

***SOCIAL INEQUALITY (Spring 2024)***  
**(SYO4530, # 26226, Section RG40)**

***Class: MWF, Period 8 (3:00-3:50 PM)***

***Location: Turlington 2322***

**Instructor:**           ***Dr. Ravi Ghadge*** (phonetically, Ruh-V GHAAD-gay; he/him/his)  
**Department of Sociology and Criminology & Law**  
Office:                   3111 Turlington Hall  
Office hours:           MWF 1:55-2:45 PM in person or by appointment on Zoom  
E-mail:                  **ravighadge@ufl.edu**  
                              (E-mail is the preferred way to contact me. Please include your full name  
                              and the course title in your subject line)

**GENERAL EDUCATION SUBJECT AREA OBJECTIVES**

General Education Credit

- Social and Behavioral Sciences (S)
- Diversity (D)

*This course accomplishes the [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for General Education credit. Courses intended to satisfy General Education requirements cannot be taken S-U.*

**Course Description**

The three recent crises—economic (the Great Recession), racial (post-George Floyd), and public health (the COVID-19 pandemic)—have created an increased awareness of inequalities in the United States. This course is designed to understand better the causes, dimensions, and consequences of social inequality in the United States. The course is divided into two sections. The first section will examine various theoretical perspectives on social inequality. In the second section, we will explore multiple dimensions of social inequality, including wealth and income inequality, racial and gender inequality, educational inequality, health inequality, and the intersection of class, race/ethnicity, and gender in producing unequal outcomes.

**Course Objectives:**

By the end of the course, students will:

- 1) Critically analyze inequality from a sociological perspective focusing on the structural contexts that create and reproduce it.

- 2) Understand the specific dimensions of social inequality involving class, race/ethnicity, gender, and their intersections.
- 3) Evaluate everyday lived experiences through insights provided by various theories of social inequality.

As we read and produce social research, the class may be particularly interesting to those considering a career in government, the not-for-profit community, consulting, academia, law, business, or education. People in these professions are frequently responsible for summarizing, analyzing, and conducting research. This is also undoubtedly useful for anyone considering an advanced degree in social science. But again, this is a course designed for anyone interested in improving their interpretation, analysis, and argumentation skills.

## STUDENT LEARNING OBJECTIVES

At the end of this course, students will be expected to have achieved the Social and Behavioral Sciences (S) and Diversity (D) [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the social sciences (S). 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 (D).*

- Students will identify and apply theories, concepts, and analytical frameworks to understand social inequality (S).
- Students will identify, describe, and explain historical and contemporary experiences related to class, race, gender identity, sexuality, and global inequality (D).
- Students will demonstrate the intersectional methodology sociologists used to analyze human differences and their intersections (S, D)
- Assessments
  - Weekly reading responses and in-class discussions centered around student-led questions will assess students' competence in content, concepts, and theories.
  - The integrated book review assignment will assess student's ability to describe and connect course concepts and readings to real-world experiences.

**Critical Thinking:** *Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems within the social sciences (S). Analyze and evaluate how social inequalities are constructed and affect the opportunities and constraints of different groups in the United States (D). Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (D).*

- Students will analyze and critique multiple sociological perspectives on inequality (S, D).
- Students will examine the broader social context and patterns of contemporary social inequalities and the evidence required to address them (S, D).
- Students will analyze how changes in policies and broader socio-economic factors shape the experiences of different groups in the US within specific institutional contexts of family, education, health, environment, housing, employment, and work (D).
- Assessments

- Weekly reading responses and in-class discussions centered around student-led questions will assess students' ability to analyze social issues from multiple perspectives (S, D).
- The final research paper will demonstrate students' understanding of themes and topics related to social inequality related to specific groups in the US (D).

**Communication:** *Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the social sciences.*

- Students will communicate knowledge, ideas, and reasoning related to various social issues in written and oral forms.
- Assessments
  - Students will participate in oral and written assignments such as weekly reading responses, in-class discussions, research presentations, and the final paper (S, D).

### Course Format

This course is entirely in-person. I will use a combination of several methods of instruction. Class meetings will comprise lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials **before** class and be prepared to participate in class discussions. To perform well in this course, read the assigned readings carefully, take copious notes in class, and review the material regularly.

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials in the course's Canvas shell. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

### Required Reading Material:

There are **two required texts** for this course. Readings marked GS can be found in *The Inequality Reader*. Readings marked with an asterisk will be posted on Canvas.

