer-review*

Your peers will evaluate your conference presentation and provide me with their feedback and grade. This feedback and the average grade from your peers will be considered when determining your conference presentation mark.

### *Submitting your paper and TURNITIN*

**All papers must be submitted via email.** You must also submit your paper to TURNITIN through OWL. This is done by submitting your paper on OWL in the “assignments” tab.

### Assignment format requirements

Marks may be deducted if you do not follow these instructions:

Times New Roman font	1 inch (2.54cm) margins on all sides	Papers should be double-spaced.
12-point font size	Pages should be numbered in the right side of the <u>footer</u> starting on the first page of text, not the title page	Your full name should appear in the right side of the header.
All papers need to be submitted through TURNITIN on OWL.	All papers must be submitted via email.	ASA (American Sociological Association) style.

### Communication

- In person during office hours: Wednesday 1:30pm to 3:30pm. Office hours are held in-person or by zoom on a first-come first-serve basis. Please refer to the Owl Zoom tab for office hour zoom links. Passcode: Fall2021
- By telephone: 519-661-2111 x.87689
- By email: [swaite3@uwo.ca](mailto:swaite3@uwo.ca)

I typically respond to emails within 24 hours but I will not respond to questions where the answer can be found on the course outline. Similarly, I will not respond to questions that require a considerable amount of detail to answer. These are questions that should be asked in class or during office hours. I only respond to emails sent to [swaite3@uwo.ca](mailto:swaite3@uwo.ca).

Make sure to check the course OWL site regularly for course updates, cancellations, and other course-related postings. You are also responsible for any emails I send to your Western email account. Please be sure that you can receive and access emails from this account.

### Important Policies

#### *Late / Missed Assignments or Presentations*

There are no late penalties. The consequence for not submitting a proposal or term paper is an incomplete grade for this course. ***Those who are absent on their assigned class discussion day will not be reassigned. Instead, you will need to submit a detailed summary and reflection on each of the articles assigned that week, i.e. 4 articles x 5 page summary and reflection each = 20 pages.*** Be sure to discuss how the readings fit within the larger social inequality literature. Alternatively, you are able to switch your article and presentation day with a peer. Students who miss their conference presentation dates will be assigned a make-up conference date. Students will receive an incomplete grade on their transcript until they complete the course conference presentation.

#### *A Note on Plagiarism*

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence. See Scholastic Offences (below) for the link to Scholastic Discipline regulations.

#### *Plagiarism Checking*

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers

subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com: <http://www.turnitin.com>

### *Scholastic Offences*

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: [http://www.uwo.ca/univsec/appeals\\_discipline/index.html](http://www.uwo.ca/univsec/appeals_discipline/index.html)

### *Copyright and Audio/Video Recording Statement*

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

### *Recording Devices*

No recording devices can be used in class. Some of the topics we discuss may be sensitive. If students wish to share personal stories or experiences they should not worry that they are being recorded. If you require a recording device for medical or other reasons, please see me.

### *Absence from Course Commitments*

#### [Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

### *Accommodation*

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

### *Completion of Course Requirements*

Course requirements must be completed by the end of the term in which the course is offered (Fall-December 31; Winter-April 30, Summer-August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding

incompletes are outlined in the Graduate Handbook:

[http://www.sociology.uwo.ca/graduate\\_handbook/course\\_information.html](http://www.sociology.uwo.ca/graduate_handbook/course_information.html)

### *Mental Health*

Students who are in emotional/mental distress should refer to Health and Wellness Western for a complete list of options to obtain help: [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/)

### *Health and Wellness*

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. *The Wellness Education Centre (lower level UCC)* assists students in finding mental health and other related resources best suited to their needs: <http://se.uwo.ca/wec.html> Western's School of Graduate and Postdoctoral Studies' *Living Well* website provides tips for thriving at grad school and other helpful information: [http://grad.uwo.ca/current\\_students/living\\_well/index.html](http://grad.uwo.ca/current_students/living_well/index.html)

Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in *Western's Campus Recreation Centre*: <http://www.westernmustangs.ca/index.aspx?path=ims#> Numerous cultural events are offered throughout the year. Also, we encourage you to check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>.

