

## **SOCI 215 Class and Social Inequality Fall 2023, University of Victoria**

**Class times:** Mondays & Thursdays, 1:00-2:20pm

**Class location:** Engineering Computer Sciences Building (ECS) room 124

**Instructor:** Maria Sigridur Finnsdottir (she/her)

**Teaching assistant:**

**Office hours:** Tuesdays 1 to 4pm, by appointment

**Office hours:** Posted on BrightSpaces

**E-mail:**

---

### **Land Acknowledgement.**

We acknowledge and respect the ləkʷəŋən peoples on whose territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day [[Indigenous Academic & Community Engagement](#), UVic].

---

### **Course Description.**

Sociologists have long been interested in the dynamics, causes, and effects of social inequality. In this course, we will survey the contours of inequality in Canada. We will take an intersectional approach to studying inequality; that is to say, we will be looking at inequality as being informed by the intersections of class, race, and gender. In this class, we will cover topics ranging from classical approaches to class, to inequality in health and education, to gendered inequalities, and to the reproduction and normalization of inequality in popular media. Over the course of the semester, we will address questions such as: Who benefits and who doesn't? How is inequality maintained over generations? Why does it seem so normal?

---

### **Course Learning Outcomes.**

- (1) To engage confidently with contemporary and classical theories of inequality and class.
- (2) To understand more clearly the intersections of class, race, and gender in Canada.
- (3) To critically assess current news and events through a sociological lens.
- (4) To demonstrate and articulate understanding of course materials in written assignments.

---

### **Course Delivery.**

This course is being delivered entirely in-person, on the University of Victoria campus. All assignments will be submitted over BrightSpaces, and students will be provided with opportunities for online engagement outside of class as well. Office hours will be held over Zoom, by appointment. I recommend as well that you turn on email notifications on BrightSpaces, as I will send regular reminders and announcements there.

## Course Materials.

*Required Text:* Zawilski, Valerie. 2016. *Inequality in Canada: A reader on the intersections of gender, race, and class*. 3<sup>rd</sup> Edition. Oxford University Press.

Other course materials, including readings, podcasts, and videos, will be made available on the course BrightSpaces page, and online in the library course reserves.

---

## Course Components and Evaluation.

Weekly discussion posts * 10	Weekly, Fridays and Sundays by 11:59pm	10%
Take home test	Oct. 8 <sup>th</sup> , by 11:59pm	30%
Application paper #1	Oct. 29 <sup>th</sup> , by 11:59pm	30%
Application paper # 2	Nov. 19 <sup>th</sup> , by 11:59pm OR Dec. 10 <sup>th</sup> , by 11:59pm	30%

*Reading Discussion Posts:* Ahead of each Monday class, students will be expected to engage with their fellow students on an online discussion board, posing and answering questions about that week's readings. Students have the option to either post two questions (due by Friday 11:59pm) or answer a question (due by Sunday 11:59pm). Posts will be graded as pass/fail. There will be 12 discussion board opportunities over the semester, and you will only be required to do 10 for your full 10%.

*Take home test:* In week 5, you will complete a take home assignment assessing your understanding of the theoretical concepts covered in the early weeks of the course (2 through 4). This test will consist of several short answer questions. You will have 6 days to submit your test from when the questions are released. This test is worth 30% of your final grade.

*Application Papers:* Over the course of the semester, you will be expected to submit two application papers. For each paper, you must find a newspaper or magazine article related to the course topic, and then analyze it in 1250-1500 words using course concepts from the preceding weeks.

For paper 1, you can choose any concepts from weeks 6 through 9 and must submit by Oct. 29<sup>th</sup> by 11:59pm. For your second paper, you have two choices: (1) you can choose concepts from weeks 9 through 11 and submit on Nov. 19<sup>th</sup> by 11:59pm, or (2) you can choose concepts from weeks 12 through 14 and submit on Dec. 10<sup>th</sup> by 11:59pm. More instructions will be provided on BrightSpaces. Each of your application papers is worth 30%, for a total of 60%.

---

## Class and Assignment Policies.

*Readings:* Readings are assigned by week (not class). You are expected to complete the readings by Monday every week.

*Email:* I will respond to email within two business days (48 hours, except for weekends and holidays). In any email exchanges, you must use your official university email. Please also include the course code in the subject line of your email, and your full name and student number in the body. Do not send a reminder email unless it has been more than two business days. All course email should be directed to me, the instructor, at [mariafin@uvic.ca](mailto:mariafin@uvic.ca).

