

SYO 4530 Social Inequality

Spring 2022

Tue 10:40 AM - 11:30 AM;

Thur 10:40 AM - 12:35 PM

Location: MCCB 2102

Professor: Yao Li, PhD
Department of Sociology and Criminology & Law
E-mail: yaoli1@ufl.edu*
Office hours: Tuesday 12:00pm–2:00pm or by appointment

*E-mail is the most effective way to reach me. Please include your full name and the class title in the subject line with each email.

Course Description:

Since the Great Recession that broke out in 2008, growing levels of economic inequality and pernicious inequalities concerning issues of race, gender, sexuality have become prominent in the news and public awareness. In this course, we will survey major theoretical perspectives and empirical studies on social inequality. In the first part of the course, we will examine different forms of inequality regarding class, race, gender, and sexuality in the U.S. The second part covers discussions of general explanations of inequality. Part 3 focuses on the impact of social inequality, especially how it impact health inequalities, environmental justice, and social movements. We will conclude our discussion by adding a global perspective in the end.

Course Objectives:

By the end of the course students will:

- Critically discuss and analyze social inequality in relation to categories of identity such as race, gender, class, and sexual orientation.
- Have a general understanding of structural reasons behind social inequality and consequences of inequality.
- Understand historical and contemporary theories about social inequality and be able to apply specific theoretical perspective(s) to everyday life that touch upon inequality issues.

Overall, through exploring the forms, explanations, and impacts of social inequality, the course intends to develop students' abilities to recognize, understand, and analyze the complexities of social inequality, abilities of analytical and critical thinking, as well as abilities to write effectively.

Course Format

This course will take a mixed format of lecture, student presentation, debates, and organized discussion. Students are expected to have read readings assigned for each class meeting and to be ready to discuss the relevant materials in a knowledgeable way. Failure to keep up with readings will limit your ability to both contribute to and learn from the class interactions; it also will undermine your capacity to perform well on assignments and achieve a good grade in the course. Some of these readings are quite challenging, **so be sure to allow plenty of time to give them adequate attention.**

Course Requirements and Grading:

Students' active participation is essential for this course. You should do all required readings *prior to* class (supplemental readings are not required). You are expected to post questions on Canvas before class and to participate in class discussion. It is also required to submit 3 response papers on the material, make a presentation of supplemental material, hand in an outline of your final research paper, make a presentation of the research project, and submit your final paper in the end.

Attendance and Participation in Discussion (25%)

- Attendance & in-class participation (10%)

Students are expected to attend class regularly and actively participate in class discussion. In the event you are required to quarantine during the semester, you are still expected to attend class (unless you test positive for COVID-19, symptomatic, and have a doctor's note to excuse your absence).

- Discussion posts on Canvas (15%)

To facilitate thought-provoking and informative conversations during class, for each week, students are expected to submit discussion posts about the required readings via **Canvas**. Discussion posts should contain the following: 1) Two interesting and/or new takeaways (things you did not know) from the readings—one for Tues and the other for Thursday; 2) Two questions that help stimulate class discussion—one for Tues and the other for Thursday. **ATTN: for classes without assigned readings, no post is required to be posted.** The posts are due on Canvas by **1pm on Mondays** (except for the first class and for classes without readings). For instance, post for the readings of Week 2 is due by 1pm of Monday of that week.

In class discussion, you may be asked to provide further thoughts on your posts. Students who fail to share their discussion questions/comments during class when asked will receive an automatic zero for this assignment, even if they uploaded their discussion post prior to class. Therefore, it is crucial to be prepared to discuss before coming to class.

Reading guide: take notes and think about the following questions when do the readings.

- 1) What is the author's explanatory objective? Pay special attention to how this is defined and operationalized.
- 2) What is the author's argument?
- 3) What is the logic connecting 1) and 2)? How convincing do you find this logic?
- 4) What are the intellectual roots and/or empirical inspiration for the argument?
- 5) Is the research design and methodology appropriate for the questions being asked?
- 6) What types of evidence, if any, is provided for the argument? Does the evidence actually support the intended argument? What type of evidence would strengthen or weaken the argument?

*For readings with quantitative analysis, if you have problems with the statistical part, you may skim it and focus on the nontechnical part.