### *Standards of Professional Behaviour*

It is the responsibility of all members of the Department of Sociology to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- **Respect for others** both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people on-line and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy)
- **Active engagement in learning** and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best)
- **Personal integrity** (following through on commitments; doing own work)

Students should also be aware of the UWO Student Code of Conduct found at

<https://www.uwo.ca/univsec/pdf/board/code.pdf>

### *Discrimination and Unconscious Bias*

- **Discrimination.** I encourage students to “call out” comments or content that may be marginalizing, oppressive, or discriminatory. If students are uncomfortable raising concerns in class, please speak to me immediately about any discriminatory conduct.
- **Unconscious/implicit bias.** We all have unconscious biases. Yes, everyone! Our brains unconsciously process huge amounts of information without us even being aware of it. This can include snap judgements about people we meet and situations we encounter. People have unconscious preferences for people who are similar to them and situations that are familiar. This unconscious bias can exclude, marginalize, and discriminate against minorities. As sociologists, it is our duty to use our sociological imaginations to combat unconscious bias.
  - **Here is some additional information and tips to combat unconscious bias:**
    - <https://www.youtube.com/watch?v=GP-cqFLS8Q4>
    - <https://www.youtube.com/watch?v=kKHSJHkPeLY>

*Disputed Grades*

Student who wish to dispute the grading of an assignment must write a one-page explanation and justification for having their work re-evaluated.

*Extraordinary Circumstances*

In the event of extraordinary circumstances beyond the University or instructor's control, the content and/or evaluation scheme in this course is subject to change.

**Course Schedule and Topics**

<b>Week</b>	<b>Date</b>	<b>Topics</b>
1	Sept. 15	Introductions and the course outline Does inequality serve a purpose? The Davis-Moore theory.
2	Sept. 22	Recent trends in social inequality
3	Sept. 29	Class analysis
4	Oct. 6	The socioeconomic impact of COVID-19
5	Oct. 13	Inequalities in education
6	Oct. 20	Inequalities at the extreme and new classes
7	Oct. 27	Black lives matter and the criminal justice system
8	Nov. 3	Reading week – no class / office hours
9	Nov. 10	Race, residential segregation, and discrimination
10	Nov. 17	Colonization and the genocide of Indigenous peoples in Canada
11	Nov. 24	Gender and sexuality in the labour market
12	Dec. 1	Beauty premiums, disability, and intersectionality
13	Dec. 8	Class conference presentations

## **Detailed Reading List**

**WARNING:** Some readings may contain language and/or content that some readers may find offensive. I encourage students to raise this issue during class discussion. Do you think that the educational benefits from these readings outweigh the offensive language, or should these readings be shelved?

### **Week 1: September 15, 2021 – Does inequality serve a purpose? The Davis-Moore theory.**

1. Grusky, David. B. and Szonja Szelenyi. 2014. *The Questions We Ask About Inequality*. Boulder CO: Westview Press. (1-16).
2. Grusky, David. B. and Szonja Szelenyi. 2014. *A Compressed History of Inequality*. Boulder CO: Westview Press (44-51).
3. Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10(2):242-249.
4. Krueger, Alan B. "Inequality, Too Much of a Good Thing." Pp.53-60. In *Inequality in America*, edited by Benjamin M. Friedman. Massachusetts: MIT Press.

### **Optional Readings:**

Parsons, Talcott. 1940. "An Analytical approach to the theory of social stratification." *The American Journal of Sociology*. 45.6: 841-862.

Tumin, Melvin M. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18(4):387-394.

Wilkinson, Richard and Kate Pickett. 2009. *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Bloomsbury Press. New York. Chapter 1 (Pages 1 - 14).

### **Week 2: September 22, 2021 – Recent trends in social inequality**

1. Piketty, Thomas and Emmanuel Saez. 2014. "Inequality in the long run." *Science*. 344(6186): 838-843.
2. Western, Bruce and Jake Rosenfeld. 2011. "Unions, Norms, and the Rise in U.S. Wage Inequality." *American Sociological Review* 76(4) 513-537.
3. Hacker, Jacob S. and Paul Pierson. 2010. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics and Society* 38(2): 152-204.
4. Arne L. Kalleberg. 2009. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review* 74(1):1-22.



### **Optional readings:**

Piketty, Thomas. 2014. *Capital in the Twenty-First Century*. Cambridge: Belknap Press Harvard. Introduction and Chapter 1.

Atkinson, Anthony B. Thomas Piketty and Emmanuel Saez. 2011. "Top Incomes in the Long Run of History." *Journal of Economic Literature*. 49:3-71.

Boudarbat, Brahuim, Thomas Lemieux and W. Craig Riddell. 2006. "Recent Trends in Wage Inequality and the Wage Structure in Canada." Pp. 273-306. In *Dimensions of Inequality in Canada*. Edited by David A. Green and Jonathan R. Kesselman. Vancouver: UBC Press.

Liu, Yujia, and David B. Grusky. 2013. "The Payoff to Skill in the Third Industrial Revolution." *American Journal of Sociology* 118(5):1330-74.

