

SYO 4530: Social Inequality

Spring 2024

Tuesdays Period 5 – 6 11:45 am - 1:40 pm
Thursdays Period 6 12:50 pm - 1:40 pm

Class Location:
Weil 0273

Professor Edo Navot
Department of Sociology and Criminology & Law
Office: Turlington Hall, Room 3356
enavot@ufl.edu

Office hours:
Tuesdays, 3:00 pm – 4:00 pm
Wednesdays, 3:30 pm – 4:30 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. Each unit of a class will focus on one phenomenon and readings will show different views, which we will debate. 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	9-Jan	1	Intro to class	Education
	Thursday	11-Jan	2	History of Ed	
2	Tuesday	16-Jan	3	Ed and social mobility	
	Thursday	18-Jan	4	<i>Discussion</i>	
3	Tuesday	23-Jan	5	Poverty	Poverty
	Thursday	25-Jan	6	Sources of poverty	
4	Tuesday	30-Jan	7	Poverty and class	
	Thursday	1-Feb	8	Culture of poverty	
5	Tuesday	6-Feb	9	Politics and poverty	
	Thursday	8-Feb	10	<i>Discussion</i>	
6	Tuesday	13-Feb	11	Race: social constr & formation	Race
	Thursday	15-Feb	12	Immigration	
7	Tuesday	20-Feb	13	Discrimination	
	Thursday	22-Feb	14	Discrim discussion	
8	Tuesday	27-Feb	15	Race and health	
	Thursday	29-Feb	16	Affirmative Action	
9	Tuesday	5-Mar	17	<i>Debate</i>	
	Thursday	7-Mar	18	Incarceration	
10	Tuesday	12-Mar	<i>No Class - Spring Break</i>		
	Thursday	14-Mar			
11	Tuesday	19-Mar	19	Social construction of gender	Gender
	Thursday	21-Mar	20	Gender and employment	
12	Tuesday	26-Mar	21	Gender discrimination	
	Thursday	28-Mar	22	The gender wage gap	
13	Tuesday	2-Apr	23	Abortion and inequality	
	Thursday	4-Apr	24	Power & gender	
14	Tuesday	9-Apr	25	Wealth & top incomes	Income and Wealth
	Thursday	11-Apr	26	Inequality and class	
15	Tuesday	16-Apr	27	Elites I	
	Thursday	18-Apr	28	Elites II	
16	Tuesday	23-Apr	29	<i>Discussion</i>	

A full reading list for each class can be found at the end of the syllabus will also be provided separately from the syllabus on Canvas. Readings will either be in Grusky and Szelenyi’s “Inequality Reader” (Shown as “G&S-TIR” in reading list) or in pdf format delivered through the class Canvas site.

Class format

This class will be conducted as a combination of lecture, discussion, and other in-class activities. We will mix these formats to keep classes lively and students engaged. Students are expected to fully complete all readings *BEFORE CLASS* and demonstrate understanding and engagement with the class topics. Class participation is essential for successfully completing this course (and for the learning process in general). 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 Objectives and Learning Outcomes

By the end of this semester, students in this course will be able to:

- Understand the empirical trends of social inequalities in the United States in the last four decades; which types/measures of inequality are increasing, and which are decreasing,
- Be familiar with multiple theories and perspectives explaining *why* certain types of inequalities are increasing/decreasing,
- Understand which institutions, policies, and social arrangements contribute to growing inequality and which ones reduce social inequalities,
- Identify and comprehend different sociological perspectives on education, race, gender, class, and their intersections.
- *Most importantly:* critically think about and evaluate different perspectives, synthesize and compare these perspectives, and begin to judge their veracity.

Policy on AI writing aids: ChatGPT, Bard, and other LLMs

Generative AI tools that utilize “Large Language Models” (LLMs) to produce coherent text output were made public last year. These tools include ChatGPT, Google’s Bard, Microsoft Bing, and others. These tools are powerful and I acknowledge that you will likely use them. Below I describe my view of LLMs as they pertain to learning and education so that you understand my perspective. I then describe things you should know about LLMs. Finally, taking everything into account, I describe the LLM/AI policy for this class.