Response Papers (30%)

Write **3** concise response papers, 1-2 double-spaced pages (double-spaced, size 12 font, Times New Roman, 1-inch margins), on topics which interest you most. For each response paper, select at least two readings for that week (feel free to choose supplementary readings), and submit the paper *before* the start of Tuesday class of that week. For example, if you wrote a response paper for week 2 (Sep 8 & Sep 10), it should be due by 1pm on Sep 8. Response papers must be based on that week's readings and are intended to help you reflect more deeply on the readings and prepare for lecture and class discussions. Please refrain from merely summarizing them. Instead, make a *brief* summary and give an in-depth analysis on the readings. It is necessary to engage readings to *make an argument*. You may compare different readings to show how the information and arguments in one reading corroborate or contradict those in another reading, discuss how one reading sheds light on the content of another, or explain why the argument of the reading(s) is convincing (or not). Use the questions listed in the reading guide above as a guide for analyzing the readings, and be sure to state your argument clearly in the introduction.

Papers are due by **Tues. 1pm** (i.e. *before* class) on the course Canvas page.

| | |
|--------------------------------|---|
| 1 st response paper | Must be written between Week 2 and Week 5 |
| 2 nd response paper | Must be written between Week 6 and Week 9 |
| 3 rd response paper | Must be written between Week 11 and Week 15 |

*****LATE PAPERS WILL NOT BE ACCEPTED.**

Student Presentations (15%):

You are expected to present a synopsis and discussion of a supplemental reading for the course (attached after each week's required readings). In this presentation (no more than 15 minutes), you should introduce the main idea of the text, use your own language and examples to explain the arguments of the author(s), and provide a few *discussion questions* in relation to the overall theme of the course. Using these discussion questions, you are expected to engage with audience and to lead a brief discussion.

Responses to documentary review questions (5%):

Questions about documentaries that will be screened during class are available on **Canvas**. Answers to them are expected to be submitted via Canvas by **1pm the second day after screening**.

Research Paper (25%):

Students must complete a research paper, no more than 4 double-spaced pages (double-spaced, size 12 font, Times New Roman, 1-inch margins). The outline of the term paper is scheduled to submit a month before the end of the class on Canvas. The research paper should make an argument and focus on a central question. You are free to select a topic of interest to you based on the course material and class discussions. More specific guidelines will be offered in the class. Besides the course readings, you should also introduce additional literature. UF librarians and the instructor will help you resolve problems about literature searching. For developing writing skills, you are encouraged to go to the UF Writing Studio for further help (see below the section “**UF Campus Resources Services**” for details).

**** LATE PAPERS WILL NOT BE ACCEPTED.**

A SUMMARY OF ALL ASSIGNMENTS

| | Grading | Deadlines |
|--|----------------|--|
| Attendance and participation | 25% | Discussion posts: 1pm on Mondays |
| 3 response papers | 30% | 1pm on Tuesdays |
| 1 presentation of supplemental reading | 15% | The date you signed up |
| Responses to documentary review questions | 5% | 1pm the second day after screening |
| Final paper & outline | 25% | Outline (5%): 1pm on March 29, 2022 Presentations: Last two classes Final paper: 1pm on April 26, 2022 |

****NO LAPTOPS, TABLETS, OR CELL PHONES ARE ALLOWED IN CLASS.**

****All deadlines due at 1pm of the specific dates (NOT midnight)**

Grading Scale

| Score | Grade | Grade Points |
|--------------|--------------|---------------------|
| 93.4-100 | A | 4.00 |
| 90.0-93.3 | A- | 3.67 |
| 86.7-89.9 | B+ | 3.33 |
| 83.4-86.6 | B | 3.00 |
| 80.0-83.3 | B- | 2.67 |
| 76.7-79.9 | C+ | 2.33 |
| 73.4-76.6 | C | 2.00 |
| 70.0-73.3 | C- | 1.67 |
| 66.7-69.9 | D+ | 1.33 |
| 63.4-66.6 | D | 1.00 |
| 60.0-63.3 | D- | 0.67 |
| 0-59.9 | E | 0.00 |

Here earning an “A” entails: *Excellent mastery of course material, student performance indicates a very high degree of originality, creativity, or both excellent performance in analysis, synthesis, and critical expression, oral or written student works independently with unusual effectiveness.*

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Office Hours:

Office hours are a great opportunity to ask additional questions about the course and to discuss your educational career more generally. Feel free to contact me to set up an alternative time, if the scheduled office hours do not work.

