Syllabus: SOCIOLOGY 4462
Inequality and social change

[SEMESTER YEAR]

# Course overview

## Professor: Dr. Rachel Dwyer

Email address: dwyer.46@osu.edu

Phone number: 614-247-6682

Office hours: TBD

Office hours location: 208 Townshend Hall and Zoom

## Teaching assistant: [NAME]

Email address:

Phone number:

Office hours:

Office Location:

## Course meetings

The course will meet three times a week in person, twice in lecture and once in lab.

Lecture: Tues/Thurs 11:10am-12:30pm

Lab: Friday 11:30am-12:25pm

## Course credit

The workload in this course is consistent with 4 credit hours as defined in the OSU bylaws and rules, Chapter #335-8-24 *Credit hours*. The course will require nine hours “per week of the average student's time, including class hours, to earn the average grade of "C,"” plus an additional three hours of laboratory work per week. Each credit hour is assigned for each three hours of outside work or laboratory work, making SOCIOL 4462 a four-credit course. Significant outside work will be required in order to: read original research; write weekly reading responses analyzing the readings; follow public conversations about the social science of inequality and social change; conduct an independent research project; and communicate the results of the research project in writing and in a research presentation at the end of class.

## Course description

The study of social inequality is one of the central problems in the field of sociology. The research studied will focus primarily on the United States, but the theories and concepts discussed can be applied to the analysis of inequality in many societies. We will focus on class, race, and gender inequalities, with discussion of other intersecting structures of inequality as well. **Our core focus will be on how inequality structures capacities to build citizenship for a diverse and just world**. The course is designed for undergraduate students who have had some prior background in the foundations of the social science of inequality and are looking for a deeper and more advanced engagement with this area of study. Students may come to the course from a diverse set of disciplinary backgrounds and prior courses, but I will assume foundational knowledge of research on social inequality.

We will study inequality as connected to social change in several respects. 1) We will study trends and patterns of social change in inequality. 2) We will study how political-economic actors and institutions affect structures of inequality. 3) We will also consider how Sociology as a social science relates to proposals to remedy or redress inequality. This is a matter of debate among scholars and thus we will consider selected alternative perspectives that will then prepare students to consider other approaches in the future in other courses or on their own.

A core thematic course focus will be for students to develop skills in analyzing and communicating about inequality and social change in their role as global citizens as well as in diverse social settings, including families, civil society, jobs and careers that they may engage in the future. Understanding social inequality and diverse perspectives on what is to be done about social disparities is a core element of being an effective and influential global citizen.

A core thematic course focus will be to connect the themes of citizenship for a diverse and just world. The readings, lectures, lab meetings and both lecture and lab assignments will build a focus on financial inclusion and exclusion as a concrete and specific research area particularly interconnected with *both* citizenship for a diverse and just world as well as health and wellbeing. Financial inclusion and exclusion is a core area of citizenship: access to financial resources supports diverse and just societies, while predatory financial oppression perpetrates racism, sexism and other forms of injustice.

## GE Themes

|  |
| --- |
| **Citizenship for a Just and Diverse World**  |
| **Goals:**  | **Expected Learning Outcomes:**  | **Means of fulfilling these learning outcomes via related course content and activities:** |
| **1.** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.] | Successful students are able to:**1.1.** Engage in critical and logical thinking about the topic or idea of the theme.  | Students will build on foundations by:* Reading, analyzing, and critically assessing original and relevant cutting edge research
* Communicating in writing and speaking core research findings in the area of social inequality
* Communicating about social change, both historical developments and evaluating proposals for change at varied levels
 |
| **1.2.** Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme. |
| **2.** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. | **2.1.** Identify, describe, and synthesize approaches or experiences as they apply to the theme. | Students will develop integrative knowledge and skills by:* Studying the diverse audiences for social science research and diverse motivations for social change in systems of inequality
* Understanding how diverse experiences of social inequality affect research in defining questions, acceptable data and evidence, and status of different researchers
* Actively researching a core area of social inequality targeted at communicating results to an audience beyond the academy
* Demonstrating capacity to reflect and self-assess through a multi-stage research project that builds on prior experiences and requires specific detailed response to challenging feedback from peers and instructors
 |
| **2.2.** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. |
| **3.** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship. | **3.1.** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. | Students will study a range of perspectives on citizenship as social belonging versus social exclusion. Students will apply the knowledge and skills to:* Identify and describe unequal experiences of belonging and exclusion across diverse populations and localities.
* Identify and describe their own position within systems of inequality;
* Develop communication skills in writing and speaking about global citizenship that demonstrate intercultural competence.
 |
| **3.2.** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen. |
| **4**. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world. | **4.1.** Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences. | Students will study proposals for justice and equity and critically assess how these connect to dimensions of social inclusion and exclusion that constitute citizenship.* Studying cutting edge social thought on evidence-based approaches to social change in inequality through readings and guest lectures by practitioners.
* Understanding how experiences of social inclusion and exclusion affect perspectives on social change, including through material interests, access to power, and cultural capital.
* Struggling with the dilemmas of pursuing justice and social change using high-equality evidence even as evidence may remain partial and limited.
 |
| **4.2.** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change. |