### **Week 3: September 29, 2021 – Class analysis**

1. Wright, Erik Olin. 1997. *Class Counts*. Cambridge: Cambridge University Press. Chapter 1.
2. Perrucci, Robert and Earl Wysong. 2008. *The New Class Society: Goodbye American Dream*. Maryland: Rowman & Littlefield. Chapter 1
3. Chan, Tak Wing and John H. Goldthorpe. 2007. "Class and Status: The Conceptual Distinction and its Empirical Relevance." *American Sociological Review* 71: 512-532.
4. Weeden, Kim A. and David Grusky. 2012. "The Three Worlds of Inequality." *American Journal of Sociology* 117.6: 1723-1785.

### **Optional readings:**

Wright, Erik Olin and Luia Perrone. 1977. "Marxist Class Categories and Income Inequality." *American Sociological Review*. 42: 32-55.

Weeden, Kim A. 2002. "Why Do Some Occupations Pay More than Others? Social Closure and Earnings Inequality in the United States." *American Journal of Sociology*. 108:1: 55-101.

Mills, C. Wright. 1959. *The Power Elite*. Chapter 1 "The Higher Circles"

Porter, John. 1965. *The Vertical Mosaic: An Analysis of Social Class and Power in Canada*. Toronto: University of Toronto Press. Chapter 1.

Treiman, Donald J. 1976. "A Standard Occupational Prestige Scale for Use with Historical Data." *The Journal of Interdisciplinary History*. 7(2): 283-290 (only).

Goldthorpe, John H. 1972. "Occupational grading and occupational prestige." *Social Science Information*. 11(5): 19-33 (stop at "Empirical questions that arise").

#### **Week 4: October 6, 2021 – COVID-19 and Social Inequality**

1. van Barneveld, Kristin, Michael Quinlan, Peter Kriesler, Anne Junor, Fran Baum, Anis Chowdhury, Raja Junankar, Stephen Clibborn, Frances Flanagan, Chris Wright, Sharon Friel, Joseph Halevi, and Al Rainnie. 2020. "The COVID-19 pandemic: Lessons on building more equal and sustainable societies." *The Economic and Labour Relations Review*. 31(2): 133-157.
2. Kristal, Tali and Meir Yaish. 2020. "Does the Coronavirus Pandemic Level Gender Inequality Curve? (It Doesn't)." *Research in Social Stratification and Mobility*. 68
3. Zheng, Yingqin, and Geoff Walsham. 2021. "Inequality of What? An Intersectional Approach to Digital Inequality under Covid-19." *Information and Organization* 31(1):100341.
4. Aloisi, Antonio, and Valerio DE Stefano. 2021. "Essential Jobs, Remote Work and Digital Surveillance: Addressing the COVID-19 Pandemic Panopticon." *International Labour Review* First Look.

#### **Optional readings:**

Choi, Kate, Patrick Denice, Michael Haan, and Anna Zajacova. 2020. "Studying the social determinants of COVID in a data vacuum." *SocArXiv*

Jaeger, Mads Meier and Ea Hoppe Blaabaek. 2020. "Inequality in learning opportunities during COVID-19: Evidence from Library Takeout." *Research in Social Stratification and Mobility*.

#### **Week 5: October 13, 2021 – Inequalities in education**

1. Michalski, Joseph, Tracy Cunningham, and Joe Henry. 2017. "The Diversity Challenge for Higher Education in Canada: The Prospects and Challenges of Increased Access and Student Success." *Humboldt Journal of Social Relations* 39(39): 66-89.
2. Milne, Emily and Terry Wotherspoon. 2020. "Schools as "Really Dangerous Places" for Indigenous Children and Youth: Schools, Child Welfare, and Contemporary Challenges to Reconciliation." *Canadian Review of Sociology* 57(1): 34-52.
3. Rivera, Lauren A. 2017. "When Two Bodies Are (Not) a Problem: Gender and Relationship Status Discrimination in Academic Hiring." *American Sociological Review* 82(6): 1111-1138
4. Henry, Frances, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Lie, Howard Ramos, and Malinda S. Smith. 2017. *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Vancouver, British Columbia: UBC Press. Chapter 5 – Would never be hired these days: precarious work situations of racialized and indigenous faculty members.

