

SOCIAL INEQUALITY (Spring 2025)
(SYO4530, # 20318, Section RG48)

Class: MWF, Period 4 (10:40-11:30 PM)

Location: LIT 201

Instructor: ***Dr. Ravi Ghadge*** (phonetically, GHAAD-gay; he/him/his)
Department of Sociology and Criminology & Law
Office: 3111 Turlington Hall
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 (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*. 2nd 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:

- i) Visit the following link for the e-book: https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma990372432710306597. Once you are on the page, click "view full text."
- ii) 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.

The readings encompass multiple theoretical perspectives and interpretations, as well as different sources and types of evidence. Our use of readings will highlight critical engagement of all perspectives and evidence covered, rather than endorsing one perspective over others.

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.

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) 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. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies](#). If you plan on missing any classes due to religious observances, please let me know early in the semester.

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
<i>Invisible Child</i> Book Project (20%)		
• Group-led Book Discussion	Dates in the syllabus	5
• Individual Book Review	28-Mar	15
Social Inequality Group Research Project (40%)	• Research Proposal and Group Accountability Contracts: Feb 14	2.5
	• Annotated Bibliography: Mar 14	2.5
	• Research Paper Draft: Apr 4	5
	• Research Presentations: Apr 16, 18, 21, and 23 (Presentation slides to be submitted on Canvas by Apr 14)	10
	• Final Research Paper: Apr 23	15
Self and Peer Assessment (x2)	• Self and Peer Assessment #1: Mar 14	2.5
	• Self and Peer Assessment #1: Apr 23	2.5
Total		100
Extra Credit: <i>Inequality For All</i> Film Review, Mar 28		2

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:

Exceptional participation 90-100	Regularly present and contributes substantially to class discussions.
Strong participation 70-80	Usually present and occasionally contributes to class discussions.
Satisfactory participation 50-60	Sometimes present and rarely contributes to class discussions.
Limited participation 30-40	Rarely present and rarely contributes to class discussions.
Inadequate participation 10-20	Rarely present and did not contribute to class discussions.

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, 9 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 one reading response, as only 10 (out of 11) responses will count toward the final grade, with the lowest grade being dropped if you complete all 11. Your responses will be graded according to the following rubric:

Exceptional (5 points)	Proficient (4 points)	Competent (3 points)	Limited (2 points)	Inadequate (1 point)
-Demonstrates a profound understanding of the text, providing insightful and well-crafted responses beyond surface-level interpretations. -Offers compelling support from the text, integrating relevant	-Provides a thorough response, displaying a strong grasp of the text and its themes. -Offers ample support from the text, utilizing quotes and evidence to reinforce key points.	-Offers an adequate response, displaying a strong grasp of the text and its themes. -Provides some support from	-Provides a marginal response, demonstrating a minimal understanding of the text. -Offers limited support from the text, with vague	-Reflects an inadequate understanding of the text and/or the task. -Fails to engage meaningfully with the text, offering superficial or irrelevant observations.

quotes and evidence to bolster arguments. -Shows an ability to synthesize complex ideas and draw connections that enhance the overall analysis.	-Presents a comprehensive analysis that addresses multiple aspects of the text, demonstrating a nuanced understanding.	the text but may rely on general observations rather than specific evidence.	or unsubstantiated claims. -Shows difficulty in articulating coherent arguments or identifying key themes and ideas.	-Demonstrates significant gaps in comprehension, resulting in a lack of coherent analysis or interpretation.
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Invisible Child Book Project (20%)

- **Group-led Discussion (5%):** Each group will lead an in-class discussion on the book for one class session. Students will be provided with questions to reflect on and lead the class discussion. Detailed information and a rubric for this assignment will be available on Canvas.
- **Individual Book Reflection Paper (15%):** You will complete a 1–2-page Individual Book Reflection Paper 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 Group Research Project (40%): Students will complete a scaffolded group research project on a topic related to social inequality. The project is divided into four parts: choosing a topic, creating an annotated bibliography, writing a short group paper, and presenting their findings to the class. All written components will be submitted on Canvas. Students will also be graded individually for their collaboration and teamwork based on self and peer assessments. Detailed instructions and rubrics for each assignment will be posted on Canvas. The due dates of the research project assignments are as follows:

1. **Feb 14:** One-paragraph proposal and Group Accountability Contract (2.5%). In the proposal, you will explain the chosen topic, its relevance to social inequality, and why the group is interested in researching it.
2. **Mar 14:** An annotated bibliography with 6-8 sources (2.5%)
3. **Apr 4:** A 2-3 page single-spaced (almost full 2 pages, at most 3 pages) paper draft (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. More details on this will be provided in class.
4. **Apr 14:** Presentation slides to be submitted on Canvas
5. **Apr 16, 18, 21, and 23:** 8-10-minute PowerPoint presentation, followed by a Q&A session (10%).
6. **Dec 4:** 5-7 page single-spaced Group Research Paper due on Canvas (15%).