Generative AI in Education and Learning

AI is a *tool* and, like all tools, has certain strengths and limitations, which I describe below. My primary concern with LLMs is how they will impact your ability to learn. It is very easy to lean on these tools as a crutch and allow them to do your thinking for you. The advent of pocket calculators meant that many people stopped doing simple math calculations in their heads. The advent of GPS-aided navigation meant that people stopped memorizing maps and roads. Our brains welcome most opportunities to offload and outsource tough cognitive tasks and we very quickly become *reliant* on tools, reducing our brains’ capacity to do certain tasks. In many cases, this is a bit of a shame but also not the end of the world; it’s part of life in a modern economy.

The most important goal in this class is to teach you to think critically. The study of inequality is inherently political and requires you to judge different perspectives. Almost all these perspectives have some ideology; some arguments are not made in good faith. Learning to think critically takes a long time, requires exposure to many facts and multiple views on a single subject. The writing process is also an essential part of the learning process, and the process of learning to think critically. (That's why most of the class assignments are written essays, not tests.)

The learning process does not occur simply through reading, listening, or viewing – even when these are done actively – but rather in three stages: receiving information through reading, lectures, discussion, etc., then mentally reformulating, recombining, synthesizing, and making sense of that information, and finally expressing and articulating your personal understanding, in your own words, through writing. The second and third stages occur through the writing process. In short, the process of writing *is* the process of thinking and learning.

My view of LLMs is that if you use them to do ALL your writing and thinking you are robbing yourself of opportunities to build an enormously important life skill. I also think it's possible to use LLMs in a thoughtful and conscientious way so that you are still learning to think critically. I will encourage you all to think about *how* you use LLMs. Whatever decision you make, I want it to be a conscientious and intentional decision, based on your own personal goals, ethics, and perspective.

Strengths and Limitations of LLMs

LLMs can produce text output on an enormous variety of topics. The tool can help you find sources, give you helpful summaries on topics and theories. They can shorten the research cycle and help you discover new sources or perspectives.

However, LLMs can be overly confident while making mistakes and provides inaccurate information. The output produced by LLMs is probabilistically generated, not guaranteed to be correct. Recent changes in LLMs have also made it more difficult to get citations. Finally, and perhaps most importantly, LLMs have been programmed to emphasize neutrality, presenting multiple sides of an argument as balanced, even when a preponderance of evidence supports certain positions. LLM's can't synthesize perspectives, will be unlikely to take a position on a debate, and can't produce new ideas.

Class Policy on AI/LLMs

I expect that many of you will utilize an LLM when composing written assignments for this class. You may use LLMs to spark your writing or help your research but NOT to actually produce the written material you hand in. First, you are responsible for the accuracy of your writing. If ChatGPT or another LLM produces incorrect information and you hand it in, you are responsible. Check what LLMs say, don't assume it is true or accurate.

I will be checking your assignments against software created to detect text written by LLMs. Assignments that are flagged as written exclusively by AI will receive zero credit. Assignments

that are flagged as partially written by AI will receive a substantial grade penalty. The penalty will be proportionate to the use of AI – I reserve the right to determine the grade penalty on a case-by-case basis.

Attendance in class is mandatory and expected.

You are allowed two unexcused absences. Additional absences will count against your class participation grade.

You can contact me regarding a class absence and receive an “excused” absence for the following reasons: you were sick and have a medical note, religious obligation, a family matter of urgent need, other emergencies, and when your attendance at other university events is required. To receive an excused absence, email me with “SYO 4530 absence” to explain the situation. *Emailing me about an absence is not a guarantee that you will be excused for that absence.*

Course assignments, requirements, and grading

Students will be evaluated on the basis of class participation, two short essays over the course of the semester, and a final research paper.

Class participation & attendance (25% of overall grade)

Class participation grades are based on two components, graded jointly.

1. Actual attendance of class. Showing up is important; physical presence in the classroom is necessary for success in this class and important to me. 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.

In addition to the above, we will hold 1-2 debates, several discussions, and several online discussions (within Canvas) which will also be part of your class participation grade.

If I have reason to suspect many students are not doing the readings and not prepared or informed for class discussions, I reserve the right to give you pop quizzes on the readings. If quizzes are given, they will count towards your class participation grade.