Academic Ethics:

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating, plagiarism, reuse of essays, improper use of the internet and electronic services, unauthorized collaboration, alteration of graded essays, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

At 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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are

obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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.

UF Campus Resources Services:

1. Writing Studio, help brainstorming, formatting, and writing papers, 302 Tigert Hall, 846-1138, <http://writing.ufl.edu/writing-studio/>.
2. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu, <https://lss.at.ufl.edu/help.shtml>.
3. Library Support, various ways to receive assistance with respect to using the libraries or finding resources, <http://cms.uflib.ufl.edu/ask>.
4. University Counseling Center, personal and career counseling, 392-1575, www.counsel.ufl.edu.
5. Student Mental Health, Student Health Care Center, personal counseling, 392-1575, www.health.ufl.edu/shcc.
6. Center for Sexual Assault/Abuse, Student Health Care Center, sexual counseling, 392-1161.
7. Career Resource Center, Reitz Union, career development assistance and counseling, 392-1601, www.crc.ufl.edu.

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/>.

Reading Material:

Required Books:

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 are

available on Canvas.)

Recommended book:

- Hurst, Charles E., Heather M. Fitz Gibbon, and Anne M. Nurse. *Social inequality: Forms, causes, and consequences*. Routledge, 2017.
- Bryan Stevenson. 2015. *Just Mercy: A story of justice and redemption*

Course Schedule and Reading list

(*We may modify the schedule as needed depending on the pace of the class; any changes will be announced in class and on the course website)

Week 1 Introduction

1/5 Introduction to class

Documentary screening: *Inequality For All* by Robert Reich

Link: <http://videos.sapo.pt/5H0tE5cCyzRYNzGmSZ6Z>

(If you are off-campus, use UF VPN: <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>)

Recommended documentaries:

Poor Kids | FRONTLINE | PBS

Two American Families | FRONTLINE | PBS

Waging a Living [Low-Wage and Insecure Work]

Forms and Extent of Social Inequality

Week 2 Class: Understanding Poverty

1/11 Working Poor

Kantor, Jodi. 2014. "Working Anything but 9 to 5." New York Times August 13, 2014.*

Matthew Desmond. "Working poor: Americans Want to Believe Jobs Are the Solution to Poverty. They're Not." 2018.

*Required readings are highlighted in red.

1/13 Economic Insecurity

Kalleberg, Arne L. "Precarious work, insecure workers: Employment relations in transition." *American sociological review* 74, no. 1 (2009): 1-22.

Jacob Hacker. *The Great Risk Shift: The New Economic Insecurity and the Decline of the American Dream*. Oxford University Press. 2006. Cha. 1. The New Economic Insecurity, pp. 11-34.

SR*: Laurison, D., and S. Friedman. "The Class Pay Gap in Higher Managerial and Professional Occupations." *American Sociological Review* (2016).

—***SR is short for "supplementary reading." They are for student presentations.**

SR: Daniel Schneider, Orestes P. Hastings, Joe LaBriola. Income Inequality and Class Divides in Parental Investments. *American Sociological Review* 83(3), June 2018

SR: Hollister, Matissa. "Employment stability in the US labor market: Rhetoric versus reality." *Annual Review of Sociology* 37 (2011): 305-324.

Week 3 Class: housing & income inequality

1/18 Housing and employment insecurity

Matthew Desmond. *The Eviction Economy*. March 5, 2016
(<https://www.nytimes.com/2016/03/06/opinion/sunday/the-eviction-economy.html>)

Desmond, Matthew, and Carl Gershenson. "Housing and employment insecurity among the working poor." *Social Problems* 63, no. 1 (2016): 46-67.

SR: Do the Poor Pay More for Housing? Exploitation, Profit, and Risk in Rental Markets (long article 34 pages—presentation by two students)

1/20 Income inequality

Keister, Lisa. 2014. "The One Percent." *Annual Review of Sociology* 40: 347-367.

