



Western University
SOCIOLOGY 9147A-001

Social Inequality

Fall 2019

Thursday 1:30-4:30, SSC 5230

Instructor: Dr. Sean Waite

Office Hours: Fridays 9:30am to 11:30am

Department of Sociology, Office: SSC 5401

Email: swaite3@uwo.ca

Course Description

This graduate seminar course explores the extent, causes and consequences of social and economic inequality in Canada and abroad. We start the course with a discussion on recent trends in income inequality and some foundational stratification theory (Marx, Weber and Durkheim). We then move on to specialized topics, such as inequality in the criminal justice system, precarious employment, race/ethnicity, residential segregation, poverty, the gender wage gap, lesbian, gay, bisexual and transgender (LGBT+) labour market inequality, disability and the economics of attractiveness.

Course Organization

Class time will consist of structured class discussions and presentations. Each week there will be four articles and/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 will also be required to prepare short (one to two page) reflection pieces throughout the term. At the end of the term, students will present a 15-minute conference style presentation of their final papers.

Required Text

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

Methods of Evaluation

Participation:	Throughout term	15%
Summaries & facilitating class discussion:	Throughout term	10%
Reflections:	Through out term	10%
Term paper proposal:	October 3, 2019	10%
Abstract:	November 28, 2019	N/A
Conference presentation:	December 5, 2019	10%
Term paper:	December 5, 2019	45%

Participation

Participation is worth 15% of your grade. Students are expected to participate in class discussions by sharing their thoughts, opinions, and, most importantly, by making connections between the readings. I endeavour

to create a safe and welcoming environment where everyone feels comfortable sharing his or her ideas. Participation is not the same as attendance. If you attend class but do not participate, you will receive 0/15.

Reflections: Let's Get Practical, Practical ♪♪ (think of Olivia Newton-John *Lets get physical*) ♪♪

Each week, students will be encouraged to consider how their research, whether for this course or their MA/PhD thesis, relates to our readings. Did the readings introduce new ideas or avenues of research that are helpful for you own work? Did the readings introduce new topics, theories or methods that you intend to explore further or incorporate into your current research? **Students will submit five reflection pieces (1-2 pages long) throughout the term.** At least two reflection pieces must be submitted during the first six weeks of class. These must be submitted via email by 11am on the day of class. Students should incorporate their reflections into class discussion. There will also be some time set aside at the end of class to discuss the practical application of these topics, theories and methods into our own research. **Students cannot submit a reflection pieces on the same day they are facilitating discussion.**

Summaries & Facilitating Class Discussion

Each week students will be assigned readings to summarize. They will be responsible for a mini presentation (roughly 5 minutes) and facilitating class discussion for roughly 15 minutes. **Students will also be asked to hand in a two-page summary of their reading. Please also include a few of your planned discussion questions.** When summarizing articles or book chapters, students should consider the strengths and weakness of their article and the intersection of gender, race, and class. You may choose to discuss how the readings contribute to student's own research. You should also consider how this reading fits within the larger social inequality literature we have been discussing in class. Students should avoid reading directly off their page during their summary and the facilitation of class discussion. A good presentation and discussion should feel natural for the presenter and audience.

Term Paper Options

a) *Empirical paper (PhD students)*

I encourage PhD students to write an empirical term paper, using either qualitative or quantitative methods. 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 strongly encourage students to use secondary quantitative secondary. [ODESI](#) is a wonderful site for downloading many public use Canadian data sets. Although I encourage students to challenge themselves with more advanced methods, basic descriptive statistics (mean, mode, median) are also acceptable.

This should be formatted like an academic journal article. 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. Those who are pursuing academic jobs should take this exercise seriously. This could lead to a publication, which could lead to an academic job!

We have a student version and full version of **Stata** on the network. Students can access it through *Start > Programs > SSC Network > Statistics and Analysis* or just *S:\Statistics and Analysis* when they are working on a computer on the SSC Network. Students can access Stata from home using the SSCRemote server, they will only need to obtain ROAMs access (see http://ssts.uwo.ca/network/remote/remote_service_new.html).

