

Term Information

Effective Term Autumn 2023
[Previous Value](#) Autumn 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- (1) Change the number from 5463 to a 4000 level (4462 is fine--that appears to be available).
- (2) Make the course a 4-credit hour Research and Creative Inquiry course.
- (3) Qualify for the Citizenship theme.
- (4) Qualify for the Health and Well-Being theme.

What is the rationale for the proposed change(s)?

- (1) We want to restrict the course to advanced undergraduates with a 4000 level course number.
- (2) This course and topic are well-suited for adding a laboratory section and developing a research component.
- (3 and 4) The course aligns well with both the Citizenship and Health and Well-Being goals.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course will now target advanced undergraduates and no longer be available for graduate students. Graduate students will need to meet their programmatic needs through advanced seminar courses.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Previous Value	Graduate, Undergraduate
Course Number/Catalog	4462
Previous Value	5463
Course Title	Advanced Social Stratification
Transcript Abbreviation	Adv Social Strat
Course Description	In-depth theoretical and empirical questions driving the field of inequality, poverty, and social mobility in the 21st century will be explored. We will focus on class, race, and gender inequality in the US, though the course will also develop tools for understanding inequality and poverty across times and places.
Semester Credit Hours/Units	Fixed: 4
Previous Value	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade

Repeatable	No
Course Components	Laboratory, Lecture
Previous Value	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Jr, Sr; or permission of instructor or department.
Previous Value	Prereq: Jr, Sr, or Grad standing; or permission of instructor or department.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Previous Value	Doctoral Course
Intended Rank	Junior, Senior
Previous Value	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Analyze inequality and social change at an advanced level by engaging in critical and logical thinking related to citizenship and well-being.
- Integrate approaches by making connections to the diverse audiences interested in research on inequality and social change as well connecting to foundational coursework in social inequality within Sociology and in other disciplines.
- Students will study a range of perspectives on citizenship as social belonging versus social exclusion.
- Students will study proposals for justice and equity and critically assess how these connect to dimensions of social inclusion and exclusion that constitute citizenship.
- Students will read and analyze perspectives on economic and financial wellbeing and connections to disparities in physical and mental health.

Previous Value

- *Students will understand classical and modern theories of the key dimensions of inequality, poverty, and social mobility.*
- *Students will identify and communicate the major patterns and trends in inequality and poverty in the United States and other post-industrial societies.*
- *Students will comprehend and critically assess the available data and methods used to analyze structures of stratification, including knowing the the sources, types, strengths, and weaknesses of such data and methods.*
- *Students will critically evaluate societal debates and policy recommendations related to ameliorating inequality and poverty and/or fostering social mobility.*

Content Topic List

- Inequality and Insecurity
- Social class relations
- Status relations, race and gender
- Earnings inequality: Employment, work, and labor processes in stratification
- Income inequality: Rich, poor, and family structure
- Credit, debt, and wealth disparities
- Spatial and housing inequality
- Health disparities
- Educational attainment and mobility
- Gender, race/ethnicity, and class at work
- Social Solutions

Previous Value

- *Theories of race, class, and gender.*
- *Family, work, and wealth inequality*
- *Cultural and political inequality*
- *Education and social mobility*

Sought Concurrence

No

Attachments

- submission-doc-citizenship SOCIOL 4XXX.pdf: GE Citizenship
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- submission-health-well-being SOCIOL 4XXX.pdf: GE Health and Well-Being
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- research-creative-inquiry-inventory SOCIOL 4XXX.pdf: Research_Creative_Inquiry Inventory
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Syllabus_5463_SP21.pdf: 5000 level syllabus
(Syllabus. Owner: Downey, Douglas B)
- Sociology 4462 Inequality and Social Change 8.31.22.docx: Revised syllabus
(Syllabus. Owner: Downey, Douglas B)
- 4462 cover letter 8.31.22.doc: Cover letter 8.31.22
(Cover Letter. Owner: Downey, Douglas B)

Comments

- Please see Panel feedback email sent 04/25/2022. *(by Hilty, Michael on 04/25/2022 01:07 PM)*
- Thank you for the suggestion to elaborate on the component assignments for the final research paper. I have now added brief discussion of each component to the Lecture Assignments section.