# Course assignments

## Course materials

### Required

Readings available on Carmen and listed in the course schedule below.

Birkenstein, Cathy, and Gerald Graff. *They Say/I Say: The Moves That Matter in Academic Writing*. WW Norton & Company, 2018.

Account on socialexplorer.com, institutional subscription through OSU libraries.

## Grades

| Assignment or category | Points |
| --- | --- |
| Class attendance and participation | 100 |
| Weekly reading analysis | 100 |
| Exams | 200 |
| Lab assignments (see details below in lab schedule) | 200 |
| Research paper idea mapping | 20 |
| Research paper problem statement  | 20 |
| Research paper data analysis draft | 40 |
| Final research paper  | 300 |
| Research paper presentation  | 20 |
| Total | 1000 |

**Lecture Assignments**

**Class attendance and participation**. I expect everyone to attend each class session (barring illness, see below). While I understand that variation in experience and temperament will lead some to talk more than others, you should come to class ready to engage. I see discussion as an opportunity for all of us to work out our ideas and learn from alternative perspectives.

**Readings before class sessions**. Readings focus on research on social inequality that develops the thematic focus of the course on citizenship for a diverse and just world. The readings will develop a core focus on financial inclusion and exclusion as a research area particularly interconnected with citizenship for a diverse and just world.

##### **Weekly reading analysis**. A short analysis of the readings of no more than one page is due before each class meeting from week 4 through week 14. The weekly responses should provide your assessment of the readings and raise questions. While some summary of the readings may be appropriate, these should not primarily rehearse the main points, but rather should offer your assessment of the readings, connections to other ideas, and questions that the readings provoked for you. The purpose of the responses is to encourage you to use writing as a tool for thinking and to facilitate our class discussions by deepening your engagement with the material. They will be assessed for whether completed with reasonable effort.

##### Submit responses to Carmen by 9am on Thursday each week so that we have time to review them before class. I will NOT accept late essays except in the case of emergency. Each student may skip one reading response during the semester, resulting in 10 total.

**Exams**. There will be two exams in a mix of closed-response format (e.g. multiple choice, matching, true/false) and open response (short answer and essay) that will assess understanding of the core concepts (first quiz) and core empirical patterns and trends (second quiz) that we discuss in the course.

**Final research paper**. All students must complete a research project on an issue related to ***financial inclusion and exclusion***, which is an area of research, inquiry, and social change that interconnects with the theme**: *citizenship for a diverse and just world***. I will provide detailed guidelines and there will be progress reports due throughout the semester and time during class sessions dedicated to developing the paper to support students in completing this assignment. In brief, the format will require students to identify an audience to which they will communicate social science research on inequality as related to *citizenship for a diverse and just world*. I will encourage students to select an audience relevant to their academic and/or career goals. Then they will write a research paper briefing that audience on an important area of social inequality, drawing on the conceptual and empirical knowledge students have developed in the course. Students will have a large degree of flexibility in choosing the topic, within the area of inequality, poverty, and mobility broadly construed.