Please be respectful in your email and treat it as you would any other form of professional communication. Email is best suited to asking clear and concise questions, such as questions about deadlines or assignment requirements. If you have a question that will take longer than 10 minutes to answer via email, I will ask you to come to office hours instead.

*Office hours:* I will hold office hours on Tuesday afternoons and will be available from 1pm to 4pm. These office hours will be by appointment, and students can sign up online through the zoom tab on the course BrightSpaces. Office hours will be divided into 15-minute slots; if this is too short, or you cannot make that time and have a specific and pressing issue, please reach out and we can schedule an alternative. The course Teaching Assistant will hold office hours ahead of the paper submission deadlines, and the take home final test. These will be posted on the course BrightSpaces throughout the semester.

*Handing in assignments:* All assignments will be submitted electronically via BrightSpaces. We will not accept assignments over email.

*Attendance:* While class attendance will not be graded, it is still highly encouraged. In class, we will review tougher material, discuss key concepts and theories, and work on our papers. Your attendance and engagement will pay off over the course. You do not need to let me know if you miss class once or twice. If something comes up, and you expect to miss more than two classes, then please get in touch with me.

*Deadlines and missed assignments:* The assignments and discussion posts are due on BrightSpace by 11:59pm PST on the stated date. Due dates are listed on both the course schedule and on BrightSpace. There will be a 72-hour grace period for the application papers before late penalties are deducted; after this 72 hours, late papers will be deducted 2% a day, unless the student has an extension from the instructor. You do not need permission from the instructor to use the grace period. Papers will not be accepted after 10 days past the deadline.

If a student misses a test or submits an assignment late for medical reasons, they must email the instructor within 2 days. If they miss a test or submit an assignment late for other reasons, such as a family emergency, they should contact their college registrar, and have the registrar email the instructor.

No late discussion board posts will be accepted. There is no grace period for the take home test.

*Accessibility:* If you require accommodations or support from accessibility services, please visit <https://www.uvic.ca/accessible-learning/index.php> and register as soon as possible. I will do my utmost to work with students needing accommodations, and to provide an inclusive and supportive learning environment.

*Course experience survey (CES):* Towards the end of term, you will have the opportunity to complete a confidential course experience survey regarding your learning experience. The survey is vital to providing feedback about the course and to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device.

---

### **Department of Sociology Policies.**

*Departmental equity statement:* The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment where members of all genders, races, ethnicities, religions, abilities, and structurally disadvantaged groups are treated fairly. We will not tolerate sexism, racism, classism, ageism, ethnocentrism, homophobia, transphobia, ableism, and discrimination based on religious beliefs or any other form of prejudice which undermines people's rights to fairness.

*Harassment:* The Department of Sociology supports the University's [policies on discrimination and harassment](#), and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

---

### **Academic Integrity.**

Students are required to abide by all academic regulations set as set out in the University calendar, including standards of academic integrity. Violations of [academic integrity](#) (e.g., cheating and plagiarism) are considered serious and may result in significant penalties.

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., [The Centre for Academic Communication](#)). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor. For more information about what academic integrity entails, visit the following UVic site: <https://www.uvic.ca/students/academics/academic-integrity/index.php>

*Copyright:* All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#).

*Recordings:* Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material are required to ask the professor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Brightspace materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. In order to preserve students' privacy, and to maintain a safe space for discussion, students may not record each other, the instructor, or the lectures.

*Generative AI:* Students are permitted to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. **Students may not use artificial intelligence tools for taking the take home final test in this course.**

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit, and should they use any generative AI tools, this use must be documented in an appendix. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. For support on citation, many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

---

### University of Victoria Policies.

#### *Grading scale:*

A+	9	90 - 100	An A+, A, or A- is earned by work, which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 - 89	
A-	7	80 - 84	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material.
B+	6	77 - 79	
B	5	73 - 76	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
B-	4	70 - 72	
C+	3	65 - 69	
C	2	60 - 64	

D	1	50 - 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0 - 49	An F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.

*Grading:* In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a [Request for a Review of a Final Assigned Grade](#). Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

*Online conduct:* The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources, and course-related communication platforms, you are engaging in a university activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

---

### **Health and Wellness.**

*Mental health:* A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The source of symptoms might be related to your course work; if so, please speak with your instructor. However, problems with other parts of your life can also contribute to decreased academic performance. [The UVic Student Wellness Centre](#) provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

*Accessibility statement:* Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to contact your instructor and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

*Accommodations:* The University of Victoria accommodates students with disabilities who have registered with the Centre for Accessible Learning. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

*University of Victoria Students' Society (UVSS):* The [UVSS](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

---

### Course Schedule.

#### **Week 1: Introduction and course overview.**

Sep. 7	Syllabus	<i>No deadlines</i>
--------	----------	---------------------

Moscrop, David. 2023. "[It's Time to Talk about Class in Canada](#)." *Jacobin*, April 6.

