

SYO 4530: Social Inequality

Spring 2023

Tuesday 11:45 AM - 1:40 PM
Thursday 12:50 PM - 1:40 PM

Class Location:
Rolf's Hall Room #0115

Professor Edo Navot
Department of Sociology and Criminology & Law
Office: Turlington Hall, Room 3108C
enavot@ufl.edu

Office hours:
Tuesdays 2 - 4 pm
or by appointment

INCLUDE "SYO 4530" IN SUBJECT OF ALL EMAILS

Required Readings:

Szelenyi, David B. and Grusky Szonja. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Boulder, CO: Westview Press, 2011.

All other readings available on Canvas.

Course Description:

There are many dimensions along which we can account for social inequality: by income, wealth, and other economic assets; between racial groups; by gender and sex; or by power, class, status, or other concepts. By most measures and few exceptions, social inequalities in the United States have been increasing along these dimensions for decades. This course will survey a wide variety of theoretical perspectives and empirical studies of inequality along multiple dimensions, including those listed above as well as others. While our focus will be on perspectives within the discipline of sociology, we will also survey and debate writings from other social sciences. We will address how race, class, gender, and the social institutions and policies of the United States contribute to, exacerbate, or ameliorate social inequalities in measurable outcomes such as income, wealth, health, employment, and incarceration. Throughout this class we will emphasize critical engagement with the readings, asking questions and engaging in dialogue with a wide array of authors describing social inequality from many perspectives.

Overview of the class:

Week	Day	Date	Class #	Topic	Unit
1	Tuesday	10-Jan	1	Introduction to class	
Unit 1: Poverty					
	Thursday	12-Jan	2	Poverty and the underclass	
2	Tuesday	17-Jan	3	Sources of poverty	poverty
	Thursday	19-Jan	4	Poverty and social policy	
3	Tuesday	24-Jan	5	Measuring poverty	
Unit 2: Education					
	Thursday	26-Jan	6	History of education	
4	Tuesday	31-Jan	7	Educational mobility	Education
	Thursday	2-Feb	8	Affirmative action	
Unit 3: Income inequality					
5	Tuesday	7-Feb	9	Top incomes	Income ineq & top inc
	Thursday	9-Feb	10	The "one percent"	
Unit 4: Race					
6	Tuesday	14-Feb	11	Racial formation	
	Thursday	16-Feb	12	Social construction of race	Race
7	Tuesday	21-Feb	13	Racial discrimination	
	Thursday	23-Feb	14	Racial disparities in health	
Unit 5: Gender					
8	Tuesday	28-Feb	15	Social construction of gender	
	Thursday	2-Mar	16	Gender and employment	Gender
9	Tuesday	7-Mar	17	Gender discrimination	
	Thursday	9-Mar	18	The gender wage gap	
10	Tuesday	14-Mar		<i>No class -- Spring break</i>	
	Thursday	16-Mar			
Unit 6: Class					
11	Tuesday	21-Mar	19	Class theory	
	Thursday	23-Mar	20	Class and income inequality	Class
12	Tuesday	28-Mar	21	Class identity	
	Thursday	30-Mar	22	Class and elites	
Unit 7: Mass Incarceration					
13	Tuesday	4-Apr	23	Empirical facts of incarceration	
	Thursday	6-Apr	24	Race and incarceration	Incar
14	Tuesday	11-Apr	25	Causes of incarceration	
	Thursday	13-Apr	26	Consequences of incarceration	
Unit 8: Elites & Globalization					
15	Tuesday	18-Apr	27	Theories of elites	Elites
	Thursday	20-Apr	28	Political influence of elites	
16	Tuesday	25-Apr	29	Globalization	Globalization

A full reading list for each class will be provided separately from the syllabus. Readings will either be in Grusky and Szelenyi's "Inequality Reader" or in pdf format delivered through the class Canvas site.

Class format

This class will be conducted as a combination of lecture, discussion, and student presentation. We will mix these formats to keep classes lively and students engaged. Students are expected to fully complete all readings and demonstrate understanding and engagement with the class topics. This class covers a broad array of social issues revolving around inequality and critical assessment of scholarly perspectives, interrogation of the materials, and synthesis of various approaches will be highly encouraged.

Course assignments, requirements and grading

Students will be evaluated on the basis of class participation, three interrogations (which are responses to readings), one class presentation, and a final paper. Due dates below.

Class participation & attendance (15% of overall grade)

There are three components to class participation; you will be evaluated on each component separately.

1. Actual attendance of class. Showing up is important and for this component, that's all you have to do! Physical presence in the classroom is necessary for success and a requirement of the university. If there are specific challenges for you in this regard, please see me immediately after the first class.
2. In-class participation. In addition to attending class, you are expected to actively participate in class discussions. If this will pose a significant challenge or hardship for you, please discuss it with me immediately after the first class.
3. Online discussion and questions. You will be expected to post questions, remarks, and/or discussion points about the readings. These posts will be published to the class electronically on the course **Canvas** site. These posts may include requests for clarification for anything you did not understand in the reading, substantive questions about the reading, discussion prompts, interesting points, or points that are novel to you. If you are comfortable doing so, you are encouraged to share self-reflection inspired by the readings or discussion. The intent of these posts is to help spark discussion in class. You are expected to read your colleagues' posts before class and be prepared to discuss points raised in your own post, and by other students, in addition to discussing the required readings. You are encouraged to respond to each others' posts. Just like in-class discussion, these posts must abide the guidelines of mutual respect at all times.