The instructor has revised the syllabus with the committee's comments in mind.

The instructor writes: "I have now added brief discussion of each component of the lecture assignments section. I've fixed the course time on the syllabus to reflect our intention to offer the class twice weekly for 80 mins with an additional lab." *(by Downey, Douglas B on 02/20/2022 10:21 AM)*

- Please see contingency feedback email sent 12/09/2021. *(by Cody, Emily Kathryn on 12/09/2021 11:04 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	09/12/2021 11:56 AM	Submitted for Approval
Approved	Downey, Douglas B	09/12/2021 11:56 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/28/2021 12:32 PM	College Approval
Submitted	Downey, Douglas B	09/30/2021 08:57 AM	Submitted for Approval
Approved	Downey, Douglas B	09/30/2021 08:57 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2021 12:34 PM	College Approval
Revision Requested	Cody, Emily Kathryn	11/03/2021 01:39 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/23/2021 06:05 AM	Submitted for Approval
Approved	Downey, Douglas B	11/23/2021 06:07 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/23/2021 12:44 PM	College Approval
Revision Requested	Cody, Emily Kathryn	12/09/2021 11:04 AM	ASCCAO Approval
Submitted	Downey, Douglas B	02/20/2022 10:21 AM	Submitted for Approval
Approved	Downey, Douglas B	02/20/2022 10:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/21/2022 11:41 AM	College Approval
Revision Requested	Hilty, Michael	04/25/2022 01:07 PM	ASCCAO Approval
Submitted	Downey, Douglas B	08/31/2022 08:42 AM	Submitted for Approval
Approved	Downey, Douglas B	08/31/2022 08:42 AM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	08/31/2022 08:42 AM	College Approval



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August 31, 2022

Dear curriculum committees,

The attached syllabus for Sociology 4462 has been modified to respond to concerns expressed in an e-mail from Michael Hilty on 5/2/22.

Specifically, the revised syllabus:

1. More thoroughly integrates the idea of citizenship into the course syllabus. The association throughout the entire course is now more apparent. For example, the citizenship theme is salient in the course description, is outlined in a new table that lists the citizenship goals/ELOs, and a new column outlining how this course aims to meet those ELOs is included in the course's specific course learning objectives (see theme goals 1-2).
2. More thoroughly integrates the idea of health and well-being into the course syllabus. Health and well-being is now more prominent in several ways: it is highlighted in the course description, there is a new table listing the Health and Well-being goals, along with a new column outlining how this course will meet the ELOs (this includes ELOs 1.1 and 1.2, as mentioned by the committee), and the theme is no longer applicable to just two class sessions (the majority of classes now have a health/well-being emphasis).
3. The lab component of the course should meet the standards for a 4-credit High-Impact Practice course. The course emphasizes how students will conduct primary research, receive feedback on research methods, and provides a mechanism by which the students present their final research paper.

Sincerely,

Douglas B. Downey

Director of Undergraduate Studies

Department of Sociology



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: SOCIOLOGY 4462

INEQUALITY AND SOCIAL CHANGE

AUTUMN 2022

Course overview

Professor: Dr. Rachel Dwyer

Email address: dwyer.46@osu.edu

Phone number: 614-247-6682

Office hours: TBD

Office: 208 Townshend Hall

Lab teaching assistant: [NAME]

Email address:

Phone number:

Office hours:

Office Location:

Course meetings

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

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

Lab: Friday 11:30am-12:25pm *** Lab schedule starts on page 16 below ***

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 course studies perspectives and evidence on Citizenship, Inequality, and Social Change, with a particular focus on population Health and Well-being broadly defined. A core course goal will be for students to develop skills in analyzing and communicating about citizenship, 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 and to maintain health and well-being is a core element of being an effective and influential global citizen. The course is designed for undergraduate students who have had some prior background in the foundations of the social science of citizenship, inequality, health and well-being and are looking for a deeper and more advanced engagement with this thematic 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.