7. **Mar 14 and Apr 23:** Self and Peer Assessments due on Canvas (5%).

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

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](#).

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

Course Compliance

In Social Inequality, there may be content on historical background and sociological concepts about sociological topics. Multiple sources, types of evidence, and interpretations are included, and differing interpretations of historical events are discussed with an emphasis on diverse theoretical perspectives rather than privileging one over the other. The class emphasizes maintaining accuracy and objectivity and skills to evaluate evidence and claims. Discussions of history are case- or data-driven rather than rooted in ideology or advocacy, and students can draw their own conclusions.

Social Inequality may touch on topics germane to identity, but as subjects of study and not advocacy; in that spirit, we routinely teach on diverse theoretical perspectives rather than privileging one over the other. Discussions of identity are case- or data-driven rather than rooted in ideology or advocacy.

The course may discuss systemic theories as they relate to sociological perspectives on social inequality, but it considers them in the context of other theoretical approaches and includes critique of all theoretical perspectives. The course does not endorse concepts of systemic racism, sexism, oppression, or privilege. It also does not treat inequalities or injustice as inherent, but instead discusses theoretical perspectives that explain whether and how social structures may create and reproduce inequalities. Such processes are viewed as contingent and negotiated and often contested rather than natural or determined. The course cites relevant facts based on research demonstrating how institutions are social contexts that shape inequalities within the United States and globally. Discussions of various interpretations are case- or data-driven rather

than driven by an ideology. Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

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. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-class Recording

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. 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. [See the "Get Started With the DRC" webpage on the Disability Resource Center Site](#). 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

- *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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

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 9 pm on the due date.

Week	Topic	Reading(s) (complete prior to class) & Class Work Due
<u>Wk1</u>	The broader context of inequality	
Mon, Jan 13	Introduction	No readings
Wed, Jan 15	Setting the Stage of Inequality	1) *Stiglitz, “America’s 1 Percent Problem.”
Wed, Jan 17	Understanding Inequality	1) G&S, Ch. 1 (Grusky) “The Stories About Inequality That We Love to Tell”

<p>Wk 2</p> <p>Mon, Jan 20</p> <p>Wed, Jan 22</p> <p>Fri, Jan 24</p>	<p>Understanding the Class-based nature of Inequality Holiday (MLK Day)</p> <p>The Structure of Social Inequality-I</p> <p>The Structure of Social Inequality-II</p>	<p>1) G&S, Ch. 5 (Marx) “Classes in Capitalism and Pre-Capitalism</p> <p>2) G&S, Ch. 7 (Weber) “Class, Status, Party</p> <p>1) G&S, Ch. 6 (Wright) “Class Counts”</p> <p>2) G&S, Ch. 11 (Mills) “The Power Elite”</p> <p>**RR due Thu, Jan 23</p>
<p>Wk 3</p> <p>Mon, Jan 27</p> <p>Wed, Jan 29</p> <p>Fri, Jan 31</p>	<p>Social stratification: Is it inevitable or designed?</p> <p>The process of stratification</p> <p>Inequality: Inevitable or Designed?</p> <p>Film: Inequality for All</p>	<p>1) G&S, Ch. 56 (Blau and Duncan) “The Process of Stratification”</p> <p>2) G&S, Ch. 59 (MacLeod) “Ain’t No Makin’ It”</p> <p>1) G&S, Ch. 2 (Davis and Moore) “Some Principles of Stratification”</p> <p>2) G&S, Ch. 3 (Fischer et al.) “Inequality by Design”</p> <p>3) G&S, Ch. 4 (Krueger) “Inequality, Too Much of a Good Thing”</p> <p>No Readings</p> <p>*RR due Thu, Jan 30</p>
<p>Wk 4</p> <p>Mon, Feb 3</p> <p>Wed, Feb 5</p> <p>Fri, Feb 7</p>	<p>Income and Wealth Inequality</p> <p>Income Inequality</p> <p>Wealth Inequality and How is wealth produced?</p> <p>Understanding Poverty</p>	<p>1) *Keister, “The One Percent”</p> <p>1) G&S, Ch 12 (Domhoff) “Who Rules America?”</p> <p>2) *Killewald, Pfeffer, and Schachner, “Wealth Inequality and Accumulation.”</p> <p>1) *Desmond and Western, “Poverty in America: New Directions and Debates”</p> <p>RR due Thu, Feb 6</p> <p>DUE: Extra Credit: Inequality For All Film Review, Feb 7</p>
<p>Wk 5</p> <p>Mon, Feb 10</p> <p>Wed, Feb 12</p> <p>Fri, Feb 14</p>	<p>The Working Poor</p> <p>The Working Poor</p> <p>Housing and Employment</p> <p>Educational Inequality Schools as sorting machines</p>	<p>1) G&S, Ch 15 (Ehrenreich) “Nickel and Dime”</p> <p>2) G&S, Ch 21 (Hays) “Flat Broke with Children”</p> <p>3) G&S Ch 16 (Newman and Chen) “The Missing Class”</p> <p>1) *Desmond and Gershenson, “Housing and Employment Insecurity Among the Working Poor”</p> <p>1) G&S, Ch 68 (Laureau) “Unequal Childhood</p> <p>2) *Domina, Penner, and Penner, “Schools as Sorting Machines”</p> <p>*RR due Thu, Feb 13</p>