Interrogations (response papers) (15% each, 45% of overall grade)

You will write three response papers which critically engage with the supplementary readings for a particular class. Over the course of the semester, you will choose three supplementary readings (from different weeks) and submit an interrogation/response to this article.

These interrogations will be two pages long (double-spaced, Times New Roman size 12 font, 1-inch margins – but I'll live with it if you fudge a *little tiny bit*). The first page will be a summary

of the supplementary reading. You should demonstrate comprehension of the article, its main arguments and perspective. Being able to clearly and concisely summarize the arguments of others is an important skill and you will be evaluated on your ability to demonstrate this skill. The second page of your interrogation/response should be a critical engagement with the article. This is an opportunity to voice your perspective on the article. Did the article persuade you, or did it fail in its persuasive goal in some way? Is the article engaging in other literature and perspectives which we have read? Do you believe the article succeeds in what it sets out to do? In answering these types of questions, you must back up your arguments; always explain why you argue what you argue. If you feel it is important to bring other readings into your discussion, you may do so. When evaluating this portion of your interrogation, I will be looking for demonstration of critical engagement, thoughtful discussion, and ability to synthesize complex issues clearly.

Remember, Canvas posts engage with required readings while interrogations address supplementary readings.

In-class presentation (15% of final grade)

Each student will present a synopsis of a supplemental reading as well as a discussion of the main points of the article as they relate to the required readings for that week. Each student will present once during the semester, on a topic of their choosing. The presentations should be no more than 10 minutes. You will introduce the main argument or idea of the article in your own words, discuss and potentially critique the article, then provide several questions for discussion with the rest of the class. Since other students are not required to read the supplementary article on which you are presenting, your discussion questions should relate the points you raise in your presentation to the required readings for that class.

Final research paper (25% of final grade)

Students must complete a research paper that demonstrates comprehension and critical engagement with the class materials. (Once again, standard formatting.) I will provide several choices of topics and questions for your final papers. The general guideline for the research paper is that it must engage with topics from more than one unit from the semester. One feature of social inequalities is that they are all deeply intertwined. Your research paper should demonstrate comprehension of multiple types of social inequality and discuss how they are related. For instance, you may discuss intersectionalities of race and gender, race and class, incarceration, or poverty, as each relates to race and class, etc.

How you will be evaluated

In both your written and oral contributions to this class, you will be evaluated on 1. Demonstration of understanding the material by clearly and concisely being able to summarize it in your own words, 2. Demonstration of thoughtful engagement and evaluation of the material as shown by informed, critical views of the material, 3. Ability to synthesize disparate perspectives and topics, to bring them into discussion with each other, and 4. offer your own perspective as

informed by facts and backed up with explanations of WHY you argue what you argue and on what basis you take your position.

Due dates and summary of assignments

Assignment	Grade Percent	Due date
Participation and attendance	15%	
Class attendance	5%	
In-class discussion	5%	
Canvas Q & discussion	5%	Ongoing through semester
Interrogations/response papers	45%	
Response 1	15%	Wed. February 8 th , 5 pm
Response 2	15%	Wed. March 8 th , 5 pm
Response 3	15%	Wed. April 12 th , 5 pm
In-class presentation	15%	throughout semester
Final paper	25%	10pm Sunday April 30 th

Office Hours

Office hours are your chance to speak to me individually and I strongly encourage you to take advantage of my office hours. If your schedule does not permit you to visit my office during the scheduled hours for this class, we can set another time for individual discussion. To ask for an appointment outside office hours, please email me!

Accommodation for students with disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas

course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UNIVERSITY POLICIES

Attendance

Class attendance is required. Please be aware of the [university attendance policy](#) (link).

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.uf](#) for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

Grading

The University of Florida has a set system of grading and which grades corresponding to the number of points you have (i.e. percentages of 100). Please familiarize yourself with the [University grading policy](#).

Academic Ethics

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor of this class.

Recording Class

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.

Campus Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or

via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

GENERAL EDUCATION POLICIES

This class may be taken to meet a part of your “general education” requirements. As such, it is subject to some additional policies, which are listed below.

First, a minimum grade of C is required for general education credit when taking this course.

The General Education Objectives can be found in [this link](#).

In addition to the course objectives specific to sociology, outlined above, this course addresses several areas of the General Education subject area objectives. The relevant subject areas for this course are:

Diversity: Students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.

Social and behavioral sciences: Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

General education classes also require specific student learning outcomes, or SLO, which can be found at [this link](#).

For this class, learning outcomes related to each subject area above are as follows:

Diversity: Students will identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. Furthermore, students will analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

Social and behavioral sciences: Students will learn to identify, describe, and explain key themes, principles, and terminology in the sociology of social inequalities; the history, theory and/or methodologies used; and social institutions, structures and processes relevant to the generation of social inequalities. Furthermore, student will learn to apply formal and informal qualitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. Finally, student will Communicate knowledge, thoughts and reasoning clearly and effectively.