- 1) Book: Szelenyi, David B. and Grusky Szonja. 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2<sup>nd</sup> Edition. New York, London: Routledge (ISBN: 9780813344843).

The Inequality Reader [free e-book](#) is available at the UF library. Please follow the following steps to access the e-book:

- Visit the following link for the e-book: [https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UFL/175ga98/alma990372432710306597](https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma990372432710306597). Once you are on the page, then click "view full text."
- The "view full text" link takes you to the EBSCO sign-in page. Click on "access through your institution" and type "University of Florida." Then type your gator id

and password if you are on campus. If you are off campus, you will need remote access. For details on remote access, refer to this website: <https://uflib.ufl.edu/using-the-libraries/off-campus-access/>

- 2) Book: Elliott, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in an American City*. New York: Random House (ISBN: 9780812986952). (You can find a used copy of this book on Amazon for less than \$10)

There are additional readings available on Canvas.

## **Course Policies**

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving the class early, as it disrupts the class proceedings.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today’s complex world. With this in mind, we do not limit access to classroom discussions of facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another’s ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation’s sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida’s mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

The material in this course does not represent the instructor’s personal views and opinions but represents a sociological perspective. The material may challenge some of your common-sense understanding of social inequalities and may lead you to reflect on your own (or your family’s) experiences within the stratification system. For some students, this may be the first time they recognize the depth of their disadvantage or the extent of their privilege, which may cause discomfort. Sometimes, your personal experiences may not fit the sociological insights presented in class or the readings. Although this is an opportunity to learn and explore, some students may find this personally challenging and even threatening.

Occasionally, we will discuss controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the diversity of our experiences,

there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show consideration for your audience, and our answers should show some knowledge and context for the discussed topic.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.
- We will observe other common-sense courteous behavior in class and during online discussions.

I reserve the right to act against consistently disruptive students according to legal and university guidelines.

**Office Hours**—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with but come prepared with specific questions.

**E-mail Policy**: Students can contact me via email on my university account ([ravighadge@ufl.edu](mailto:ravighadge@ufl.edu)) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded to on the following business day.

**Class Participation and Excused Absences**: Class participation is an essential component of the learning process for this course. Students must complete the assigned readings **prior to** class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade.

You get three (3) unexcused absences during the semester. Every additional absence after that will adversely affect your class participation grade. Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician's form). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be accessed [here](#).

Classes will be conducted in a mixed format (lecture-discussion). The instructor will provide a context-setting lecture, and students should come prepared with questions from readings – the two will form the basis of structured discussions.

## Grading

Assessment	Due Date	Percentage of Final Grade
Attendance and Participation	Throughout semester	10%
Weekly Reading Responses	Throughout semester	30%
Integrated Book Review	Mar 25	20%
Social Inequality Research Paper	Proposal & Rationale: Feb 5	2.5%
	Annotated bibliography: Mar 4	2.5%
	Extended draft: Apr 1	5%
	Final Paper: Apr 24	20%
Research Presentation	Apr 12, 15, 17, 19, 22, and 24	10%
<b>Total</b>		100%

*A minimum grade of C is required for General Education credit.*

Information on current UF grading policies for assigning grade points may be accessed [here](#).

**Attendance and Participation (10%):** Students must come to each class prepared to discuss the assigned reading(s). Please let me know if you are uncomfortable speaking aloud in class early in the semester. You can miss three classes without affecting your overall attendance and participation grade. I will use the following scale to evaluate participation in each class session:

100	Excellent contribution, demonstrated knowledge and engaged reflection with the reading(s)
85	Good contribution, demonstrated knowledge of the reading(s)
75	Moderate contribution demonstrated superficial knowledge of the reading(s)
65	No contribution related to the reading(s)
0	Did not attend class

**Weekly Reading Responses (30%):** You will submit a short weekly response to the assigned readings to encourage deeper engagement with the material and facilitate effective class discussion. The reading response is due on Canvas on Thursday, 7 p.m.

The reading responses must contain the following:

- 1) A short (max 500 words) reflection on the weekly readings.
- 2) Two open-ended questions at the end of their response.

The response must be elaborate and provide adequate support from the readings. The reading responses follow the format described below and will be graded based on engagement with the course materials and the depth of the writing.