#### **Week 2: Understanding class and inequality.**

Sep. 11 & 14	Marx's Communist Manifesto [ <i>Selections</i> ]	<i>Discussion board questions due Sep 8<sup>th</sup> by 11:59pm, answers due Sep 10<sup>th</sup> by 11:59pm.</i>
	Harvey, David. 2005. "Introduction," pp. 1-4 in <i>A Brief History of Neoliberalism</i> . Oxford University Press.	

#### **Week 3: Intersectionality.**

Sep. 18 & 21	Zawilski Ch. 2: "Feminist Intersectional Theorizing"	<i>Discussion board questions due Sep 15<sup>th</sup> by 11:59pm, answers due Sep 17<sup>th</sup> by 11:59pm.</i>
	Hunt, Sarah Tlali'ila'ogwas. 2021. 'Settler Colonialism,' pp. 213-216 in <i>Routledge Handbook of Law and Society</i> . Routledge.	
	Crenshaw, Kimberlé. 2016. " <a href="#">The Urgency of Intersectionality</a> ." TED Talk.	

*Sep. 19<sup>th</sup>: Last day for 100% reduction of tuition fees for standard fall courses*

*Sep 22<sup>nd</sup>: Last day to enroll in courses that start in the fall semester*



**Week 4: Cultural and symbolic capital.**

- Sep. 25 & 28      Bourdieu, Pierre. 2002. "The Forms of Capital," pp. 280-291 in *Readings in Economic Sociology*, (N. W., Biggart, Ed.).
- Barrett DeWiele, Corrine E., and Jason D. Edgerton. 2020. "Opportunity or Inequality? The Paradox of French Immersion Education in Canada." *Journal of Multilingual and Multicultural Development*.
- Discussion board questions due Sep 22<sup>nd</sup> by 11:59pm, answers due Sep 24<sup>th</sup> by 11:59pm.*

*Sep 30<sup>th</sup>: Last day to pay fall semester fees without penalty*

**Week 5: No Class**

- Oct. 2      No class – National Day for Truth and Reconciliation
- Oct. 5      No class – Time to work on Take Home Test
- Take home test due Oct. 8<sup>th</sup>, by 11:59pm*

**Week 6: Inequality and racism in education.**

- Oct. 9      No class – Thanksgiving Day
- Oct. 12      Zawilski Ch. 6: "The Legacy of Residential Schools"
- Zawilski Ch. 8: "The Persistence of Colonial Discourse: Race, Gender, and Muslim Students in Canadian Schools."
- Morcom, Lindsay. 2019. "[Why Indigenous Languages Matter and What We Can Do to Save Them.](#)" TEDx Talk.
- Discussion board questions due Oct. 6<sup>th</sup> by 11:59pm, answers due Oct. 8<sup>th</sup> by 11:59pm.*

*Oct 10<sup>th</sup>: Last day for 50% reduction of tuition fees for standard courses*

**Week 7: Inequality in health.**

- Oct. 16 & 19      Zawilski Ch. 10: "Redefining Home Care for Women With Disabilities: A Call for Citizenship."
- Zawilski Ch. 13: "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners"
- Discussion board questions due Oct. 13<sup>th</sup> by 11:59pm, answers due Oct. 15<sup>th</sup> by 11:59pm.*

**Week 8: Gender inequality and work.**

- Oct. 23 & 26      Zawilski Ch. 3: "The Burden of being 'Employable': Underpaid and Unpaid Work and Women's Health."
- Fuller, Sylvia, and Yue Qian. 2021. "Covid-19 and the Gender Gap in Employment among Parents of Young Children in Canada." *Gender & Society* 35(2): 161-189.
- Discussion board questions due Oct. 20<sup>th</sup> by 11:59pm, answers due Oct. 22<sup>nd</sup> by 11:59pm.*
- Application paper #1 due, Oct. 29<sup>th</sup> by 11:59pm*



**Week 9: Inequality, bodies, and reproductive rights.**

Oct. 30 & Nov. 2      Zawilski Ch. 5: "Sterilization in Alberta, 1928-1972: Gender Matters." *Discussion board questions due Oct. 27<sup>th</sup> by 11:59pm, answers due Oct. 29<sup>th</sup> by 11:59pm.*

Zawilski Ch. 12: "Becoming the "Fat Girl": Acquisition of an Unfit Identity."