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: <u>Citizenship</u>: 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.”	Successful students are able to ... 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	In the course, students will Study social theory on citizenship as social belonging versus social exclusion and learn the analytic methods of quantitative and qualitative empirical perspectives on varied citizenship.
	1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Identify and describe unequal experiences of citizenship through 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.
GOAL 2: <u>Just and Diverse World</u>: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies , both within the US and/or around the world.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Understanding how experiences of social inclusion and exclusion affect perspectives on social change, including through material interests, access to power, and cultural capital.
	2.2 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.	Study proposals for justice and equity and critically assess how these connect to dimensions of social inclusion and exclusion that constitute citizenship. Struggling with the dilemmas of pursuing justice and social change using high-quality evidence.

Theme: Health & Wellbeing		
Goal	Expected Learning Outcomes	Related course content
GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)	Successful students are able to... 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	In this course, students will Read and analyze perspectives on economic and financial wellbeing and connections to disparities in physical and mental health.
	1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.	Identifying the sources of resilience in the context of inequalities as well as consider alternative proposals to improve human flourishing across all dimensions of wellbeing by redressing social inequality.

Specific course learning objectives

By the end of this course and in connection with other theme courses, students should successfully be able to:

THEME GOAL 1: Analyze inequality and social change at an advanced level by engaging in critical and logical thinking related to citizenship, health and well-being. Students will build on foundations by:

- Reading, analyzing, and critically assessing original 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.

THEME GOAL 2: Integrate approaches by making connections to the diverse audiences interested in research on inequality and social change as well connecting to foundational coursework in social inequality within Sociology and in other disciplines. 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 especially as related to developing a just, diverse, and healthy world for human flourishing and well-being across multiple domains.
- 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, especially those engaged in building a more just, diverse, and healthy world for human flourishing and well-being across multiple domains.

- Demonstrating capacity to use reflection and self-assessment through a multi-stage research project that builds on prior experiences and requires specific detailed response to challenging feedback from peers and instructors.
- Studying cutting edge social thought on evidence-based approaches to developing a more just, diverse, and healthy world through readings and guest lectures by practitioners.
- Understanding how experiences of social inclusion and exclusion affect perspectives on citizenship, health and well-being, including through material interests, access to power, and cultural capital.

Lecture and lab course assignments

Course materials

Required readings

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

Prasad, Monica. 2021. *Problem-Solving Sociology*. Oxford University Press.

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

Required data accounts for lab

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

Account with Social Science Data Analysis Network

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
Problem-solving research paper idea mapping	20
Problem-solving research paper statement	20
Problem-solving research paper data analysis draft	40
Problem-solving research paper full draft	300
Problem-solving research paper presentation	20
Total	1000

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

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.

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.

Problem-solving final research paper, also integrated with lab assignments, described below. All students must complete a research project on a social inequality topic, broadly construed. 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. 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 problem-solving research 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, the research questions that engage them within those topic areas.

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

See the Course Schedule: Lab below for additional detailed description. Each week during the lab sessions, students will complete an in-class assignment on the process of research on inequality and social change. Assignments will be built on the data available 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.

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](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

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. 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; 614-292-3307; 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 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 through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

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 <ul style="list-style-type: none"> Review Lecture and Lab course schedules and expectations Discussion of problem-solving sociology as related to citizenship for just, diverse, and healthy world
	Thursday Aug. 25	Problem solving social science, citizenship, and well-being <ul style="list-style-type: none"> Prasad, Monica. Chapter 1. <i>Problem-Solving Sociology</i> Glenn EN. Constructing Citizenship: Exclusion, Subordination, and Resistance. <i>American Sociological Review</i>. 2011;76(1):1-24. Van Bavel, J.J. et al. 2020. Using social and behavioural science to support COVID-19 pandemic response. <i>Nature human behaviour</i>, 4(5), pp.460-471.
2	Tuesday Aug. 30	Inequality, citizenship, and well-being <ul style="list-style-type: none"> Beckfield, Jason. "Does income inequality harm health? New cross-national evidence." <i>Journal of Health and Social Behavior</i> 45, no. 3 (2004): 231-248. Zheng, Hui. 2012. "Do People Die from Income Inequality of a Decade Ago?" <i>Social Science & Medicine</i> 75(1): 36-45.
	Thursday Sept. 1	Insecurity, citizenship, and well-being <ul style="list-style-type: none"> Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. 2012. "Economic Insecurity and Social Stratification." <i>Annual Review of Sociology</i> 38:341-59.
3	Tuesday Sept. 6	Class and citizenship <ul style="list-style-type: none"> Somers, Margaret R. "Rights, relationality, and membership: rethinking the making and meaning of citizenship." <i>Law & Social Inquiry</i> 19, no. 1 (1994): 63-112. Erik Olin Wright. 1997. "Class Analysis," Pp. 1-37 in <i>Class Counts: Comparative Studies in Class Analysis</i>. Cambridge, UK: Cambridge University Press. https://www.ssc.wisc.edu/~wright/Published%20writing/Class-Counts-chapter-1.pdf