Rivera, Lauren. 2015. Guess Who Doesn't Fit in at Work?. *New York Times*. [cultural fit as a new discrimination]

Rivera, Lauren. 2015. Were You Judged Fairly at Your Last Job Interview? *Fortune*.

SR: Rivera, Lauren. 2012. Hiring as Cultural Matching: The Case of Elite Professional Service Firms. *American Sociological Review*. 77: 999-1022.

SR: Desmond, M., & Travis, A. (2018). Political consequences of survival strategies among the urban poor. *American Sociological Review*, 83(5), 869-896.

Documentary: For sale: The American dream | Fault Lines by Al Jazeera

(<https://www.youtube.com/watch?v=S3rzN42HE00>)

Recommended documentaries:

- Shadow City: Homelessness in New York | Fault Lines (<https://www.youtube.com/watch?v=MIz4TkEVJ0Q>)
- How poor people survive in the USA | DW Documentary (<https://www.youtube.com/watch?v=JHDkALRz5Rk>)

Week 4 Race

1/25 Racial Inequality

Omi & Winant, "Racial Formation in the U.S." pp.222-227 (in the required textbook: *The Inequality Reader*).

Ted Thornhill: We Want Black Students, Just Not You: How White Admissions Counselors Screen Black Prospective Students. *Sociology of Race and Ethnicity* (OnlineFirst), September 5, 2018 [BLACK: College admissions and racial discrimination]

SR: Rigby, David, and Charles Seguin. "The Racial Position of European Immigrants 1883–1941: Evidence from Lynching in the Midwest." *Social Currents* 5, no. 5 (2018): 438-457.

SR: Tyson, K., W. Darity, Jr., & D. Castellino. (2005). It's Not "a Black Thing": Understanding the Burden of Acting White and Other Dilemmas of High Achievement. *American Sociological Review* 70(4): 582- 605.

SR: Pager, D., B. Western and B. Bonikowski. 2009. "Discrimination in a Low-Wage Labor Market: A Field Experiment" *American Sociological Review*, 74:777–799.

1/27 Racial Inequality

Documentary Screening: 13th (Netflix) [on mass incarceration]

<https://www.youtube.com/watch?v=krfcq5pF8u8>

Recommended documentary:

- "Race - The Power of an Illusion" (Video 1) <https://ufl.kanopy.com/video/race-power-illusion-0>
- What's Race Got To Do With It? Social Disparities and Student Success (min: 49)

Week 5 Race

Last week available to write your 1st response paper.

2/1 Assimilation and Racial Inequality

Min Zhou. Are Asian Americans Becoming “White?” *Contexts* 3(1), February 2004.

Portes & Zhou. 1993. “The New Second Generation: Segmented Assimilation and Its Variants,” pp. 237-249.

SR: Sylvia Zamora, Celia Lacayo, “Perpetual Inferiority: Whites' Racial Ideology Towards Latinos,” *Sociology of Race and Ethnicity* 3(4):566-579. 2017.

SR: Racialized Illegality: The Regulation of Informal Labor and Space," *Latino Studies* 14(3):320-343. 2016.

SR: Monk, Ellis P. "The color of punishment: African Americans, skin tone, and the criminal justice system." *Ethnic and Racial Studies* 42, no. 10 (2019): 1593-1612.

2/3 Inequality and Social Control

Bobo, Lawrence. “What do you call a black man with a Ph.D.?” In Grusky, David and Szonja Szelenyi (ed.). *The inequality reader: Contemporary and foundational readings in race, class, and gender*. 2011. Routledge, pp. 314-316.

Pettit, Becky, and Carmen Gutierrez. "Mass incarceration and racial inequality." *American Journal of Economics and Sociology* 77, no. 3-4 (2018): 1153-1182.(21 pages) [Consequences]

SR: Alexander, Michelle, 2012, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, New York: The New Press, Cha. 2, pp. 58-96 [On how the system of mass incarceration actually works]

SR: Pettit, Becky, and Bruce Western. "Mass imprisonment and the life course: Race and class inequality in US incarceration." *American sociological review* 69, no. 2 (2004): 151-169.

SR: Alexander, Michelle. 2012, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, New York: The New Press, Cha. XX pp. 137-156.