In order to support the development of the paper, student will complete the project in stages with assignments due before the final research paper is due:

1. Research paper idea mapping: students will write a 1-2 page memo on topic areas that interest them within financial inclusion and exclusion and explain how they relate to issues connected to *citizenship for a diverse*. All remaining steps must also clearly articulate the relationship of financial inclusion/exclusion to *citizenship for a diverse and just world*.
2. Research paper problem statement: students will write a 1 page summary of the research questions and the audiences they would like to reach.
3. Research paper draft: students will write a first draft of all the sections of the paper, to be detailed in a handout distributed after the first week.
4. Research paper presentation: students will present their project to instructors and classmates in the last week of class, communicating their research question, the answers identified in the paper, and the audiences they wish to reach. I schedule the research paper presentation before the final paper due date so that student will have the opportunity to incorporate feedback from instructors and classmates.
5. Final research paper due during finals week.

**Lab Assignments**

Each week during the lab sessions, students will compete an in-class assignment on the process of research on inequality and social change that focuses on issues related to financial inclusion and exclusion as a way to connect the thematic focus on citizenship for a diverse and just world. Assignments will be built on publicly available data, for example at: <https://www.socialexplorer.com/> During the first half of the semester, assignments will focus on developing skills in utilizing the data and analysis steps. During the second half of the semester, the assignments will focus on steps in the process of developing the final research paper. See the Course Schedule: Lab below for further details.

## Late assignments

Please keep me informed of any health, care-giving or other issues that arise related to the pandemic. I will work flexibly with individual students to identify reasonable accommodations. I will also be alert to issues affecting the entire class that may require adjustments. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19, or for other reasons should contact me as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](https://advocacy.osu.edu/), [Student Life Disability Services](https://slds.osu.edu/) and the [Office of Institutional Equity](https://equity.osu.edu/).

## Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

# Other course policies

## Student academic services

Student academic services offered on the OSU main campus <http://advising.osu.edu/welcome.shtml>.

## Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

## Academic integrity policy

### It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Professor Rachel Dwyer owns the copyright to the syllabus, exams, handouts, study aides, online lectures, in-class lectures and other materials distributed or demonstrated in this course. They are provided solely for the educational use of students enrolled in this course. You are not permitted to copy or re-distribute them for purposes unapproved by the instructor; in particular, you are not permitted to publicly post or otherwise redistribute course materials, course recordings, or your lecture notes. Unauthorized use of course materials may be considered academic misconduct in addition to a violation of copyright law.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

## Accessibility accommodations for students with disabilities

### The University strives to make all learning experiences as accessible as possible. ****In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services**.** If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](http://slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu/); 098 Baker Hall, 113 W. 12th Avenue.

## Mental health resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu/) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Diversity statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

# Course schedule: Lecture

*Note: Schedule may adjust depending on circumstances. Carmen syllabus is always up-to-date. Lab topics will also be addressed to a greater or lesser degree in lecture section each week.*