- **A brief and succinct synopsis** of the main themes/arguments/findings/etc. This helps me understand how you understood a given reading(s) and helps you practice synthesizing information.
- **Engaging the primary argument(s) or point(s) from the readings.** This can take several different forms: agreeing or disagreeing with the main argument/point/finding/etc. and explaining why; comparing and contrasting the key ideas relative to other/prior readings; etc.
- **Extending the argument(s) or point(s) from the readings.** This is your chance to consider the implications of the readings in other contexts. This can be done by connecting the readings' key ideas with your own experience, other sociological studies, etc.).

The open-ended questions should be insightful, demonstrating your engagement with the readings. These questions help generate a good discussion in class and get a sense of what part of the reading requires more elaboration.

Some readings may be conceptually difficult and seem dry or overly technical. Please give yourself enough time to read and digest the material. If you find some technical or quantitative portion of the reading difficult to comprehend, you may skim them and focus on the nontechnical part, including the essential findings and conclusions.

You can miss two reading responses, after which any missing assignments will adversely affect your grade. Your responses will be graded according to the following rubric:

<b>5 Insightful</b>	<b>4 Thorough</b>	<b>3 Basic</b>	<b>2 Marginal</b>	<b>1 Inadequate</b>
Insightful and well-crafted response that extends beyond the obvious interpretation of the text and offers strong support from the texts.	Thorough response with strong support from the texts.	Adequate response with limited elaboration and support from the texts.	Marginal response that reflects minimal understanding of the texts but lacks support.	Response reflects inadequate understanding of the text and/or the task.

**Integrated Book Review (20%):** You will complete a 3–4-page Integrative Book Review on one of the required books for this class (*Invisible Child: Poverty, Survival, and Hope in an American City*) guided by specific discussion questions. Students will be evaluated based on their comprehension and integration of course materials with the book's contents. Additional details on this assignment are available on Canvas. I will consider grammatical and spelling errors while grading your exam. Please note that collaboration on tests is a form of academic

dishonesty and, if noted, will be pursued per the university’s honesty policy regarding cheating and plagiarism, as discussed in the [University’s Conduct Code](#). Detailed information and a rubric for this assignment will be available on Canvas.

**Social Inequality Research Paper (30%):** Students will submit an 8-10 pages original research paper on a topic of their choice (the topic must relate to one of the dimensions of social inequality discussed in class). In researching the paper, students must consult at least **ten peer-reviewed academic journal articles**. I will discuss the assignment early in the semester, and detailed information about this assignment, including specific style requirements and a rubric, will be available on Canvas.

Students will hand in components of the paper throughout the semester to maintain steady progress of the research paper. The schedule of assignments and due dates are as follows:

1. **Feb 5:** 1-2 page Paper Proposal and Rationale due on Canvas (2.5%). In the proposal, you should provide a title, a clear rationale for the topic and its importance, and your strategy for gathering information about the topic
2. **Mar 4:** Annotated bibliography, a minimum of 5 sources due on Canvas (2.5%)
3. **Apr 1:** A 3-4 page extended paper draft due on Canvas (5%). This paper should have all the sections of the paper neatly fleshed out, and you should have gathered enough material for a coherent presentation in class.
4. **Apr 24:** Final paper to be submitted on Canvas (20%)

**Research Presentation (10%):** You will do a short presentation (6-8 mins) summarizing your social inequality research paper findings. The presentations are scheduled during the last two weeks on Apr 12, 15, 17, 19, 22, and 24.

### Grading Scale

A	94.0–100	C	73.0–76.9
A-	90.0–93.9	C-	70.0–72.9
B+	87.0–89.9	D+	67.0–69.9
B	83.0–86.9	D	63.0–66.9
B-	80.0–82.9	D-	60.0–62.9
C+	77.0–79.9	E	≤ 59.9

Information on current UF grading policies for assigning grade points may be accessed [here](#).

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your assignment and test scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

### UF Policies

## **Academic Misconduct**

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 the number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). Please consult with the instructor or TAs in this class if you have any questions or concerns.

## **In-class Recording**

Per UF policies, students are permitted to record video or audio of class lectures, although 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. 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 Student Honor Code and Student Conduct Code.

## **Online Evaluation Policy**

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 on the [GatorEvals page](#). Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals,

or via [this link](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Results page](#).

## **Classroom Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

## **Student Complaints Policy**

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

## **Helpful Campus Resources**

### *Health and Wellness*

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis and non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Visit the [UF Police Department website](#) or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care, call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the [UF Health Emergency Room and Trauma Center website](#) for more information.

### *Academic Resources*

- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) for E-learning technical support.
- For career assistance and counseling services, visit the [Career Connections Center](#): Reitz Union Suite 1300, (352) 392-1601.
- [Library Support](#): Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring, visit the [Teaching Center](#): Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.