SR: Wildeman, Christopher. 2009. “Parental imprisonment, the prison boom, and the concentration of childhood disadvantage.” *Demography* 46 (2): 265–80.

SR: “Mexican Illegality Black Citizenship and White Power: Immigrant Perceptions of the US Socioracial Hierarchy,” *Journal of Ethnic and Migration Studies* 44(11):1897-1914. 2018.

SR: Delgado, Richard, and Jean Stefancic. *Critical Race Theory: An Introduction*. NYU Press, 2017. Cha. 1 Introduction, pp. 1-13.

Week 6 Gender

2/8 Gender inequality

The social construction of gender / Judith Lorber (in the required textbook: *The Inequality Reader*, Cha. 36).

The time bind: When work becomes home and home becomes work / Arlie Russell Hochschild (in the required textbook: *The Inequality Reader*, Cha. 37)

SR: Natasha Quadlin. The Mark of a Woman's Record: Gender and Academic Performance in Hiring. *American Sociological Review* 83(2), April 2018.

SR: Joscha Legewie, Thomas A. DiPrete. School Context and the Gender Gap in Educational Achievement. *American Sociological Review* 77(3), June 2012.

2/10 Motherhood Penalty?

Corell, Shelley, Stephen Benard, and In Paik. 2011. "Getting a Job: Is There a Motherhood Penalty?" Pp. 365-377 (in the required textbook: *The Inequality Reader*)

Wage discrimination: Krichell-Katz, Tamar. 2012. Choice, Discrimination, and the Motherhood Penalty. *Law & Society Review*. 46:3. 557-587. (30pgs).

Documentary: Miss Representation (<https://ufl.kanopy.com/video/miss-representation-0>)

(If you are off-campus, use UF VPN: <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>)

SR: The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the "Thug." [intersection of gender & race: middle & upper-middle class black families raising boys]

SR: Katrin Auspurg, Thomas Hinz, Carsten Sauer. Why Should Women Get Less? Evidence on the Gender Pay Gap from Multifactorial Survey Experiments *American Sociological Review* 82(1), February 2017

SR: Does Diversity Pay?: Race, Gender, and the Business Case for Diversity. Cedric Herring

Week 7 Gender & Sexuality

2/15 Gender Bias

Rivera, Lauren, and Andras Tilcsik. 2019. Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation. *American Sociological Review*. 84: 248-274.

SR: Heather McLaughlin, Christopher Uggen, Amy Blackstone. Sexual Harassment, Workplace Authority, and the Paradox of Power. *American Sociological Review* 77(4), August 2012

SR: Rivera, Lauren. 2017. When Two Bodies Are (Not) a Problem: Gender and Relationship Status Discrimination in Academic Hiring. *American Sociological Review*. 82: 1111-1138.

SR: Rivera, Lauren. 2010. Status Distinctions in Interaction: Social Selection and Exclusion at an Elite Nightclub. *Qualitative Sociology*. 33: 229-255.

2/17 Gender and sexuality-based discrimination

Mishel, Emma. "Discrimination against queer women in the US workforce: a résumé audit study." *Socius* 2 (2016).

SR: Connell, Catherine. "Doing, undoing, or redoing gender? Learning from the workplace experiences of transpeople." *Gender & Society* 24, no. 1 (2010): 31-55.

SR: Baunach, Dawn Michelle. "Changing same-sex marriage attitudes in America from 1988 through 2010." *Public Opinion Quarterly* 76, no. 2 (2012): 364-378.

SR: Sherkat, Darren E., Kylan Mattias De Vries, and Stacia Creek. "Race, religion, and opposition to same-sex marriage." *Social Science Quarterly* 91, no. 1 (2010): 80-98.

SR: Adamczyk, Amy, and Yen-Chiao Liao. "Examining public opinion about LGBTQ-related issues in the United States and across multiple nations." *Annual Review of Sociology* 45 (2019).

Theories of Social Inequality

Week 8 Political Inequality

2/22

The power elite / C. Wright Mills (Cha. 11 in the required textbook: *The Inequality Reader*)

Who rules America? / G. William Domhoff (Cha. 12 in the required textbook: *The Inequality Reader*)

SR: Laurison, Daniel. "Social class and political engagement in the United States." *Sociology Compass* 10, no. 8 (2016): 684-697.

