Sociology SOC:2810, Social Inequality
Spring 2022, Tu/Th 11-11:50am, 106 GILH

Administrative Home:	Department of Sociology & Criminology College of Liberal Arts and Sciences (CLAS)
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GE CLAS CORE

This course meets the "Values and Culture" GE CLAS Core requirement for students admitted after Summer 2017. It meets the "Values, Society, and Diversity" GE CLAS Core requirement for students admitted between Summer 2011 and Summer 2017.

COURSE DELIVERY

This is an in-person course.

Zoom information for Office Hours will be on ICON.

MEETING TIMES

Class Meetings
Tuesday & Thursday 11:00-11:50am, in 106 Gilmore Hall.

Office Hours
Tuesday & Thursday, 2:30-4:00pm.

Students are invited to drop by during these hours to discuss questions about the course material or concerns. I will make myself available by Zoom during Office Hours.

I am also available by appointment if you are unable to attend my office hours.

COURSE DESCRIPTION AND EXPECTATIONS

This course asks: Who gets what? Why? Is this fair? How can this be changed?

- For the "Who?" question, we will explore patterns in social groups' life chances and outcomes (e.g., racial, ethnic, gender, class, or status group inequalities).

- For the "What?" question, we will explore the different resources – e.g., income, wealth, social prestige, education, housing, and neighborhoods – to which certain social groups enjoy privileged access.

- For the "Why?" question, we will explore theoretical explanations for the patterns of inequality we observe.

- For the "Is this fair?" question, we will explore arguments about social justice and fairness.

- For the "How can this be changed?" question, we will explore policy proposals and interventions and assess their effectiveness at ameliorating the negative impacts of social inequality.

We will approach these questions primarily from a sociological perspective, but we will also explore how fields such as economics, anthropology, history, psychology, political science, geography, public health, philosophy, and public policy study inequality and contribute to what we know about it. We will focus mostly on inequality in the United States but will sometimes look outside the USA for insights.

REQUIRED READINGS AND MATERIALS

The following books will be available at the University Book Store. They can also be bought on Amazon. Readings that are not in the above texts will be made available through ICON.

$2.00 a Day: Living on Almost Nothing in America. Kathryn Edin and H. Luke Shaefer. 2016. Mariner.

The Color of Law: A Forgotten History of How Our Government Segregated America. Richard Rothstein. 2017. Norton.

All assignments in the reader will be made available through ICON.

CLASS REQUIREMENTS

Participation/Section Activities (20%)

You will be expected to attend sections, participate in discussions, and complete section assignments activities.

Memos (30%; 10% each)

You will be required to submit three minimum 3-page, double-spaced memos on the course readings and lectures. These will be due roughly every 4 weeks from the start of the class. Due dates are listed on the syllabus. A complete description of memo requirements will be posted to ICON.

Paper (20%)

You will be required to write a minimum 8-page paper based upon one of three provided topics. A complete description of paper requirements will be posted to ICON.

Exams (30%; 15% each)

There will be a mid-term and final exam. The mid-term will take place during class time. The final will take place during the university-provided time, which will be announced during the semester.

These exams are designed to measure knowledge of basic concepts. Each will be of roughly equal length (the final will not be substantially longer, even though you have 2 hours to complete it). These exams are not cumulative.

GRADING

Grading scale:

A+	99-100	B+	88-89.49	C+	78-79.49	D+	68-69.49	F	≤ 59.99
A	92-98.99	B	82-87.99	C	72-77.99	D	62-67.99		
A-	89.5-91.99	B-	79.5-81.99	C-	69.5-71.99	D-	60-61.99		

This scale already rounds up marginal letter grades. Grades falling slightly below the cut off will not be rounded up.

Memos and papers will be given letter grades (I do not trust anyone's judgment to discern between, for example, an 84 and an 86). The following scores will be entered into the gradebook in correspondence with assigned letter grades.

A+	100	B+	89	C+	79	D+	69	F	55
A	95	B	85	C	75	D	65		
A-	91	B-	81	C-	71	D-	61		

Missed work will receive a 0.

COURSE POLICIES AND EXPECTATIONS

Attendance

Attendance to lecture will not count as a part of your grade, but students who do not attend lecture will have trouble on papers and exams. Attendance and participation in sections will count toward your section grade (20% of the final grade).

Students are responsible for material when they miss class. Please contact me or other students to get notes.

Digital Recordings

Recordings of lectures may not be shared without instructor permission. When permission is granted, recordings should be shared with only students who are registered for the class. These precautions are necessary to protect the privacy of class participants.

Collaboration & Proposal

If you opt to write sections of the proposal with a partner, you and your partner should contribute equally. You should not get outside help on the proposal from anyone outside your group.