Week	Date	Lecture Topics and Readings
	Thursday Sept. 8	Racial capitalism and citizenship defined by exclusion <ul style="list-style-type: none"> W.E.B. DuBois, <i>Black Reconstruction in America</i>. Chapter 1. The Black Worker: 3-16. (Carmen)
4	Tuesday Sept. 13	Status relations, citizenship and well-being <ul style="list-style-type: none"> Ridgeway, Cecilia L. 2014. "Why Status Matters for Inequality." <i>American Sociological Review</i> 79:1-16. https://doi.org/10.1177/0003122413515997 Beckfield, Jason, and Nancy Krieger. "Epi+ demos+ cracy: linking political systems and priorities to the magnitude of health inequities—evidence, gaps, and a research agenda." <i>Epidemiologic reviews</i> 31, no. 1 (2009): 152-177.
	Thursday Sept. 15	Status relations and well-being <ul style="list-style-type: none"> Phelan, Jo C., Jeffrey W. Lucas, Cecilia L. Ridgeway, and Catherine J. Taylor. "Stigma, status, and population health." <i>Social science & medicine</i> 103 (2014): 15-23. https://doi.org/10.1016/j.socscimed.2013.10.004 Schieman S, Whitestone YK, Van Gundy K. The Nature of Work and the Stress of Higher Status. <i>Journal of Health and Social Behavior</i>. 2006;47(3):242-257. doi:10.1177/002214650604700304
5	Tuesday Sept. 20	Citizenship at work <ul style="list-style-type: none"> Hodson, Randy. "Management citizenship behavior and its consequences." <i>Work and occupations</i> 29, no. 1 (2002): 64-96. Bruce Western and Jake Rosenfeld. "Unions, Norms, and the Rise in U.S. Wage Inequality." <i>American Sociological Review</i> 76:513-537.
	Thursday Sept. 22	Health and well-being at work <ul style="list-style-type: none"> Schneider, Daniel, and Kristen Harknett. "Consequences of routine work-schedule instability for worker health and well-being." <i>American Sociological Review</i> 84, no. 1 (2019): 82-114.
6	Tuesday Sept. 27	Spatial inequality, citizenship, and well-being <ul style="list-style-type: none"> Burton LM, Lichter DT, Baker RS, Eason JM. Inequality, Family Processes, and Health in the "New" Rural America. <i>American Behavioral Scientist</i>. 2013;57(8):1128-1151. Elliott, J.R. and Frickel, S., 2015. Urbanization as Socioenvironmental Succession: The Case of Hazardous Industrial Site Accumulation. <i>American Journal of Sociology</i>, 120(6), pp.1736-1777.