		DUE: Paper Proposal & Group Accountability Contracts: Feb 14
<u>Wk 6</u>	Racial Inequality-I	
Mon, Feb 17	Book Discussion—Group 1	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 1)
Wed, Feb 19	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 21	No class—Attending conference	**RR due Thu, Feb 20
<u>Wk 7</u>	Racial Inequality-II	
Mon, Feb 24	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?”
Wed, Feb 26	Race and Wealth	1) G&S, Ch 33 (Oliver and Shapiro) “Black Wealth / White Wealth”
Fri, Feb 28	Book Discussion—Group 2	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 2) *RR due Thu, Feb 27
<u>Wk 8</u>	Racial Inequality-III	
Mon, Mar 3	Residential Segregation	1) *Hwang and McDaniel, “Racialized Reshuffling: Urban Change and the Persistence of Segregation in the Twenty-First Century.”
Wed, Mar 5	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 7	Book Discussion Group 3	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 3) *RR due Thu, Mar 6

Wk 9		
Mon, Mar 10	Book Discussion—Group 4	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 4)
Wed, Mar 12	Book Discussion—Group 5	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 5)
Fri, Mar 14	Book Discussion—Groups 6 & 7	1) Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 6 & 7) *RR due Thu, Mar 13 DUE: Annotated bibliography: Mar 14 DUE: Self and Peer Assessment #1: Mar 14
Spring Break (March 15-22)		
Wk 10		
Mon, Mar 24	Gender Inequality Social Construction of Gender	1) G&S, Ch 36 (Lorber) “The Social Construction of Gender”
Wed, Mar 26	Gender and Work	1) G&S, Ch. 37 (Hochschild) “The Time Bind: When Work Becomes Home and Home Becomes Work”
Fri, Mar 28	Gender and Health	1) *Short and Zacher, “Women’s Health: Population Patterns and Social Determinants.” **RR due Mar Thu, 27 DUE: Individual Integrated Book Review: Mar 28
Wk 11		
Mon, Mar 31	Intersectional Dimensions of Inequality Gender and Sexual Minority Health	1) *Kattari, Brittain, Markus, and Hall, “Expanding women’s health practitioners and researchers’ understanding of transgender/nonbinary health issues.”
Wed, Apr 2	Definitional dilemmas	1) *Collins, “Intersectionality’s Definitional Dilemma”
Fri, Apr 4	Intersecting Inequalities: Race and Gender	1) *Wingfield, “The (Un)Managed Heart: Racial Contours of Emotion Work in Gendered Occupations” **RR due Thu, Apr 3 DUE: Extended draft: Apr 4
Wk 12		
Mon, Apr 7	Globalization and Inequality Globalization & Inequality-I	1) G&S, Ch 70 (Stiglitz) “Globalism’s Discontent
Wed, Apr 9	Globalization & Inequality-II	1) *Babb and Kentikelenis, “Markets Everywhere: The Washington Consensus and the Sociology of Global Institutional Change.”
Fri, Apr 11	Globalization and Inequality-III	

		<p>1) G&S, Ch 71 (Firebaugh) “The New Geography of Global Income Inequality”</p> <p>2) *Kamdar, “Planet India”</p> <p>Film: Nero’s Guests: The Age of Inequality</p> <p>**RR due Apr 10</p>
<p>Wk 13</p> <p>Mon, Apr 14</p>	<p>Strategies to Reduce Inequality</p>	<p>1) G&S, Ch 78 (Frank) “The Pragmatic Case for Reducing Income Inequality”</p> <p>2) G&S, Ch 79 (Bebchuk and Fried) “Tackling the Managerial Power Problem”</p> <p>DUE: Presentation slides on Canvas Apr 14</p>
<p>Wed, Apr 16</p>	<p>Group Research Presentations</p>	
<p>Fri, Apr 18</p>	<p>Group Research Presentations</p>	
<p>Wk 14</p> <p>Mon, Apr 21</p>	<p>Group Research Presentations</p>	<p>DUE: Research Paper: Apr 23</p> <p>DUE: Self and Peer Assessment #2 Apr 23</p>
<p>Wed, Apr 23</p>	<p>Group Research Presentations</p>	