Plagiarism

Plagiarism will not be tolerated. If you are unsure about how to cite the work of others, please contact me.

Course Announcements

I will use email to send out announcements, provide helpful information, etc. You are responsible for checking your email and ICON on a regular basis.

Accommodations

Students requiring academic accommodations should first register with Student Disability Services and then meet privately with me to discuss necessary arrangements.

LATE WORK

Late work is accepted up to one week after the due date but will receive only half credit. Students are encouraged to communicate with the instructor about late work; often short extensions can be granted when circumstances warrant it.

CLASS SCHEDULE

The following schedule is tentative and may be changed in response to the needs of the class. New versions will be posted and dated on ICON and will be accompanied by an announcement in class and through email.

Work that must be submitted is in bold. All submissions will have a location on ICON with directions. There will be other assignments requiring submission that are not listed here and will be announced in class on ICON.

COURSE SCHEDULE

Week	Day	Topics/Questions/Activities	Reading/Assignments Due
1	1/18	Introduction Perspectives on Inequality	
	1/20	What Do We Mean By "Social Structural Inequality?"	Fischer et al., Inequality by Design
2	1/25	A Brief History of Modern American Social Inequality	Cherlin, Labor's Love Lost, Ch. 1 Edin & Shaefer, $2.00 a Day, Ch. 1 (For section) *Note: We will discuss Edin & Shaefer in week 4; read it at your own pace, but try to finish it by then. The reading schedule below will get you there on time.*
	1/27	Sociological Perspectives on Social Inequality	Grusky, The Stories About Inequality That We Love To Tell Edin & Shaefer, $2.00 a Day, Ch. 2 (For section)
3	2/1	Historical & Anthropological Perspectives on Social Inequality	Graeber &Wengrow, The Dawn of Everything, Ch. 1 Edin & Shaefer, $2.00 a Day, Ch. 3 (For section)

	2/3	Economic Perspectives on Social Inequality	Zucman, Global Wealth Inequality Edin & Shaefer, $2.00 a Day, Ch. 4 (For section)
4	2/8	Psychological Perspectives on Social Inequality	Kolbert, The Psychology of Inequality Edin & Shaefer, $2.00 a Day, Ch. 5 (For section)
	2/10	Legal Perspectives on Social Inequality	Cobb, The Man Behind Critical Race Theory Edin & Shaefer, $2.00 a Day, Conclusion
5	2/15	Philosophical Perspectives on Social Inequality	Rawls, A Theory of Justice Mills, Philosophy & The Racial Contract Yglesias, Charles Mills' "Black Rights, White Wrongs"
	2/17	Income Inequality	Saez, Striking it Richer
6	2/22	Income Inequality: $2/Day	Edin & Shaefer, $2.00 a Day, Chs. 5, Conclusion
	2/24	Income vs. Wealth Inequality	Oliver and Shapiro, Black Wealth/White Wealth **Memo 1 Due Friday at Midnight**
7	3/1	What Is Social Class? Social Status? Social Position? Socioeconomic Status?	Marx, Classes in Capitalism and Pre-capitalism Weber, Class, Status, Party Socioeconomic Status Wikipedia Page
	3/3	Social Class and Life Chances	Lareau, Unequal Childhoods Armstrong & Hamilton, Paying For The Party Rothstein, Color of Law, Chs. 1-3 *Note: We will cover Color of Law after Spring Break, both in lecture and section. Read it at your own pace. The reading schedule below will get you there on time.*
8	3/8	Review	Rothstein, Color of Law, Chs. 4-6
	3/10	Exam	
9	3/15	Spring Break	
	3/17	Spring Break	
10	3/22	Law and Racial Inequality	Rothstein, Color of Law 7-12
	3/24	Employment and Racial Discrimination, 1	Reskin, Rethinking Employment Discrimination and Its Remedies **Memo 2 Due Friday at Midnight**

11	3/29	Employment and Racial Discrimination, 2	Bertrand and Mullainathan, Are Emily and Greg More Employable than Lakisha and Jamal? Pager, Marked: Race, Crime, and Finding Work
	3/31	Gender Inequality in Employment and Education	Levanon and Grusky, Why Is There Still So Much Gender Segregation? England, The Gender Revolution
12	4/5	Gender Discrimination	Goldin & Rouse, Orchestrating Impartiality Correll, Benard, and In Paik, Getting a Job
	4/7	Poverty, Family, & Social Policy	Cohen, Marriage, Single Mothers, and Poverty McLanahan, Diverging Destinies: How Children Are Faring under the Second Demographic Transition (Read abstract, skim rest)
13	4/12	The Built Environment	Klinenberg, Palaces for the People Chs. 1-2 **Memo 3 Due Friday at Midnight**
	4/14	Economic Mobility & Social Policy	Chetty, Hendren, Kline, & Saez, Economic Mobility
14	4/19	Educational Investment & Social Policy	Heckman, Skill Formation Dweck, Why Late Investments Can Work
	4/21	Meritocracy	Karabel, The Chosen Selections Flanagan, Private Schools Have Become Truly Obscene
15	4/26	Schools & Social Policy	Downey & Gibbs, How Schools Really Matter Chetty et al., How Does Your Kindergarten Classroom Affect Your Earnings?
	4/28	Schools & Achievement Gaps	Clark, Gleason, Tuttle and Silverberg. Do Charter Schools Improve Student Achievement? Evidence from a National Randomized Study. (Read abstract, skim rest) Dobbie and Fryer. Are High-Quality Schools Enough to Increase Achievement Among the Poor? Evidence from the Harlem Children's Zone. (Read abstract, skim rest)

