This course is intended to examine one or more current issues in stratification. The issue on which we shall focus this term is status.

WEIGHTS OF COURSE WORK

Class participation 30
Quizzes 20
Essay proposal 10
Essay 1 20
Essay 2 20

Note: Departmental grade guidelines require that a 3000-level course have a mean between 70% and 74% in final grades.

PREREQUISITES

Sociology 020 or Sociology 021E and third or fourth-year standing in a programme (old) or module (new) in Sociology.

Note about Prerequisites and Antirequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

PARTICIPATION

This is a seminar/lecture course. You will not like the course if you do not participate. The participation mark will be based on the effort you make to contribute to the class discussions and the extent to which that participation indicates that you have done the assigned reading for the class. You are also expected to prepare responses to the specific questions that are given to the class in advance. You are not required to write out your responses and not encouraged to read them in class, but you should introduce them into the class discussion.
QUizzes

At each seminar for which reading is expected there will be a short quiz consisting of multiple-choice questions. The quizzes are designed to test if you have done the reading. Each quiz will be held at the time the class begins. *If you miss a quiz you will receive zero, unless you submit a ten-page summary of the reading within one week of the date of the quiz.* This summary is not graded. Its purpose is to *demonstrate that you did the reading.* Students are permitted to submit no more than three summaries in lieu of quizzes.

Missed Exams and Late Assignments

See appropriate sections of the course outline and essay assignment for regulations. Exceptions to these regulations will be made only in cases of severe disability. Students should understand that in such cases academic accommodation will not be granted automatically on request. It is your responsibility to follow the University’s new “Policy on Accommodation for Medical Illness”. This policy can be accessed at:


Readings

Each week you have several required readings. Most of the required readings are on line or can be purchased in a packet from inPrint. The exceptions are four books available at the bookstore, *Choosing the Right Pond: Human Behavior and the Quest for Status* by R.H. Frank, *Freaks, Geeks, and Cool Kids* by Murray Milner, Jr., *Claims to Fame* by Joshua Gamson, and *Friends of the Court* by Ian Brodie. These books are also available on reserve at the library.

Course Outline

January 11       Orientation

January 18       Classical theory


January 25       Status influence


February 1 Status and social relations: Goode


February 8 Status as capital


February 15 Status as a commodity


February 29 Status among adolescents


March 7 Citizenship


March 14 To be announced

March 21 Status politics

Ian Brodie, Friends of the Court: the Privileging of Interest Group Litigants in
March 28  Celebrities in Modern America


April 4  State decorations


April 11  The study of status

No reading
ESSAY ASSIGNMENT

Note: You should read this hand-out at least once a week until the day you submit Essay 1. It should be read very carefully just before you submit Essay 2.

All essays must examine a specific type of status inequality (gender inequality, age inequality, racial or ethnic inequality, etc.) using theories, approaches, or frameworks that have been constructed to help us understand status inequality in general.

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 3,000-4,000 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:

| Proposal | February 1 |
| Essay 1  | February 27 |
| Essay 2  | April 11 |

Note: Essay 2 must be handed in no later than April 20 so that I can submit my grades on time. Essays submitted after that date will receive 0.

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 outline 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.**

**All students will be required to follow the format used in the *American Sociological Review*.**

**A few suggestions:**

1. **Plan the structure of your essay early before you have completed your reading.** Make many outlines, some while you are reading, others while you are writing. Write at least three distinct drafts of Essay 1, constructing a new outline after each draft. In the first draft writing does not matter. In the final draft it is what matters most.

2. **Give the paper a thesis, argument or theme.**

3. **But try to avoid tendentious value-laden arguments.** They tend to undermine your credibility. You can express your personal biases in the class discussion, but try to make your essay less tendentious. Many students seem to believe that the more extreme they make their arguments, the stronger their essay. It is actually the opposite. A limited, but convincing argument is much more effective. **Try to appear to your reader to be objective.**

4. **The paper should be cohesive.** You should not try to handle too many issues and questions. The best essay is one that evaluates a single, well-defined claim or assumption.

5. **Organization is critical and should be planned in advance.** The essay should be organized carefully to create a thematic progression that leads to the final conclusion. Every paragraph should follow from the preceding one. Almost all parts of the essay should be relevant to the main argument.

6. **Divide the paper into sub-sections with sub-headings.** And make sure that everything you discuss in a section fits with the heading for that section.

7. **Take notes while you read.** Keep track of your references as you read. And write them down according to the prescribed (*ASR*) format.

8. **Think a lot about the title of the essay and try to make it conform to what you are doing. Use it to help you define your topic.** Do not try to think up a cute or clever title.
9. Write the introduction last. Use it to
   a. outline what you are going to do.
   b. indicate to the reader how this paper is different from others he or she has read on the topic.
   c. motivate the reader to keep reading the paper.

10. The conclusion should not summarize the paper. Rather it should draw your conclusions.

11. **Provide evidence for the assertions you make.** Authorities are acceptable as way of supporting some of your claims, but cannot be used repeatedly to support the claims you make, especially if these authorities are committed to the argument you are making. **Citing an author is not providing evidence.**

   Instead evidence should be presented in one of two ways:
   a. present another writer’s evidence in your essay, putting it in your own words and citing him or her, or
   b. refer to the evidence or basis on which another writer has reached a conclusion, without actually reproducing the evidence in your essay.

   If you use the second method, you have to give your reader an idea of what kind of evidence it is.

12. If you want to make a point, but do not have the evidence you need, you should be careful with the language you use. **Do not boldly state something that you cannot support.**

13. **No quotations.**

14. **Acknowledge your sources.** Citations are not just for the purpose of acknowledging quotations. To repeat, normally you put sentences into your own words and then cite your source. In an essay of this length you should have at least forty or fifty citations and you could easily have fifty or sixty.

   It should always be clear to a reader what was said in a source that has been cited. Students often cite an author without indicating if this author believes xyz or is talking about others who believe xyz.

16. As often as possible **give page numbers** with your citations. (Note: in this regard do not follow the ASR guidelines.)
17. Do not cite Wikipedia. Check whatever you find there in a better source and cite it.

18. If you do not already own them, buy an English dictionary and a grammar manual.

1. Obviously a dictionary serves many other purposes besides checking your spelling; for example, it helps you to avoid confusing “principal” and “principle”, “complimentary” and “complementary”, etc.

2. Grammar manuals are full of rules of which even well educated Canadians are unaware (rules about comma splices, the use of hyphens, and many more). There are a number of good ones available in The Bookstore. One is


**PLAGIARISM**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by proper referencing and by using quotation marks where appropriate. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).
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 661-2111 x 82147 for any specific question regarding an accommodation.