Short Essays (20% each, 40% of overall grade)

You will write two short essays over the course of the semester. These essays will summarize the perspectives and debates we review over a single unit. Essays will be 4-6 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*). Additional details will be provided in class and on Canvas.

You will have opportunities to revise and resubmit your essays for a better grade if you choose.

Final research paper (35% of final grade)

Students must complete a research paper that demonstrates comprehension and critical engagement with the class materials. (Once again, standard formatting.) 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. That is, the final research paper must engage with at least some of the materials or topics we touch upon in class but also build upon them, digging deeper and using new reference materials not covered in class.

Other than those general guidelines, your final research essay will be on a topic of your choosing and will have multiple components. First, you will hand in a topic proposal, which I will give you feedback on. You will then hand in a proposed reference list. Finally, your research essay will be due at the end of the semester. All of these components will add up to 35% of your final grade.

The research paper will take the style of an academic research paper, with citations and references at the end. The research paper will have some flexibility in length to allow you room to explore the topic of your choice but should not exceed 10 pages. A longer paper is not necessarily a better paper.

We will discuss the final research paper extensively in class. Additional details and deadlines will be provided in class and on Canvas.

Grading Rubrics: How you will be evaluated

Successful assignments will do two main things: First, you should demonstrate comprehension of the relevant materials, their main arguments, and perspectives. Being able to summarize the arguments of others clearly and concisely is an important skill and you will be evaluated on your ability to demonstrate this skill.

Second, critical engagement with the literature. This is an opportunity to voice your perspective on a topic. What are the strengths and weaknesses of different arguments and perspectives we reviewed? Which author or perspective on the relevant topic is incorrect, how and why are they incorrect? Which authors/perspectives do you appreciate or agree with and *why*? When evaluating this portion of your essays, I will be looking for demonstration of critical engagement, thoughtful discussion, and ability to synthesize complex issues clearly.

In all your written 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:

These due dates are preliminary and subject to change, given potential class cancelations, our progress, and other considerations.

Assignment	Due date	Percent of final grade (%)
Research Paper Proposal	February 4th	2.5
Short Essay 1	February 11 th	20
Initial Research reference list	March 8 th	2.5
Short Essay 2	March 31 st	20
Short Essay Revisions Due	April 14 th	-
Final Research Paper	April 28	30

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.aa.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

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](#).

UF Grading Scale

Points	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B+
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	E

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.

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.

GenEd Objectives

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.

GenEd Learning Outcomes

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.

Assessment of learning outcomes

The *diversity* SLO will be assessed throughout the course, as students engage with readings and demonstrate their comprehension in class discussions and debates. The primary focus of the two short essay assignments will be issues related to diversity as described in the above SLO. A secondary focus on the final research paper assignment will be on diversity SLOs. These

assignments are assessed in part on the basis of students' demonstration of comprehension and engagement with *diversity* SLOs.

The *social and behavioral science* SLO will be assessed throughout the course, as students engage with and demonstrate understanding of issues related to social science methods, statistics, analysis, critical thinking, etc. in class discussion and debate. The primary focus of the final research essay assignment will be an engagement with, and demonstration of capabilities related to, the social science SLO described above. A secondary focus on the short essay assignments will be with social science SLOs. These assignments are assessed in part on the basis of students' demonstration of comprehension and engagement with social and behavioral science SLOs.