| Week | Date | Lecture Topics and Readings |
| --- | --- | --- |
| 1 | Tuesday Aug. 23 | Introduction* Syllabus
 |
|  | **Thursday Aug. 25** | **Practical Social Science** * Prasad, Monica. "Pragmatism as Problem Solving." *Socius* 7 (2021): 1-13.
* Prewitt, Kenneth. “Retrofitting Social Science for the Practical and Moral,” *Issues in Science and Technology*. National Academies of Science. Fall, 2019: 80-87.
* Van Bavel, J.J. et al. 2020. Using social and behavioural science to support COVID-19 pandemic response. *Nature human behaviour*, 4(5), pp.460-471.
 |
| 2 | **Tuesday Aug. 30** | **Inequality** * *Stanford Center on Poverty and Inequality State of the Union on Millennial Dilemma*. P. 1-60. <https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019.pdf>
* Marion Fourcade and Kieran Healy. 2017. “Seeing Like a Market.” *Socio-Economic Review* 15:9-29. <https://doi.org/10.1093/ser/mww033>
 |
|  | Thursday Sept. 1 | Insecurity* Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. 2012. “Economic Insecurity and Social Stratification.” *Annual Review of Sociology* 38:341-59.
 |
| 3 | Tuesday Sept. 6 | Class relations * Erik Olin Wright. 1997. “Class Analysis,” Pp. 1-37 in *Class Counts: Comparative*  *Studies in Class Analysis.* Cambridge, UK: Cambridge University Press. <https://www.ssc.wisc.edu/~wright/Published%20writing/Class-Counts-chapter-1.pdf>
 |
|  | Thursday Sept. 8 | **Class and racial capitalism*** W.E.B. DuBois, *Black Reconstruction in America.* Chapter 1. The Black Worker: 3-16. (Carmen)
 |
| 4 | Tuesday Sept. 13 | Status relations* Max Weber. “Class, Status, and Party” Pp. 114-132 (Carmen)
* Ridgeway, Cecilia L. 2014. “Why Status Matters for Inequality.” *American Sociological Review* 79:1-16. <https://doi.org/10.1177/0003122413515997>
 |
|  | **Thursday Sept. 15** | Status relations: race and gender* Ridgeway, Cecilia L. 2009. “Framed Before We Know It: How Gender Shapes Social Relations.” *Gender & Society* 23:145-160. <https://doi.org/10.1177/0891243208330313>
* Davon Norris, Corey Moss-Pech, White Men Can’t Jump, but Does It Even Matter? Exit Discrimination in the NBA, Social Forces, 2021: 1-23.
 |
| 5 | **Tuesday Sept. 20** | **Earnings inequality*** Kristal, Tali. 2013. “[The Capitalist Machine: Computerization, Workers’ Power, and the Decline in Labor’s Share within U.S. Industries](http://asr.sagepub.com/content/78/3/361.full.pdf%2Bhtml).” *American Sociological Review* 78:361-389.
 |
|  | **Thursday Sept. 22** | **Earnings inequality and social policy*** Bruce Western and Jake Rosenfeld. “Unions, Norms, and the Rise in U.S. Wage Inequality.” *American Sociological Review* 76:513-537. <https://doi.org/10.1177/0003122411414817>
* Bruce Western and Becky Pettit. 2005. “Black-White Wage Inequality, Employment Rates, and Incarceration.” *American Journal of Sociology*111: 553-78. <https://doi.org/10.1086/432780>
 |
| 6 | **Tuesday Sept. 27** | **Income inequality** * Thomas W. Volscho and Nathan J. Kelly. 2012. “The Rise of the Super-Rich: Power Resources, Taxes, Financial Markets, and the Dynamics of the Top 1 Percent, 1949 to 2008.” *American Sociological Review* 77:679-699. <https://doi.org/10.1177/0003122412458508>
 |
|  | **Thursday Sept. 29** | **Research paper idea mapping due****Income inequality and social policy*** Brady, David, Ryan M. Finnigan, and Sabine Hubgen. 2017. “Rethinking the Risks of Poverty: A Framework for Analyzing Prevalences and Penalties.” *American Journal of Sociology* 123:740-786. <https://doi.org/10.1086/693678>
* Tach, L., Halpern-Meekin, S., Edin, K., & Amorim, M. 2019. “As good as money in the bank”: Building a personal safety net with the Earned Income Tax Credit. *Social Problems* 66: 274-293. <https://doi.org/10.1093/socpro/spy001>
 |
| 7 | **Tuesday Oct. 4** | **Credit, debt, and wealth disparities*** Pfeffer, Fabian T., & Killewald, Alexandra. 2019. Intergenerational Wealth Mobility and Racial Inequality. *Socius:* 1-2<https://doi.org/10.1177/2378023119831799>
* Rachel Dwyer. 2018. Credit, Debt, and Inequality. *Annual Review of Sociology* 44: 237-261. <https://doi.org/10.1146/annurev-soc-060116-053420>
 |
|  | Thursday Oct. 6 | **Credit, debt, and the state*** Houle, J.N. and Addo, F.R., 2019. Racial disparities in student debt and the reproduction of the fragile black middle class. *Sociology of Race and Ethnicity*, 5(4), pp.562-577.
* Harris, Alexes, Heather Evans, and Katherine Beckett. 2010. “Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States.” *American Journal of Sociology* 115:1753-1799. <https://doi.org/10.1086/651940>
 |
| 8 | Tuesday Oct. 11 | **Exam I** |