We have **NVivo** installed on two computers in the Sociology computer lab. For Faculty, graduate students, and post-docs, there is a Campus Agreement for NVivo purchases (see http://ssts.uwo.ca/network/software_resources/nvivo.html).

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 thesis/dissertation research. Research papers should be roughly 25 double spaced pages.

c) Book review (MA students only)

This option is for MA students only. Students can choose to write an academic book review on a recently published book. You are expected to write a review that can be submitted to an academic journal for publication. You will need to find a journal that accepts unsolicited book reviews before selecting this option. Students must email me their book choice and the journal name before writing their proposal. The length of the book review will depend on the journal. In Canada, *Canadian Public Policy* (CPP) and *The Canadian Studies in Population* (CSP) accept unsolicited book reviews. Some journals have lists of books waiting for review. Students interested in this option are encouraged to meet with me early in the term.

Proposal

Students will be asked to submit a two-page research proposal on **October 3, 2019**. Proposals should demonstrate that you have selected a relevant topic and have started conducting some preliminary research. If you are writing an empirical paper, be sure to mention your research question, data and methods that will be used. Those writing a book review are asked to submit a brief summary of their book and justifying its relevance/contribution to the broader social inequality literature. In other words, why is this book suitable for a review in this course? The book review should also include any references that are relevant for situating this book within the larger social inequality literature. **Research proposals should be submitted via email** in a word document.

Abstract

We will be holding a conference entitled *Unequal Opportunities and Outcomes: Social inequality in Canada and abroad* on the last two days of class. Students will have the opportunity to present their research papers as if they were at a real academic conference. This requires that you submit an abstract prior to the conference date. Students are asked to email me a 200-word abstract of their research papers on **November 28, 2019** (Note: In a real academic conference, you are expected to submit an abstract a few months before the conference date.) The abstract submission is used to select which submissions will be accepted to present. Helpful information on how to write an abstract can be found [here](#). If students fail to submit an abstract, they will not be scheduled to present at the conference.

In-class Conference Presentations

On **December 5, 2019** 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 findings with the class. This exercise will help students prepare for presenting their research at an academic conference. Those who write book reviews or a detailed literature review will also present their papers. The final term paper is due via on **December 5, 2019**.

Conference presentation peer-review

Your peers will evaluate your conference presentation and provide me 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 should 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.

How to Contact Me

- In person during office hours: Fridays 9:30am to 11:30am in SSC 5401
- By telephone: 519-661-2111 x.87689
- By email: swaite3@uwo.ca

If you have questions regarding the course, material, readings, assignments or general evaluation please ask during class. There will likely be other students who have the same question. I am typically available for 10 minutes after each class for quick questions. If you have more substantive or private questions please come to my office hours.

I 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.

How to get important information

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

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 in-text citations. Plagiarism is a major scholastic offence (the [Scholastic Offence Policy](#) can be viewed in the Western Academic Calendar).

Late / Missed Assignments or Presentations

There are no late penalties on the proposal or term paper. 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 two-page summary of *each* article assigned that day and a one-page discussion on how the articles are related and their contribution to the larger social inequality literature. If you are sick on your article summary day, you can also switch articles 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. Make-up course presentations will take place in the Sociology conference room and will be open to all faculty and graduate students.

Laptops, Phones and Tablets

All types of technology are welcome in my class but ***they must not interfere with my lecture or distract other students***. In the workplace, you will be expected to use technology in a professional manner. You should practice this in my class. Be aware that students do better when taking notes by hand (see Mueller and Oppenheimer 2014). If your electronic device distracts me or other another student (Twitter, Facebook, movies, games etc.) you will be asked to put it away and not permitted to use it for the remainder of the class. Cell phones should be shut off at the beginning of class.

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.

Lectures and Course Materials

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright is an academic offence.

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>

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at

www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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 encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS 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. For more information, see <http://www.sdc.uwo.ca/ssd/>.