16	5/3	Debt & Debt Policies	Graeber, Debt, Ch. 1 Perry, Steinbaum, Romer, Why We Need Full Student Debt Cancellation Baum, Mass Debt Forgiveness Is Not a Progressive Idea
	5/5	Working For A Living Review	Hacker, The Great Risk Shift Graeber, On the Phenomenon of Bullshit Jobs
	5/6		**Paper Due At Midnight**

COLLEGE OF LIBERAL ARTS AND SCIENCES
Information for CLAS Undergraduates
Spring 2022

ATTENDANCE AND CLASSROOM EXPECTATIONS
Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

ABSENCES
Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence (https://clas.uiowa.edu/students/handbook/attendance-absences).

ABSENCES: ILLNESS, UNAVOIDABLE CIRCUMSTANCES, AND UNIVERSITY SPONSORED ACTIVITIES
Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University-sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (https://opsmanual.uiowa.edu/students/absences-class#8.1).

ABSENCES: HOLY DAYS
The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See Operations Manual 8.2 Absences for Religious Holy Days for additional information.

ABSENCES: MILITARY SERVICE OBLIGATIONS
Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see https://opsmanual.uiowa.edu/iv-8-absences-class%C2%A0-0).

ACADEMIC MISCONDUCT
All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's Code of Academic Honesty. Academic misconduct affects a student's grade and is reported to the College which applies an additional sanction, such as suspension. Outcomes about misconduct are communicated through UI email (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through Student Disability Services (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Note that accommodations are not granted retroactively but from the time of the student's request to the instructor onward. Additional information can be found on the SDS website.

CLASS RECORDINGS: PRIVACY AND SHARING
Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see https://dos.uiowa.edu/policies/code-of-student-life/.

COMMUNICATION: UI EMAIL
Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community (Operations Manual, III.15.2). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

COMPLAINTS ABOUT ACADEMIC MATTERS
Students with a complaint about a grade or a related academic issue should first visit with the instructor and then with the course supervisor (if one is assigned), and next with the Chair of the department or program offering the course. If not resolved, students may bring their concerns to the College of Liberal Arts and Sciences: https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

FINAL EXAMINATION POLICIES
The final exam schedule is published during the fifth week of the fall and spring semesters or on the first day of summer classes; *students are responsible for knowing the date, time, and place of their final exams*. Students should not make travel plans until knowing this information. A student with exams scheduled on the same day and time or who have more than two final exams on the same day should visit this page for how to resolve these problems by the given deadline: https://registrar.uiowa.edu/makeup-final-examination-policies. No exams may be scheduled the week before finals; some exception, however, have been made for labs, language courses, and off-cycle courses (https://registrar.uiowa.edu/final-examination-scheduling-policies).

FREE SPEECH AND EXPRESSION The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free

Speech at Iowa for more information on the University's policies on free speech and academic freedom (https://freespeech.uiowa.edu/).

HOME OF THE COURSE The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the course's add and drop deadlines, the "second-grade only" option (SGO), and other undergraduate policies and procedures. Different UI colleges may have other policies or deadlines. See https://clas.uiowa.edu/students/handbook. Questions? Contact CLAS at clasps@uiowa.edu or 319-335-2633.

MENTAL HEALTH
Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at counseling.uiowa.edu. Find out more about UI mental health services at: mentalhealth.uiowa.edu. Student Health can also address related concerns (https://studenthealth.uiowa.edu/). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

NON-DISCRIMINATION STATEMENT
The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Institutional Equity, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, oie-ui@uiowa.edu. Students may share their pronouns and chosen/preferred names in MyUI, which is accessible to instructors and advisors.

SEXUAL HARASSMENT
The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The Policy on Sexual Harassment and Sexual Misconduct governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the Title IX and Gender Equity Office or to the Department of Public Safety. Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by contacting the Title IX and Gender Equity Office. Information about confidential resources can be found here. Watch the video for an explanation of these resources.