#### **Week 6: October 20, 2021 – Inequalities at the extreme and new classes**

1. Ehrenreich, Barbara. 1999. "Nickel-and-Dimed: On (Not) Getting by in America." *Harper Harper's Magazine* January.

2. Desmond, Matthew. 2016. *Evicted: Poverty and Profit in The American City*. Broadway Book: New York. Part One, pages 1-43.
3. Standing, Guy. 2011. *The Precariat: The New Dangerous Class*. New York: Bloomsbury. Chapter 1
4. Brooks, David. 2014. "Bobos in Paradise: The New Upper Class and How They Got There" Pp. 310-315 in *Social Stratification: Class, Race, and Gender in Sociological Perspective 4<sup>th</sup> edition*, edited by David. B. Grusky and Szonja Szelenyi. Boulder CO: Westview Press.

**Optional readings:**

Goulder, Alvin W. 1979. *The Future of Intellectuals and the Rise of the New Class*. Oxford University Press.

Giddens, Anthony. 1973. *The Class Structure of Advanced Societies*. Chapter 7, part 1: Elites and Power (Pages 118-124).

Volscho, Thomas W., and Nathan J. Kelly. 2012. "The Rise of the Super-Rich: Power Resources, Taxes, Financial Markets, and the Dynamics of the Top 1 Percent, 1949 to 2008." *American Sociological Review* 77(5):679–99.

**Week 7: October 27, 2021 – Black lives matter and the criminal justice system**

1. Pager, Devah. "The Mark of a Criminal Record." *American Journal of Sociology*. 108.5: 937-975.
2. Western, Bruce. 2006. *Punishment and Inequality in America*. New York: Russel Sage Foundation. Chapters 1, 2 and 3.
3. Alexandra, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. Introduction (Pages 1-58)
4. Clayton, Dewey M. 2018. "Black Lives Matter and the Civil Rights Movement: A Comparative Analysis of Two Social Movements in the United States." *Journal of Black Studies* 49(5):448–80.

**Optional readings:**

Wildman, Chris. 2008. "Parental imprisonment, the prison boom, and the concentration of childhood disadvantage." *Demography* 46(2): 265-280.

Reiman, Jeffrey and Paul Leighton. 2013. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. Toronto: Pearson. Chapters 1 and 2.

Western, Bruce and Becky Petit. 2005. "Black? White Wage Inequality, Employment Rates, and Incarceration." *American Journal of Sociology* 111(2): 553-578.

**Week 8: November 3, 2021 – Reading week – no class/office hours**

Please use this week to rest, recharge, and catch-up on course work.

**Week 9: November 10, 2021 – Race, residential segregation, and discrimination**

1. Wilson, William Julius. 1999. "Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto." Pp. 133-150. In *A Nation Divided: Diversity, Inequality, and community in American Society*, edited by Phyllis Moen, Donna Dempster-McClain, and Henry A. Walker. Cornell University Press.
2. Marianne Bertrand and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *The American Economic Review* 94(4):991–1013.
3. Massey, Douglas and Nancy Denton. 1998. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press. Chapters 1 and 2.
4. Bonilla-Silva, Eduardo. 2021. "What Makes Systemic Racism Systemic?" *Sociological Inquiry* 91(3):513–33.

**Optional readings:**

Wilson, William Julius. 1981. "Race, Class, and Public Policy." *American Sociologist* 16(2):125-134.

Wilson, William Julius. 1991. "Another Look at the Truly Disadvantaged." *Political Science Quarterly* 106(4):639-656.

Wilson, William Julius. 1978. *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press.

Oreopoulos, Philip. 2011. "Why Do Skilled Immigrants Struggle in the Labor Market? A Field Experiment with Thirteen Thousand Resumes." *American Economic Journal*. 3.4: 148-171.

**Week 10: November 17, 2021 – the genocide of Canada’s Indigenous peoples**

1. Truth and Reconciliation Commission of Canada. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Truth and Reconciliation Commission of Canada. Pages 1-133.
2. Feir, Donna. 2016. "Answering the Call: A Guide to Reconciliation for Quantitative Social Scientists." *Canadian Public Policy* 42(3): 350-365.
3. Doyle-Bedwell, Patti. 2008. "'With the Appropriate Qualifications': Aboriginal People and Employment Equity." *Canadian Women Studies* 26(3.4): 77-89.
4. Robertson, Dwanna L. 2015. "Invisibility in the Color-Blind Era: Examining Legitimized Racism against Indigenous Peoples." *American Indian Quarterly*. 39(2): 113-153.

**Optional readings:**

National Inquiry into Missing and Murdered Indigenous Women and Girls (Canada), Marion Buller, Michèle Audette, Brian Eyolfson, and Qajaq Robinson. 2019. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*.

Denis, Jeffrey S. 2015. "Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations." *American Sociological Review*. 80(1): 218-242.