Accessibility Options

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

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. Western's School of Graduate and Postdoctoral Studies' [Living Well](#) website provides tips for thriving at grad school and other helpful information.

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](#): 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/>.

Compassionate Grounds

Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counseling office.

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 Readings

Week 1: September 12, 2019 - Introduction

Syllabus and introductions

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. 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.
4. 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 19, 2019 – Trends in Inequality

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

Optional Readings

Frank, Robert H. and Philip J. Cook. 1995. *The Winner-Take-All Society: Why the few at the top get so much more than the rest of us*. Toronto: Penguin Book. 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.

Week 3: September 26, 2019 – Marx and Neo-Marxism

Review: Marx, Karl and Frederick Engels. 1848. *Manifesto of the Communist Party*.

1. Wright, Erik Olin and Luia Perrone. 1977. "Marxist Class Categories and Income Inequality." *American Sociological Review*. 42: 32-55.
2. Wright, Erik Olin. 1997. *Class Counts*. Cambridge: Cambridge University Press. Chapter 1.
3. Perrucci, Robert and Earl Wysong. 2008. *The New Class Society: Goodbye American Dream*. Maryland: Rowman & Littlefield. Chapter 1

Let's talk about proposals, research, reflections and data! Mini workshop on how to download data from Odesi.

Optional Readings

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

Domhoff, William G. 2005. *Who Rules America? Challenges to Corporate and Class Dominance*
Selected Reading *Social Stratification: Class, Race and Gender in Sociological Perspective*. Edited by David Grusky. Boulder: Westview Press (Pages 297-302)

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

Wright, Erik Olin. 2003. "Social Class." PP. 1-16. In *Encyclopedia of Social Theory*. Edited by George Ritzer. Sage Publications.

Dahrendorf, Ralf. 1959. *Class and Class Conflict in Industrialized Society*. Stanford University Press. (Chapter 2: Changes in the Structure of Industrial Societies Since Marx, pages 36-71).

Week 4: October 3, 2019 - Weber / Neo-Weberian and Durkheim / Structural Functionalism

RESEARCH PROPOSALS DUE

Review: Weber, Max. 1978 [1922]. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Berkeley: University of California Press. The Distribution of Power Within the Political Community: Class, Status, Party. Pp. 926-940; Status Groups and Classes Pp. 302-307; Open and Closed Economic Relationships. Pp. 341-344 (Including first paragraph on page 344).

1. Chan, Tak Wing and John H. Goldthorpe. 2007. "Class and Status: The Conceptual Distinction and its Empirical Relevance." *American Sociological Review* 71: 512-532.
2. 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.

Review: Durkheim, Emile. 1988. [1983] *The Division of Labour in Society*. Houndmills: MacMillan. Chapters 1, 2, 3

3. Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10(2):242-249. **AND** Tumin, Melvin M. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18(4):387-394.
4. Weeden, Kim A. and David Grusky. 2012. "The Three Worlds of Inequality." *American Journal of Sociology* 117.6: 1723-1785.

Optional Readings

Parkin, Frank. "Marxism and Class Theory: A Bourgeoisie Critique." Pp. 193-201 in *Social Stratification: Class, Race, and Gender in Sociological Perspective 4th Edition* edited by David. B. Grusky and Szonja Szelenyi. Boulder CO: Westview Press.

Giddens, Anthony. 1973. *The Class Structure of the Advanced Societies*. London: Hutchinson University Library.

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

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 5: October 10, 2019 – New Classes and Inequality at the Extreme

1. 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 4th edition*, edited by David. B. Grusky and Szonja Szelenyi. Boulder CO: Westview Press.
2. Ehrenreich, Barbara. 1999. "Nickel-and-Dimed: On (Not) Getting by in America." *Harper Harper's Magazine* January.
3. Desmond, Matthew. 2016. *Evicted: Poverty and Profit in The American City*. Broadway Book: New York. Part One, pages 1-43.

Let's talk about research and reflections.