Week	Date	Lecture Topics and Readings
	Thursday Sept. 29	<p>Research paper idea mapping due</p> <p>Social policies of inclusive citizenship</p> <ul style="list-style-type: none"> • Brady, David, Ryan M. Finnigan, and Sabine Hubgen. 2017. "Rethinking the Risks of Poverty: A Framework for Analyzing Prevalences and Penalties." <i>American Journal of Sociology</i> 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. <i>Social Problems</i> 66: 274-293. https://doi.org/10.1093/socpro/spy001
7	Tuesday Oct. 4	<p>Financial citizenship and well being</p> <ul style="list-style-type: none"> • Wherry, Frederick F., Kristin S. Seefeldt, and Anthony S. Alvarez. <i>Credit where It's due: Rethinking financial citizenship</i>. Russell Sage Foundation, 2019. Pp. 1-21 and 80-112. • Rachel Dwyer. 2018. Credit, Debt, and Inequality. <i>Annual Review of Sociology</i> 44: 237-261. https://doi.org/10.1146/annurev-soc-060116-053420
	Thursday Oct. 6	<p>Financial capability and well-being</p> <ul style="list-style-type: none"> • Selection from Birkenmaier, Julie, Margaret Sherraden, Jodi Jacobson Frey, Christine Callahan, and Anna Maria Santiago, eds. <i>Financial capability and asset building with diverse populations: Improving financial well-being in families and communities</i>. Routledge, 2018. Pp. 1-11. • Block, Fred. "Democratizing finance." <i>Politics & Society</i> 42, no. 1 (2014): 3-28.
8	Tuesday Oct. 11	Exam I
	No Class Autumn Break	
9	Tuesday Oct. 18	<p>Status and health disparities by race</p> <ul style="list-style-type: none"> • Monk, Ellis P. Jr. 2015. "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans." <i>American Journal of Sociology</i> 121: 396-444.

Week	Date	Lecture Topics and Readings
		<ul style="list-style-type: none"> Asad, Asad L., and Matthew Clair. "Racialized legal status as a social determinant of health." <i>Social Science & Medicine</i> 199 (2018): 19-28.
	Thursday Oct. 20	State policy and health disparities <ul style="list-style-type: none"> 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." <i>The Milbank Quarterly</i> 98, no. 3 (2020): 668-699.
10	Tuesday Oct. 25	Incarceration, citizenship, and health <ul style="list-style-type: none"> Western, Bruce, Anthony A. Braga, Jaclyn Davis, and Catherine Sirois. "Stress and hardship after prison." <i>American Journal of Sociology</i> 120, no. 5 (2015): 1512-1547. Harris, Alexes, Heather Evans, and Katherine Beckett. 2010. "Drawing Blood from Stones: Legal Debt and Social Inequality in the Contemporary United States." <i>American Journal of Sociology</i> 115:1753-1799. https://doi.org/10.1086/651940
	Thursday Oct. 27	Research paper problem statement due Care and health <ul style="list-style-type: none"> Selection from Theresa Morris. 2018. <i>Health Care in Crisis: Hospitals, Nurses and the Consequences of Policy Change</i>. New York: New York University Press.
11	Tuesday Nov. 1	Care and citizenship <ul style="list-style-type: none"> Tronto, Joan. 2005. "Care as the work of citizens: A modest proposal." In Marilyn Friedman (ed.), <i>Women and Citizenship</i>. Oxford University Press. pp. 130--145 Dwyer, Rachel E. 2013. "The Care Economy? Gender, Economic Restructuring, and Job Polarization in the U.S. Labor Market." <i>American Sociological Review</i> 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." <i>Signs</i> 18:1-43. https://doi.org/10.1086/494777
	Thursday Nov. 3	Technological change and citizenship