|  | No Class Autumn Break |  |
| 9 | Tuesday Oct. 18 | Health disparities * Monk, Ellis P. Jr. 2015. “The Cost of Color: Skin Color, Discrimination, and Health among African-Americans.” *American Journal of Sociology* 121: 396-444.
 |
|  | Thursday Oct. 20 | State policy and health disparities* Montez, Jennifer Karas, Jason Beckfield, Julene Kemp Cooney, Jacob M. Grumbach, Mark D. Hayward, Huseyin Zeyd Koytak, Steven H. Woolf, and Anna Zajacova. "US state policies, politics, and life expectancy." *The Milbank Quarterly* 98, no. 3 (2020): 668-699.
 |
| 10 | Tuesday Oct. 25 | Social mobility * Chetty, Raj, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, Jimmy Narang. 2017. “The Fading American Dream: Trends in Absolute Income Mobility Since 1940.” Science 356:398-406. <https://science.sciencemag.org/content/356/6336/398>
* Akee, Randall, Maggie R. Jones, and Sonya R. Porter. 2019. “Race Matters: Income Shares, Income Inequality, and Income Mobility for All U.S. Races.” Demography 56(3):999–1021. <https://doi.org/10.1007/s13524-019-00773-7>
 |
|  | **Thursday Oct. 27** | **Research paper problem statement due****Social mobility and education*** Reardon, Sean F., Demetra Kalogrides, and Kenneth Shores. "The geography of racial/ethnic test score gaps." American Journal of Sociology 124.4 (2019): 1164-1221.
 |
| 11 | **Tuesday Nov. 1** | **Inequality at work** * Dwyer, Rachel E. 2013. “The Care Economy? Gender, Economic Restructuring, and Job Polarization in the U.S. Labor Market.” *American Sociological Review* 78:390-416. <https://doi.org/10.1177/0003122413487197>
* Evelyn Nakano Glenn. 1992. “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor.” *Signs* 18:1-43. <https://doi.org/10.1086/494777>
 |
|  | **Thursday Nov. 3** | **Technological change and work** * Kellogg, Katherine C., Melissa A. Valentine, and Angele Christin. "Algorithms at work: The new contested terrain of control." *Academy of Management Annals* 14, no. 1 (2020): 366-410. <https://doi.org/10.5465/annals.2018.0174>
 |
| 12 | **Tuesday Nov. 8** | **Technology, policy and bias mitigation*** Raghavan, M., Barocas, S., Kleinberg, J. and Levy, K., 2020, January. Mitigating bias in algorithmic hiring: Evaluating claims and practices. In *Proceedings of the 2020 conference on fairness, accountability, and transparency* (pp. 469-481).
* Karen Levy, Kyla E. Chasalow, and Sarah Riley [Algorithms and Decision-Making in the Public Sector](https://www.annualreviews.org/doi/abs/10.1146/annurev-lawsocsci-041221-023808) *Annual Review of Law and Social Science* 2021 17:1, 309-334
 |
|  | **Thursday Nov. 10** | **Research paper data analysis draft due****Guest lecture on communicating social science research in the public sphere.** |
| 13 | **Tuesday Nov. 15** | Spatial and housing inequality * Matthew Desmond. 2012. “Eviction and the Reproduction of Urban Poverty.” American Journal of Sociology 118:88-113.
* Faber, Jacob W., 2019. Segregation and the cost of money: Race, poverty, and the prevalence of alternative financial institutions. Social Forces, 98(2), pp.819-848. <https://doi.org/10.1093/sf/soy129>
 |
|  | **Thursday Nov. 17** | **Housing policy*** Pattillo, Mary. “Housing: Commodity versus right.” *Annual Review of Sociology* 39 (2013): 509-531. <https://doi.org/10.1146/annurev-soc-071312-145611>
 |
| 14 | **Tuesday Nov. 22** | **Social solutions I*** Jackson, Michelle. 2021. *Manifesto for a Dream: Inequality, Constraint, and Radical Reform*. Stanford: Stanford University Press. Chapter 4, Pp. 73-100.
 |
|  | No Class Thanks-giving |  |
| 15 | Tuesday Nov. 29 | **Social solutions II**Choose two of the following:* Wright, Erik Olin (2013). Transforming Capitalism through Real Utopias. *American Sociological Review*, 78(1), 1–25. <https://doi.org/10.1177/0003122412468882>
* Lamont, Michèle. (2018). Addressing Recognition Gaps: Destigmatization and the Reduction of Inequality. *American Sociological Review*, 83(3), 419–444. <https://doi.org/10.1177/0003122418773775>
* Williams CL. Life Support: The Problems of Working for a Living. American Sociological Review. 2021;86(2):191-200. <https://doi.org/10.1177/0003122421997063>
* August, 2021. ASA President Aldon Morris delivers the ASA Presidential Address “A Sociology for the 21st Century: Incorporating the Du Boisian Challenge.” <https://vimeo.com/582544449> [Only available as video: Written version to be published in February 2022.]
 |
|  | Thursday Dec. 1 | Concluding reflections: Social science and global citizenshipFinal Research Paper Due |
| 16 | Tuesday Dec. 6 | Research Paper Presentation Session |
| Finals week | Final exam time | Exam II |