FULL READING LIST AND CLASS SCHEDULE

Week	Day	Date	Class	Topic	Reading
Unit 1: Education					
1	Tuesday	9-Jan	1	Intro to class	
	Thursday	11-Jan	2	History of Ed	Fischer, Claude and Michael Hout. 2006. "How America Expanded Education and Why It Mattered." Pp. 9-22 in <i>Century of Difference: Diversity and Unity Among Americans, 1900-2000</i> . New York: Russell Sage Foundation.
2	Tuesday	16-Jan	3	Ed and social mobility	* Haveman and Smeeding. 2006. "The role of higher education in social mobility," <i>The Future of Children</i> . * Machel Sandel, 2021. "How meritocracy fuels inequality."
	Thursday	18-Jan	4	<i>Discussion</i>	
Unit 2: Poverty					
3	Tuesday	23-Jan	5	Poverty	G&S-TIR: Chap 15, 16, 21
	Thursday	25-Jan	6	Sources of poverty	G&S-TIR: Chap 18, 19
4	Tuesday	30-Jan	7	Poverty and class	Wright, Erik Olin, 1995. "The class analysis of poverty"
	Thursday	1-Feb	8	Culture of poverty	Small Harding Lamont 2010, "Reconsidering culture and poverty"
5	Tuesday	6-Feb	9	Politics and poverty	Brady, 2023. "Poverty, Not the Poor"
	Thursday	8-Feb	10	<i>Discussion</i>	
Unit 3: Race and Ethnicity					
6	Tuesday	13-Feb	11	Race: social constr, & formation	* G&S-TIR: Chap 24 "Racial Formation" * Saperstein and Penner, "Dynamics of Racial Fluidity and Inequality."

	Thursday	15-Feb	12	Immigration	* G&S-TIR: Chap 26 "Segmented Assimilation" * Frank, Akresh, & Lu "How do Latino Immigrants fit into the racial order?"
7	Tuesday	20-Feb	13	Discrimination	G&S-TIR: Chap 28, 29, 30, 31 & 35
	Thursday	22-Feb	14	Discrim discussion	How free markets break down discrimination FEE & "Economics of discrimination" by Robert Murphy.
8	Tuesday	27-Feb	15	Race and health	*Jamila Taylor, 2019. "Racism, Inequality, and Health Care for African Americans." TCF report. * "Disparities and distrust: The implications of psychological processes for understanding racial disparities in health and health care" by Dovidio et al.
	Thursday	29-Feb	16	Affirmative Action	Gaston 2001 "Reflections on affirmative action" in Diversity Challenged book
9	Tuesday	5-Mar	17	<i>Debate</i>	
	Thursday	7-Mar	18	Incarceration	Pettit, Becky and Carmer Gutierrez. 2018. "Mass incarceration and racial inequality."
10	Tuesday	12-Mar			<i>No Class - Spring Break</i>
	Thursday	14-Mar			
Unit 4: Gender					
11	Tuesday	19-Mar	19	Social construction of gender	G&S-TIR: Chap 36; Chap 45
	Thursday	21-Mar	20	Gender and employment	G&S-TIR: Chap 37, 38 & 39
12	Tuesday	26-Mar	21	Gender discrimination	G&S-TIR: Chap 41, 42 & 43
	Thursday	28-Mar	22	The gender wage gap	G&S-TIR: Chap 46, 47 & 48
13	Tuesday	2-Apr	23	Abortion and gender inequality	* Knowles Myers, Caitlin and Welch, Morgan. 2021. "What can economic research tell us about the effect of abortion access to women's lives?" Brookings Report *Banerjee, Asha. 2023. "The economics of abortion bans." EPI Report.
	Thursday	4-Apr	24	Overt and subtle power & gender	* McLaughlin, H., Uggen, C., & Blackstone, A. 2017. "The Economic and Career Effects of Sexual Harassment on Working Women." Gender & Society, * Murphy-Hill, Emerson et al. 2022. "The pushback effects of race, ethnicity, gender, and age in code review." Communications of the ACM.

Unit 5: Wealth and Income

14	Tuesday	9-Apr	25	Wealth & top incomes	* Conley, Dalton. 1999. Ch. 1 "Wealth Matters" in <i>Being Black, Living in the Red</i> . * G&S-TIR Ch 9, Saez. "Striking it Richer"
	Thursday	11-Apr	26	Inequality and class	* Erik Olin Wright, Ch. 5 "Class and Politics" in <i>Interrogating Inequality</i> , 1994. * Western & Rosenfeld. 2011. "Unions, norms, and the rise of U.S. wage inequality,"
15	Tuesday	16-Apr	27	Elites I	* G&S-TIR: Chap 11, 12 * Gilens & Page. 2014. "Testing theories of American politics: elites, interest groups, and average citizens," <i>Perspectives on Politics</i> .
	Thursday	18-Apr	28	Elites II	Block, Fred, "The ruling class doesn't rule"
16	Tuesday	23-Apr	29	<i>Discussion</i>	