Week	Date	Lecture Topics and Readings
		<ul style="list-style-type: none"> Fourcade, Marion. "Ordinal citizenship." <i>The British Journal of Sociology</i> 72, no. 2 (2021): 154-173.
12	Tuesday Nov. 8	<p>Technology, justice, inclusion and well-being</p> <ul style="list-style-type: none"> Raghavan, M., Barocas, S., Kleinberg, J. and Levy, K., 2020, January. Mitigating bias in algorithmic hiring: Evaluating claims and practices. In <i>Proceedings of the 2020 conference on fairness, accountability, and transparency</i> (pp. 469-481). Karen Levy, Kyla E. Chasalow, and Sarah Riley <u>Algorithms and Decision-Making in the Public Sector</u> <i>Annual Review of Law and Social Science</i> 2021 17:1, 309-334
	Thursday Nov. 10	<p>Research paper data analysis draft due</p> <p>Guest lecture on global citizenship and health</p> <ul style="list-style-type: none"> Prewitt, Kenneth. "Retrofitting Social Science for the Practical and Moral," <i>Issues in Science and Technology</i>. National Academies of Science. Fall, 2019: 80-87.
13	Tuesday Nov. 15	<p>Disasters, citizenship and well-being</p> <ul style="list-style-type: none"> Selection from Rhodes, Anna, and Max Besbris. 2022. <i>Soaking the Middle Class: Suburban Inequality and Recovery from Disaster</i>. Russell Sage Foundation. Pp. 1-23 and 146-154. Selection from Olga Kuchinskaya. 2014. <i>The Politics of Invisibility: Public Knowledge about Radiation Health Effects after Chernobyl</i>. MIT Press. Pp. 95-114
	Thursday Nov. 17	<p>Housing, citizenship and health</p> <ul style="list-style-type: none"> Pattillo, Mary. "Housing: Commodity versus right." <i>Annual Review of Sociology</i> 39 (2013): 509-531. https://doi.org/10.1146/annurev-soc-071312-145611 Desmond, Matthew, and Rachel Tolbert Kimbro. "Eviction's fallout: housing, hardship, and health." <i>Social forces</i> 94, no. 1 (2015): 295-324.
14	Tuesday Nov. 22	<p>Solutions for a just, diverse, and healthy world I</p>

Week	Date	Lecture Topics and Readings
		<ul style="list-style-type: none"> • Jackson, Michelle. 2021. <i>Manifesto for a Dream: Inequality, Constraint, and Radical Reform</i>. Stanford: Stanford University Press. Chapter 4, Pp. 73-100. • Prasad. Chapter 10. "An Orrery of Objections." P. 168-179.
	No Class Thanks- giving	
15	Tuesday Nov. 29	<p>Solutions for a just, diverse, and healthy world II Choose two of the following:</p> <ul style="list-style-type: none"> • Wright, Erik Olin (2013). Transforming Capitalism through Real Utopias. <i>American Sociological Review</i>, 78(1), 1–25. https://doi.org/10.1177/0003122412468882 • Lamont, Michèle. (2018). Addressing Recognition Gaps: Destigmatization and the Reduction of Inequality. <i>American Sociological Review</i>, 83(3), 419–444. https://doi.org/10.1177/0003122418773775 • Williams CL. Life Support: The Problems of Working for a Living. <i>American Sociological Review</i>. 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	<p>Concluding reflections: Social science, global citizenship, and a healthy planet</p> <ul style="list-style-type: none"> • Prasad. Chapter 12. "Building your Own Boat" p. 191-202. <p>Final Research Paper Due</p>
16	Tuesday Dec. 6	Research Paper Presentation Session
Finals week	Final exam time	Exam II

Course schedule: Lab

The texts 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, and Prasad, Monica. *Problem-Solving Sociology*. Oxford University Press, 2021.

Lab class participation is 20 points plus 12 In-lab assignments are worth 20 points each, summing to a total of 200 points.

Week	Date	Lab Topics and Assignments
1	Friday Aug. 26	<p>Planning a research project on global citizenship and health</p> <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Introduction Pp. 1-18 • In-lab assignment: Research journal
2	Friday Sept. 2	<p>Critically reading scholarly work on global citizenship and health</p> <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapters 1 and 2 “They Say” and “Her Point Is” Pp. 1-29 • In-lab assignment: Journal article analysis
3	Friday Sept. 9	<p>Questions, answers, and audiences</p> <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapters 4 and 7 “Yes / No / Okay, But” and “So What? Who Cares?” Pp. 187-204 • Reading: Prasad. Chapter 2 “What is a Problem?” P. 31-43. • In-lab assignment: Identifying audiences for questions about social inequality
4	Friday Sept. 16	<p>Social Explorer Training</p> <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapter 15 “On Closer Examination” Pp. 187-204 • In-lab assignment: Social explorer data exercise