SR: Laurison, Daniel. "The willingness to state an opinion: Inequality, don't know responses, and political participation." In *Sociological Forum*, vol. 30, no. 4, pp. 925-948. 2015.

SR: Political Homophily in Social Relationships: Evidence from Online Dating Behavior

2/24

Documentary screening: *Inside Job* [explain the 2008 economic crisis and its impacts on inequality]

Recommended film:

- The corporation (2004): <https://www.youtube.com/watch?v=zpQYsk-8dWg&frags=pl%2Cwn>
- Legalize Democracy 2014 - 30 MIN

Week 9 Theories on Inequality

Last week available to write your 2nd response paper.

3/1 Theoretical Explanations of Inequality

“Classical Explanations of Inequality.” In Hurst, Charles E., Heather M. Fitz Gibbon, and Anne M. Nurse. *Social inequality: Forms, causes, and consequences*. Routledge, 2017.

SR: Tanya Golash-Boza. A Critical and Comprehensive Sociological Theory of Race and Racism. *Sociology of Race and Ethnicity* 2(2), April 2016

3/3 Theoretical Explanations of Inequality

“Contemporary Explanations of Inequality.” In Hurst, Charles E., Heather M. Fitz Gibbon, and Anne M. Nurse. *Social inequality: Forms, causes, and consequences*. Routledge, 2017.

SR: Go, Julian. 2013. “For a Postcolonial Sociology.” *Theory and Society* 42:25-55.

SR: Winant, Howard. 2000. “Race and Race Theory.” *Annual Review of Sociology* 26:169-185.

Week 10: SPRING BREAK

Week 11 Is Education An Equalizer?

3/15

Stevens, Mitchell. 2007. "Decisions." Pp. 184-227 in *Creating a Class: College Admissions and the Education of Elites*. Cambridge: Harvard University Press.

SR: Ann Owens. Income Segregation between School Districts and Inequality in Students' Achievement. *Sociology of Education* 91(1), January 2018 (27 pages)

SR: Margaret Frye, 2017. "Cultural Meanings and the Aggregation of Actions: The Case of Sex and Schooling in Malawi," *American Sociological Review* 82(5): 945-976.

3/17

Armstrong, Elizabeth A., and Laura T. Hamilton. *Paying for the Party*. Harvard University Press, 2013. Cha. 1 "The Women," pp, 26-49.

SR: Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 38: 379-400.

SR: Paul von Hippel, Joseph Workman, and Douglas Downey, "Inequality in Reading and Math Skills Forms Mainly in Kindergarten: A Replication and Partial Correction of "Are Schools the Great Equalizer?" *Sociology of Education* 91(4):323-357. 2018.

SR: Amy Binder, Daniel Davis, and Nick Bloom, "Career Funneling: How Elite Students Learn to Define and Desire 'Prestigious' Jobs," *Sociology of Education* 89(1):20-39. 2016.

SR: Wakeling, Paul, and Daniel Laurison. "Are postgraduate qualifications the 'new frontier of social mobility'?" *The British journal of sociology* 68, no. 3 (2017): 533-555.

SR: Gale, William, et al. 2014. *Student Loans Rising: An Overview of Causes, Consequences, and Policy Options*, pp. 1-10. Washington DC: Brookings Institution.

Consequences of SI

Week 12 Impact of Inequality on the Environment and Health

3/22

Mohai, Paul, David Pellow, and J. Timmons Roberts. "Environmental justice." *Annual review of environment and resources* 34 (2009): 405-430.

SR: Saha, Robin, and Paul Mohai. "Historical context and hazardous waste facility siting: Understanding temporal patterns in Michigan." *Social problems* 52, no. 4 (2005): 618-648.

SR: Schelly, David, and Paul B. Stretesky. "An analysis of the "path of least resistance" argument in three environmental justice success cases." *Society and Natural Resources* 22, no. 4 (2009): 369-380.

3/24

Health, income, and inequality / John Mullahy, Stephanie Robert, and Barbara Wolfe (in the required textbook: *The Inequality Reader*, pp.622-635)

Phelan, Jo C., and Bruce G. Link. "Is racism a fundamental cause of inequalities in health?." *Annual Review of Sociology* 41 (2015): 311-330.

