The purpose of this course is to advance our understanding of a number of theoretical approaches to inequality. Rather than examining separately different forms of inequality, such as racial or gender inequality, this course examines theoretical approaches that are used to explain these and other forms of inequality in more general terms. We shall focus primarily on power inequality, especially differences in economic power, but the relationship of economic inequality to other kinds of power differences will be central.

**WEIGHTS OF COURSE WORK**

- Class participation                                         30%
- Essay proposal                                             10%
- Essay: essay 1                                             30%
- essay 2                                                   30%

**COURSE OUTLINE**

1. September 11  Orientation

2. September 18  Socio-biological and evolutionary theory


Jason Schnittker, “Happiness and success: genes, families, and the psychological effects

3. **September 25**
   Status-process and normative theories


4. **October 2**
   Marxist power theory


5. **October 9**
   Traditional distorted-market theory: ethnicity


   R. Ogmundson and J. McLaughlin, “Changes in the ethnic origins of Canadian elites: the
decline of the BRITS?” The Canadian Review of Sociology and Anthropology 29 (1992). [OWL]


6. October 16 Distorted market theory: cultural capital


7. October 23 Distorted market theory: social capital


8. October 30 Neo-Weberian market theory

D.B. Grusky and J.B. Sørensen, “Can class analysis be salvaged?” American Journal of Sociology 103 (1998) [OWL]

9. November 13  Neo-Weberian power theory I

Murray Milner, Jr., *Status and Sacredness: A General Theory of Status Relations and an Analysis of Indian Culture*. Oxford University Press 1994, chapters 1-3, and 16. [reprint]

10. November 20  Neo-Weberian power theory II


12. November 27  Critical market theory


13. December 4  The study of inequality
ESSAY ASSIGNMENT

The essay topic must be an examination of an issue related to a specific type of inequality using one or more theories or approaches that have been constructed to help us understand inequality in general. The theory you select cannot be specific to the type of inequality you choose. For example, if you choose gender inequality, the theoretical approach that you are evaluating or using cannot be feminist theories or theories of gender. You can refer to the latter in your essay, but you cannot choose them as your principal theory.

You will be required to write two papers, the second of which must be a revision of the first. They will be graded equally. Primarily, you will improve the essay on the basis of my criticisms, but you will be credited for any improvements you make and so it is to your advantage to be self-critical. The essay proposal should be 200-300 words and the essay itself 4,000-5,000 words long. (There is no penalty for exceeding the word limit, but I will stop reading.)

Both essays should be submitted in a 9" by 12" envelope, unsealed, with your name and course number on the front in the top left-hand corner (holding the envelope horizontally). Bind the paper with a paper clip only (no staples, binders, etc.). Be sure to number your pages. Late proposals will be assessed .25 marks (out of 100) per day, including weekends. (If your proposal were six days late, your mark would go from, for example, 81 to 79.5). Late essays will be assessed .5 marks (out of 100) per day, including weekends. (If your paper were six days late, your mark would go from, for example, 81 to 78.) Exceptions will be granted only in cases of severe disability.

Deadlines for essay:

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<tr>
<td>Proposal</td>
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<tr>
<td>Essay 1</td>
<td>November 4</td>
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<td>Essay 2</td>
<td>December 9</td>
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With Essay 1 you need to submit your essay proposal with my approval written on it. With Essay 2 you must submit (1) the marked-up version of Essay 1; (2) my comments on Essay 1; and (3) a 200-300 word statement (in point form) of the revisions you have made and how you have met my criticisms. Every assertion in this statement must make reference to specific pages in Essay 2. (Grammatical revisions and other small changes can be noted in general terms.)

The essay should be well written and organized. Marks will be deducted for poorly written or poorly organized essays. Style, grammar, punctuation, and spelling are all important and will affect the grade.
Statement on Academic 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: Graduate – http://grad.uwo.ca/current_students/graduate_regulations/section_10.htm

Completion of graduate course requirements

Course requirements must be completed by the end of the term in which the course is offered (Winter-April 30). Only in exceptional circumstances, and with permission, may a student take additional time to complete the course requirements. More details are outlined in the Graduate Handbook: http://sociology.uwo.ca/Grad/Handbook/05-Course.html#5.2Completion