Week	Date	Lab Topics and Assignments
5	Friday Sept. 23	Social Science Data Analysis Network Training <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapter 16 “Analyze This” Pp. 224-242 • Reading: Prasad. Chapter 3 “Victims and Villains” Pp.44-60. • In-lab assignment: SSDAN data exercise
6	Friday Sept. 30	Social Science Data Analysis Network Training <ul style="list-style-type: none"> • Reading: Prasad. Chapter 4 “A Magic Trick: Research Design for Problem-Solving” Pp. 61-79. • In-lab assignment: SSDAN data exercise
7	Friday Oct. 7	Identifying research problem on global citizenship and health <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapter 5 “And Yet” Pp. 67-76 • Reading: Prasad. Chapter 6 “Decision Points and Exercises (1): Finding Your Project.” Pp. 93-115 • In-lab assignment: Research problem exercise
8		No Lab Autumn Break
9	Friday Oct. 21	Selecting data on global citizenship and health <ul style="list-style-type: none"> • Reading: Prasad. Chapter 6 “Decision Points and Exercises (2): Troubling Your Assumptions.” Pp. 116-134 • In-lab assignment: Working with data exercise
10	Friday Oct. 28	Analyzing data on global citizenship and health <ul style="list-style-type: none"> • In-lab assignment: Reasoning with evidence

Week	Date	Lab Topics and Assignments
11	Friday Nov. 4	Alternative explanations <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. 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 <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapters 8-9 “As a Result” and “You Mean I Can Just Say it That Way?” Pp. 101-130 • Reading: Prasad. Chapter 6 “Decision Points and Exercises (3): Clarifying and Defending Your Argument.” Pp. 134-140 • In-lab assignment: Research problem exercise
14		No Lab Indigenous People’s Day
15	Friday Dec. 2	Research presentation workshop <ul style="list-style-type: none"> • Reading: Birkenstein and Graff. Chapter 12 “I Take Your Point” Pp. 162-165 • In-lab assignment: Practice research presentation

SOCIOLOGY 5463
ADVANCED SOCIAL STRATIFICATION
SPRING 2021

Professor: Dr. Rachel Dwyer
Email: dwyer.46@osu.edu
Office: 208 Townshend Hall

Instruction format: Distance learning with one synchronous meeting per week

Class time: Mon. 12:45-2:05pm

Classroom: Zoom:

Meeting ID: 924 0994 0791 Password: 547180

<https://osu.zoom.us/j/92409940791?pwd=eF15ckwrZVdCa3ladVVjNnRITWFMdz09>

Office hours: Tues. 2:30-4:30pm, and by appointment via Zoom:

Meeting ID: 963 6324 2079 Password: 115835

<https://osu.zoom.us/j/96363242079?pwd=e1RBN3FERUE2aUVKcmNaenkxTjhDdz09>

Course description

The study of social inequality is one of the central problems in the field of sociology. Even when structures of stratification are not the primary focus, most sociological research deals in one way or another with hierarchy. In this course we will examine the key approaches to understanding social stratification in contemporary sociology. The literature covered will be particularly focused on the United States, but the theories and concepts discussed can be applied to the analysis of stratification in many societies. We will focus on class, race, and gender inequalities, with discussion of how these connect to other intersecting structures of inequality as well. A guiding theme throughout the course will be how inequities in material welfare structure all dimensions of inequality in a capitalist society such as the United States in the twenty-first century.

The course is designed for undergraduate and graduate students who have had some prior background in the social science of inequality and are looking for a deeper engagement with this area of study. Students may come to the course from a diverse set of disciplinary backgrounds and prior courses.

We will pursue three primary objectives in Sociology 5463:

- 1) Students will study the conceptual foundations for study in the area of inequality, poverty, and mobility. We can of course only cover a selection of the vast research in this area. I have structured the readings to offer a sampling of the key theoretical and classical

treatments of social stratification, as well as several cutting-edge areas of current research. This will provide the tools to facilitate further reading and inquiry.

- 2) Students will study the key empirical trends in inequality, poverty, and mobility in the twenty-first century United States. We will focus in this semester on linking those empirical trends to research on COVID-19 as both a highly relevant case study and as a causal influence on the dimensions of inequality that we study in the course.
- 3) Students will develop skills in reasoning with data through assignments focused on making an argument utilizing the conceptual and empirical background they develop in the course applied to a question of particular interest to them. This will require outside research and reading, and will focus on writing and communicating about data and empirical dynamics.