- For help brainstorming, formatting, and writing papers, visit the [Writing Studio](#): 2215 Turlington Hall, 352-846-1138.
- [Student Complaint Campus](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

## Course Calendar

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change in the event of extenuating circumstances, including the tentative calendar presented below.

Readings marked GS can be found in *The Inequality Reader*. Readings marked with an \*asterisk will be posted on Canvas.

\*\*RR refers to Reading Response due on Canvas at 7 pm on the due date.

Week	Topic	Reading(s) (complete prior to class) & Class Work Due
<b><u>Wk 1</u></b>	<b>The broader context of inequality</b>	
Mon, Jan 8	Introduction	No Readings
Wed, Jan 10	Setting the Stage of Inequality	1) *Stiglitz, “America’s 1 Percent Problem.”
Fri, Jan 12	Understanding Inequality	1) G&S, Ch. 1 (Grusky) “The Stories About Inequality That We Love to Tell”
<b><u>Wk 2</u></b>	<b>Understanding the Class-based nature of Inequality</b>	
Mon, Jan 15	<b>Holiday (MLK Day)</b>	
Wed, Jan 17	The Structure of Social Inequality-I	1) G&S, Ch. 5 (Marx) “Classes in Capitalism and Pre-Capitalism 2) G&S, Ch. 7 (Weber) “Class, Status, Party
Fri, Jan 19	The Structure of Social Inequality-II	1) G&S, Ch. 6 (Wright) “Class Counts” 2) G&S, Ch. 11 (Mills) “The Power Elite” <b>**RR due Jan 19</b>
<b><u>Wk 3</u></b>	<b>Social stratification: Is it inevitable or designed?</b>	
Mon, Jan 22	The process of stratification	1) G&S, Ch. 56 (Blau and Duncan) “The Process of Stratification” 2) G&S, Ch. 59 (MacLeod) “Ain’t No Makin’ It”
Wed, Jan 24	Inequality: Inevitable or Designed?	1) G&S, Ch. 2 (Davis and Moore) “Some Principles of Stratification” 2) G&S, Ch. 3 (Fischer et al.) “Inequality by Design”

Fri, Jan 26	Film: Inequality for All	3) G&S, Ch. 4 (Krueger) "Inequality, Too Much of a Good Thing" No Readings <b>*RR due Jan 26</b>
<b>Wk 4</b>	<b>Income and Wealth Inequality</b>	
Mon, Jan 29	Income Inequality	1) *Keister, "The One Percent"
Wed, Jan 31	Wealth Inequality and How is wealth produced?	1) G&S, Ch 12 (Domhoff) "Who Rules America?" 2) *Killewald, Pfeffer, and Schachner, "Wealth Inequality and Accumulation."
Fri, Feb 2	Understanding Poverty	1) *Desmond and Western, "Poverty in America: New Directions and Debates" <b>*RR due Feb 2</b>
<b>Wk 5</b>	<b>The Working Poor</b>	
Mon, Feb 5	The Working Poor	1) G&S, Ch 15 (Ehrenreich) "Nickel and Dime" 2) G&S, Ch 21 (Hays) "Flat Broke with Children" 3) G&S Ch 16 (Newman and Chen) "The Missing Class" <b>DUE: Paper Proposal &amp; Rationale: Feb 5</b>
Wed, Feb 7	Housing and Employment	1) *Desmond and Gershenson, "Housing and Employment Insecurity Among the Working Poor"
Fri, Feb 9	<b>Educational Inequality</b> Schools as sorting machines	1) G&S, Ch 68 (Laureau) "Unequal Childhood" 2) *Domina, Penner, and Penner, "Schools as Sorting Machines" <b>**RR due Feb 9</b>
<b>Wk 6</b>		
Mon, Feb 12	Book	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 1)
Wed, Feb 14	<b>Racial Inequality-I</b> Social Construction of Race	1) G&S, Ch 24 (Omi and Winant) "Racial Formation in the United States" 2) G&S, Ch 25 (Farley) "Racial Identities in 2000"
Fri, Feb 16	Racial Discrimination	1) G&S, Ch 32 (Wilson) "The Declining Significance of Race." 2) G&S, Ch 30 (Feagin) "The Continuing Significance of Race." 3) G&S, Ch 28 (Bertrand and Mullainathan) "Are Emily and Greg More Employable than Lakisha and Jamal?" <b>*RR due Feb 16</b>