SR: Mendoza S, Rivera AS, Hansen HB. Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic. *Med Anthropol Q.* 2019;33(2):242-262.
doi:10.1111/maq.12449

SR: Jo C. Phelan, Bruce G. Link, Parisa Tehranifar. Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior* 51(extra issue), March 2010 [Based on the 2nd required reading, i.e., Link and Phelan's 1995 piece]

SR: Peggy A. Thoits. Stress and Health: Major Findings and Policy Implications, *Journal of Health and Social Behavior* 51(extra issue), March 2010, pp.42-53.

SR: Williams, David R., and Chiquita Collins. "US socioeconomic and racial differences in health: patterns and explanations." *Annual review of sociology* 21, no. 1 (1995): 349-386 [presentation by two students].

SR: Cushing, Lara, et al. "The Haves, the Have-Nots, and the Health of Everyone: The Relationship Between Social Inequality and Environmental Quality." *Annual Review of Public Health*, vol. 36, no. 1, 2015, pp. 193–209.

Recommended documentary:

- COVID's Hidden Toll (PBS, 2020;
<https://www.pbs.org/wgbh/frontline/film/covids-hidden-toll/>)
- Cooked: Survival by Zip Code (PBS, 2020;
<https://www.pbs.org/independentlens/videos/cooked-survival-by-zip-code>)
- The Great Invisible (2014)

Week 13 Social Inequality & Social Movements

Final paper outline due by 1pm 3/29

3/29 Class

Michael Levitin, *The Triumph of Occupy Wall Street*, *The Atlantic*, June 10, 2015.

Documentary screening: History of an Occupation (about Occupy Wall Street, Al Jazeera)

SR: Gitlin, Todd. 2013. "Occupy's Predicament: The Moment and the Prospects for the Movement." *British Journal of Sociology* 64(1): 3-25.

SR: Eidlin, Barry. 2016. "Why is there no labor party in the United States? Political articulation and the Canadian comparison, 1932 to 1948." *American Sociological Review* 81.3: 488-516.

3/31 Race

Dreier, "Black Lives Matter joins a long line of protest movements that have shifted public opinion"

SR: Kenneth T. Andrews, "Creating Social Change: Lessons from the Civil Rights Movement," in *Social Movements: Identity, Culture and the State*, eds. David S. Meyer, Nancy Whittier, and Belinda Robnett. Oxford University Press, 2002, pp. 105-117.

SR: Morris, Aldon D. "A retrospective on the civil rights movement: Political and intellectual landmarks." *Annual review of Sociology* 25, no. 1 (1999): 517-539.

SR: Oliver, Pamela. "The ethnic dimensions in social movements." *Mobilization: An International Quarterly* 22, no. 4 (2017): 395-416.

Week 14 Social Inequality & Social Movements

4/5 Gender

McKane, R.G. and McCammon, H.J., 2018. *Why We March: The Role of Grievances, Threats, and Movement Organizational Resources in the 2017 Women's Marches*. *Mobilization: An International Quarterly*, 23(4), pp.401-424.

SR: Ayoub, P.M. and Chetaille, A., 2020. Movement/countermovement interaction and instrumental framing in a multi-level world: rooting Polish lesbian and gay activism. *Social Movement Studies*, 19(1), pp.21-37.

SR: Ho, M.S., 2016. Making an Opportunity: Strategic Bipartisanship in Taiwan's Environmental Movement. *Sociological Perspectives*, 59(3), pp.543-560.

4/7 Sexuality

Documentary screening: State of Pride

Week 15 Globalization and Inequality

Last week available to write your 3rd response paper.

4/12

Joseph E. Stiglitz, Globalism's Discontents (in the required textbook: *The Inequality Reader*, pp. 672-680).

Glenn Firebaugh, The New Geography of Global Income Inequality (in the required textbook: *The Inequality Reader*, pp. 681-694).

SR: Hyde, Allen, Todd Vachon, and Michael Wallace. "Financialization, income inequality, and redistribution in 18 affluent democracies, 1981–2011." *Social Currents* 5, no. 2 (2018): 193-211.

4/14 Student presentations on final projects

Week 16

4/19 Student presentations on final projects

Final paper due: 1pm on April 26, 2022

NO LATE PAPER ACCEPTED