El-Mowafi, Ieman M., Abdiasis Yalahow, Dina Idriss-Wheeler, and Sanni Yaya. 2021. "The politest form of racism: Sexual and reproductive health and rights paradigm in Canada." *Reproductive Health* 18(59).

Podcast that may be of interest:  
<https://www.aborsh.com/>

Oct. 31<sup>st</sup>: Last day for withdrawing from fall semester courses without penalty of failure

**Week 10: Social justice and the carceral system.**

Nov. 6 & 9      Zawilski Ch. 15: "Lessons in Decolonization: Aboriginal Overrepresentation in Canadian Criminal Justice." *Discussion board questions due Nov. 3<sup>rd</sup> by 11:59pm, answers due Nov. 5<sup>th</sup> by 11:59pm.*

Zawilski Ch. 17: "Decolonizing Sex Work: Developing an Intersectional Indigenous Approach."

**Week 11: Inequality and the housing crisis.**

Nov. 13      No class – Remembrance Day & Fall reading break *Discussion board questions due Nov. 3<sup>rd</sup> by 11:59pm, answers due Nov. 5<sup>th</sup> by 11:59pm.*

Nov. 16      Choi, Kate H., and Sagi Ramaj. 2023. "Ethno-racial and nativity differences in the likelihood of living in affordable housing in Canada." *Housing Studies*.

Homes for Living. [Housing Myths](#).

**Option: Application paper # 2 due, Nov. 19<sup>th</sup> by 11:59pm**

**Week 12: Intersectional inequality and popular culture.**

Nov. 20 & 23      Zawilski Ch. 22: "In the Pool, on the Ice: Contested Terrain." *Discussion board questions due Nov. 17<sup>th</sup> by 11:59pm, answers due Nov. 19<sup>th</sup> by 11:59pm.*

Roth, Jenny, and Chris Sanders. 2018. "'Incorrigible slag,' the Case of Jennifer Murphy's HIV Non-Disclosure: Gender Norm Policing and the Production of Gender-Class-Race Categories in Canadian News Coverage." *Women's Studies International Forum* 68: 113-120.

Sisson, Gretchen. 2012. "The 99%: [Arrested Development](#)."

**Week 13: Global inequality.**

Nov. 27 & 30	Zawilski Ch. 20: "The Politics of Belonging: Framing the Questions."	<i>Discussion board questions due Nov. 24<sup>th</sup> by 11:59pm, answers due Nov. 26<sup>th</sup> by 11:59pm.</i>
	Zawilski Ch. 23: "Fruits of Injustice: Women in the Post-NAFTA Food System."	

**Week 14: Class and the climate crisis.**

Dec. 4	Newell, Peter. 2005. "Race, class, and the global politics of environmental inequality." <i>Global Environmental Politics</i> 5(3): 70-94.	<i>Discussion board questions due Dec. 1<sup>st</sup> by 11:59pm, answers due Dec. 3<sup>rd</sup> by 11:59pm.</i>
	Gamage, Michelle. 2021. " <a href="#">The Climate Crisis Inequality All the Parties are Ignoring.</a> " <i>The Tyee</i> , Sep 17.	<i>Option: Application paper # 2 due, Dec. 10<sup>th</sup> by 11:59pm</i>

**Additional student support.**

<a href="#">Academic Concession Policy</a>	<a href="#">Learning Strategies Program</a>
<a href="#">Academic Accommodation Policy</a>	<a href="#">Learn Anywhere</a>
<a href="#">Wellness Centre</a>	<a href="#">Indigenous Student Support Centre</a>
<a href="#">Accommodation of Religious Observance Policy</a>	<a href="#">Math &amp; Stats Assistance Centre</a>
<a href="#">Centre for Academic Communication</a>	<a href="#">Non-academic Student Misconduct Policy</a>
<a href="#">Community Engaged Learning</a>	<a href="#">Ombudsperson</a>
<a href="#">Computer Help Desk</a>	<a href="#">Request for academic concession</a>
<a href="#">Diversity / EDI resources</a>	<a href="#">Sexual Violence Prevention and Support</a>
<a href="#">Equity Statement EQHR Policy</a>	<a href="#">International Student Support Centre</a>
<a href="#">Emergency information</a>	<a href="#">Student Groups and Campus Resources</a>
<a href="#">Food support</a>	<a href="#">Use of pronouns in your classroom</a>
<a href="#">Academic accommodation &amp; access for students with disabilities Policy</a>	
<a href="#">Student Awards and Financial Aid</a>	<a href="#">Student Conduct website</a>