<b><u>Wk 7</u></b>		
Mon, Feb 19	Book	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 2)
Wed, Feb 21	<b>Racial Inequality-II</b> Race and Wealth	1) G&S, Ch 33 (Oliver and Shapiro) “Black Wealth / White Wealth”
Fri, Feb 23	Residential Segregation	1) *Hwang and McDaniel, “Racialized Reshuffling: Urban Change and the Persistence of Segregation in the Twenty-First Century.” <b>*RR due Feb 23</b>
<b><u>Wk 8</u></b>		
Mon, Feb 26	Book	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 3)
Wed, Feb 28	<b>Racial Inequality-III</b> Race, Environment, and Health	1) *Bullard and Johnson, “Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making.” 2) *Muller, Sampson, and Winter, “Environmental Inequality: The Social Causes and Consequences of Lead Exposure.”
Fri, Mar 1	Assimilation and Racial Inequality	1) *Zhou, Min, “Are Asians Becoming White?” 2) *Zhou and Gonzales, “Divergent Destinies: Children of Immigrants Growing Up in the United States.” <b>*RR due Mar 1</b>
<b><u>Wk 9</u></b>		
Mon, Mar 4	Book	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 4) <b>DUE: Annotated bibliography: Mar 4</b>
Wed, Mar 6	Book	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 5)
Fri, Mar 8	Book	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 6 & 7) <b>**RR due Mar 8</b>
<b>Spring Break (March 9-16)</b>		
<b><u>Wk 10</u></b>		
Mon, Mar 18	<b>Gender Inequality</b> Social Construction of Gender	1) G&S, Ch 36 (Lorber) “The Social Construction of Gender”
Wed, Mar 20	Gender and Work	

Fri, Mar 22	Gender and Health	<p>1) G&amp;S, Ch. 37 (Hochschild) “The Time Bind: When Work Becomes Home and Home Becomes Work”</p> <p>1) *Short and Zacher, “Women’s Health: Population Patterns and Social Determinants.”</p> <p><b>**RR due Mar 22</b></p>
<b><u>Wk 11</u></b>		
Mon, Mar 25	Gender and Sexual Minority Health	<p>1) *Kattari, Brittain, Markus, and Hall, “Expanding women’s health practitioners and researchers’ understanding of transgender/nonbinary health issues.”</p> <p><b>DUE: Integrated Book Review: Mar 25</b></p>
Wed, Mar 27	<b>Intersectional Dimensions of Inequality</b> Definitional dilemmas	<p>1) *Collins, “Intersectionality’s Definitional Dilemma”</p>
Fri, Mar 29	Intersecting Inequalities: Race and Gender	<p>1) *Wingfield, “The (Un)Managed Heart: Racial Contours of Emotion Work in Gendered Occupations”</p> <p><b>**RR due Mar 29</b></p>
<b><u>Wk 12</u></b>	<b>Globalization, Inequality</b>	
Mon, Apr 1	Globalization & Inequality-I	<p>1) G&amp;S, Ch 70 (Stiglitz) “Globalism’s Discontent</p> <p><b>DUE: Extended draft: Apr 1</b></p>
Wed, Apr 3	Globalization & Inequality-II	<p>1) *Babb and Kentikelenis, “Markets Everywhere: The Washington Consensus and the Sociology of Global Institutional Change.”</p>
Fri, Apr 5	Globalization and Inequality-III	<p>1) G&amp;S, Ch 71 (Firebaugh) “The New Geography of Global Income Inequality”</p>
<b><u>Wk 13</u></b>		
Mon, Apr 8	Film: Nero’s Guests: The Age of Inequality	<p>1) *Kamdar, “Planet India”</p>
Wed, Apr 10	<b>Strategies to Reduce Inequality</b>	<p>1) G&amp;S, Ch 78 (Frank) “The Pragmatic Case for Reducing Income Inequality”</p> <p>2) G&amp;S, Ch 79 (Bebchuk and Fried) “Tackling the Managerial Power Problem”</p>
Fri, Apr 12	<b>Research Presentations</b>	
<b><u>Wk 14</u></b>		
Mon, Apr 15	<b>Research Presentations</b>	
Wed, Apr 17	<b>Research Presentations</b>	

Fri, Apr 19	<b>Research Presentations</b>	
<b><u>Wk 15</u></b> Mon, Apr 22	<b>Research Presentations</b>	
Wed, Apr 24	<b>Research Presentations</b>	<b>DUE: Research Paper: Apr 24</b>