Pendakur, Krishna and Ravi Pendakur. 2011. "Aboriginal Income Disparity in Canada." *Canadian Public Policy*. 37(1): 61-83.

### **Week 11: November 24, 2021 – Gender and sexuality in the labour market**

1. England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24.2: 149-166.
2. Correll, Shelly J. Stephen Benard and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112.5: 1297-1339.
3. Waite, Sean, and Nicole Denier. 2015. "Gay Pay for Straight Work: Mechanisms Generating Disadvantage." *Gender & Society* 29(4):561–88.
4. Tilcsik, Andras. 2011. "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." *American Journal of Sociology*. 117(2): 586-626.

#### **Optional readings:**

Waite, Sean, Vesna Pajovic, and Nicole Denier. 2020. "Lesbian, Gay and Bisexual Earnings in the Canadian Labor Market: New Evidence from the Canadian Community Health Survey." *Research in Social Stratification and Mobility*. Online first.

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Blau, Francine D. and Lawrence M. Kahn. 2000. "Gender Differences in Pay." *Journal of Economic Perspectives* 14.4: 75-99.

Gorman, Elizabeth H. and Julie A. Kmec. 2009. "Hierarchical Rank and Women's Organizational Mobility: Glass Ceilings in Corporate Law Firms." *American Journal of Sociology* 11.5: 1428-74.

Fuller, Sylvia. 2017. "Segregation across Workplaces and the Motherhood Wage Gap: Why Do Mothers Work in Low-Wage Establishments?" *Social Forces* 96(4): 1443-1476.

Badgett, M.V. 1995. "The Wage Effects of Sexual Orientation Discrimination." *Industrial and Labour Relations Review*. 48(4): 726-739.

Bauer, Greta and Ayden Scheim. 2015. *Transgender People in Ontario, Canada: Statistics to Inform Human Rights Policy*. London, Ontario.

Mize, Trenton, D. 2016. "Sexual Orientation in the Labor Market." *American Sociological Review*. 81.6: 1132-1160.

Tilcsik, Andras, Michel Anteby, and Carly Knight. 2015. "Concealable Stigma and Occupational Segregation: Toward a Theory of Gay and Lesbian Occupations." *SSRN Electronic Journal*.

Schilt, Kristen. 2006. "Just One of the Guys?: How Transmen Make Gender Visible at Work." *Gender & Society* 20(4):465–90.

Budig, Michelle J and Paula England. 2001. "The Wage Penalty for Motherhood" *American Sociological Review*. 66(2): 204-225.

### **Week 12: December 1, 2021 – Beauty premiums, disability, and intersectionality**

1. Hamermesh, Daniel S. and Jeff E. Biddle. 1994. "Beauty and the labour market." *The American Economic Review*. 84.5: 1174-1194.
2. Shuey, Kim, Andrea Willson, and Katherine Bouchard. 2016. "Disability and Social Inequality in Canada." Pp. 258-273 In *Social Inequality in Canada: Dimensions of Disadvantage* 6th Edition. Edited by E. Grabb and N. Guppy. Oxford University Press.
3. Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41(1):1–20.
4. Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43(6):1241–99.

### **Optional readings:**

Mocan, Naci, and Erdal Tekin. 2010. "Ugly Criminals." *The Review of Economics and Statistics* 92(1):15–30.

Shuey, Kim and Emily Jovic. 2013. "Disability Accommodation in Nonstandard and Precarious Employment Arrangements." *Work and Occupations* 40(2): 174-205.

Patacchini, Eleonora, Giuseppe Ragusa and Yves Zenou. 2015. "Unexplored dimensions of discrimination in Europe: homosexuality and physical appearance." *Journal of Population Economics*. 28: 1045-1073.

Biddle, Jeff. E. and Daniele S. Hamermesh. 1998. "Beauty, Productivity, and Discrimination: Lawyers' Looks and Lucre." *Journal of Labour Economics*. 16.1:172-201.

Wall, Katherine. 2017. "Low income among persons with a disability in Canada." Statistics Canada (Cat No. 75-006-x).

Turcotte, Martin. 2014. Persons with disabilities and employment. Minister of Industry: Ottawa, Canada (Cat. No. 75-006).

Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracists Politics." *University of Chicago Legal Forum*. 1989:1): 139- 167.

Graham, Louis F. 2014. "Navigating community institutions: Black transgender women's experiences in schools, the criminal justice system, and churches." *Sexuality Research & Social Policy*. 11(4): 274-287.

**Week 13: December 8, 2021 – Conference presentations**

*Conference program will be circulated prior to class.*