# Course schedule: Lab

The text for the lab will be Birkenstein, Cathy, and Gerald Graff. *They Say/I Say: The Moves That Matter in Academic Writing*. WW Norton & Company, 2018.

Lab class participation is 20 points plus 12 In-lab assignments are worth 20 points each, summing to a total of 200 points. **The lab will focus on guiding and developing the skills of students to develop a research project in the area of financial inclusion and exclusion, including in order to develop connections to and between the course thematic foci on *citizenship for a diverse and just world* and *health and wellbeing*.**

| Week | Date | Lab Topics and Assignments |
| --- | --- | --- |
| 1 | Friday Aug. 26 | Planning a research project* Reading: Introduction Pp. 1-18
* In-lab assignment: Research journal
 |
| 2 | Friday Sept. 2 | **Critically reading scholarly work*** Reading: Chapters 1 and 2 “They Say” and “Her Point Is” Pp. 1-29
* In-lab assignment: Journal article analysis
 |
| 3 | Friday Sept. 9 | **Questions, answers, and audiences*** Reading: Chapters 4 and 7 “Yes / No / Okay, But” and “So What? Who Cares?” Pp. 187-204
* In-lab assignment: Identifying audiences for questions about social inequality
 |
| 4 | Friday Sept. 16 | **Social Explorer Training** * Reading: Chapter 15 “On Closer Examination” Pp. 187-204
* In-lab assignment: Social explorer data exercise
 |
| 5 | **Friday Sept. 23** | **Social Science Data Analysis Network Training*** Reading: Chapter 16 “Analyze This” Pp. 224-242
* In-lab assignment: SSDAN data exercise
 |
| 6 | **Friday Sept. 30** | **Social Science Data Analysis Network Training*** Reading: Chapter 16 “Analyze This” Pp. 224-242
* In-lab assignment: SSDAN data exercise
 |
| 7 | **Friday Oct. 7** | **Identifying research problem** * Reading: Chapter 5 “And Yet” Pp. 67-76
* In-lab assignment: Research problem exercise
 |
| 8 |  | **No Lab Autumn Break** |
| 9 | Friday Oct. 21 | **Selecting data*** In-lab assignment: Working with data exercise
 |
| 10 | Friday Oct. 28 | **Analyzing data** * In-lab assignment: Reasoning with evidence
 |
| 11 | **Friday Nov. 4** | **Alternative explanations*** Reading: Chapter 6 “Skeptics May Object” Pp. 77-90
* In-lab assignment: Alternative explanations exercise
 |
| 12 |  | **No Lab Veteran’s Day** |
| 13 | **Friday Nov. 18** | **Research paper workshop** * Reading: Chapters 8-9 “As a Result” and “You Mean I Can Just Say it That Way?” Pp. 101-130
* In-lab assignment: Research problem exercise
 |
| 14 |  |  **No Lab Indigenous People’s Day** |
| 15 | Friday Dec. 2 | **Research presentation workshop*** Reading: Chapter 12 “I Take Your Point” Pp. 162-165
* In-lab assignment: Practice research presentation
 |