Optional Readings

Goulter, 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).

Week 6: October 17, 2019 – Precarious Employment

1. Killeberg, Arne L. 2009. "Precarious Work, Insecure Workers: Employment Relations in Transition." *American Sociological Review*. 74(1): 1-22.
2. Standing, Guy. 2011. *The Precariat: The New Dangerous Class*. New York: Bloomsbury. Chapter 1
3. Mears, Ashley. 2011. *Pricing Beauty: The Making of a Fashion Model*. Berkeley: University of California Press. Chapters 1 and 2.
4. Fuller, Sylvia. 2008. "Temporary Employment and Social Inequality in Canada: Exploring Intersections of Gender, Race and Immigration Status." *Social Indicators Research*. 88(1): 31-50.

Optional Readings

Killeberg, Arne. 2011. *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s*. New York: Russell Sage Foundation

Vosko, L.F. (Ed.) (2006). *Precarious Employment: Understanding Labour Market Insecurity in Canada*. Montreal: McGill-Queen's University Press.

Week 7: October 24, 2019 – Inequalities in 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. Wildman, Chris. 2008. "Parental imprisonment, the prison boom, and the concentration of childhood disadvantage." *Demography* 46(2): 265-280.

Optional Readings

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: October 31, 2019 – Race / Ethnicity; Employment Discrimination; Residential Segregation

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. 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.
4. Massey, Douglas and Nancy Denton. 1998. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press. Chapters 1 and 2.

Optional Readings

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

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.

Week 9: November 7, 2019 – READING WEEK

Work on papers and catch-up on readings!

Week 10: November 14, 2019 – The Gender Wage Gap

1. England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24.2: 149-166.
2. Budig, Michelle J and Paula England. 2001. "The Wage Penalty for Motherhood" *American Sociological Review*. 66(2): 204-225.
3. 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.
4. 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

Optional Readings

England, Paula, Paula Allison and Yuxiao Wu. 2007. "Does bad pay cause occupations to feminize, Does feminization reduce pay, and How can we tell with longitudinal data?" *Social Science Research* 36: 1237-1256.

Goldin, Claudia and Cecilia Rouse. 2000. "Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians." *The American Economic Review*. 90.4: 715-741.

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.

Week 11: November 21, 2019 – LGBTQ and the Labour Market

1. Waite, Sean and Nicole Denier. 2015. "Gay Pay for Straight Work: Mechanism Generating Disadvantage." *Gender and Society* 29(4): 261-588.
2. Tilcsik, Andras. 2011. "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." *American Journal of Sociology*. 117(2): 586-626.
3. Tilcsik, Andras, Michel Anteby, and Carly Knight. 2015. "Concealable Stigma and Occupational Segregation: Toward a Theory of Gay and Lesbian Occupations." *SSRN Electronic Journal*.
4. Schilt, Kristen. 2006. "Just One of the Guys?: How Transmen Make Gender Visible at Work." *Gender & Society* 20(4):465-90.

Optional Readings

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.

Adam, Barry. 1981. "Stigma and employability: discrimination by sex and sexual orientation in the Ontario legal profession." *Canadian Review of Sociology and Anthropology*. 18.2: 216-221.

Week 12: November 28, 2019 – Beauty and Disability in the Labour Market

ABSTRACTS DUE

1. Hamermesh, Daniel S. and Jeff E. Biddle. 1994. "Beauty and the labour market." *The American Economic Review*. 84.5: 1174-1194.
2. Mocan, Naci and Erdal Tekin. 2010. "Ugly Criminals." *The Review of Economics and Statistics* 92(1):15–30.
3. 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.
4. Shuey, Kim and Emily Jovic. 2013. "Disability Accommodation in Nonstandard and Precarious Employment Arrangements." *Work and Occupations* 40(2): 174-205.

Optional Readings

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).

Week 13: December 5, 2019 – Conference Presentations

Conference Presentation: *Unequal Opportunities and Outcomes: Social inequality in Canada and abroad*

TERM PAPER DUE