Online Course Guidelines

The course will include one synchronous zoom each week as well as weekly asynchronous lectures and related activities. The synchronous zoom will include a range of activities, including opportunities for Q&A, discussion, and analytic exercises. Attendance is mandatory at the synchronous zoom.

In addition, there will be asynchronous lectures and related instruction most weeks as assigned on the course Carmen webpage.

Readings

Readings are available through the links on this syllabus and on the Carmen course webpage. Student will also read **one** of the following books, which are available as e-books through the OSU library system. Students may of course purchase these books if desired. I will ask for your preferences and assign about a quarter of the class to read each book.

Harris, Alexes. 2016. *A pound of flesh: Monetary sanctions as punishment for the poor*. Russell Sage Foundation.

Silva, Jennifer M., 2013. *Coming up short: Working-class adulthood in an age of uncertainty*. Oxford University Press.

Cottom, Tressie M., 2017. *Lower ed: The troubling rise of for-profit colleges in the new economy*. The New Press.

Ray, Ranita, 2017. *The making of a teenage service class: Poverty and mobility in an American city*. Univ of California Press.

Students expecting to specialize in this area may find the following readers valuable, though they aren't required for this course. The first is particularly useful for many classical pieces that we will not have time to cover this semester.

David B. Grusky. 2014. (Fourth Edition.) *Social Stratification: Class, Race, and Gender*. Boulder, CO: Westview Press.

David B. Grusky and Szonja Szelenyi. 2007. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Boulder, CO: Westview Press.
(Overlaps some with the previous book but has more recent selections.)

Course assignments

Grades will be based on the following components:

- | | |
|---------------------------------------|-----|
| 1) Class attendance and participation | 10% |
| 2) Reading responses | 20% |
| 3) Book precis | 10% |
| 4) Quizzes | 30% |
| 5) Final paper | 30% |

Class attendance and participation. I expect everyone to attend each class session (barring illness or emergency, 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.

Weekly reading response. A short response on the readings is due before each class meeting from week 3 through week 15. They may be no more than one page, but can be just a paragraph or a set of questions. These are very open-ended and can be structured. These essays 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 appreciation and/or critique 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 **10am on Monday** each week so that I 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.

Quizzes. There will be two quizzes in mostly closed-response format (e.g. multiple choice, matching, true/false) along with a few short essays that will assess understanding of the course material.

Final paper. All students must complete a final paper on social inequality in the United States. 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. I will encourage students to select an audience relevant to their academic and/or career goals. Then they will write a 10 page research paper, drawing on the conceptual and empirical knowledge students have developed in the course. Students will utilize secondary research and utilize evidence from data resources provided in the course. Students will have a large degree of flexibility in choosing the topic, within the area of inequality, poverty, and mobility in the United States.

COVID-19 Accommodations

I have designed this course expecting that some or all students may be remote the full semester and some students may need time to isolate and recover from illness. 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 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](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

University Resources and Policies

Disability and Accessibility: The University strives to make all learning experiences as accessible as possible. 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. You are also welcome to register with Student Life Disability Services (SLDS) to establish reasonable accommodations. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health: 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 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 through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Academic Integrity and Academic Misconduct: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (<http://oaa.osu.edu/coam.html>)
- Ten Suggestions for Preserving Academic Integrity (<http://oaa.osu.edu/coamtensuggestions.html>)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Copyright and Appropriate Use of Course Materials: 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 or your lecture notes. Unauthorized use of course materials may be considered academic misconduct in addition to a violation of copyright law.

Religious Holidays: Notify the instructor within the first week of class regarding any conflict between religious observance dates and course examinations or assignments.

Diversity and inclusion: 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

NOTE: May adjust as appropriate to the development of the course.

Week 1 January 11

Introduction

Week 2 NO SYNCHRONOUS ZOOM: Martin Luther King Jr. Day

Inequality and Technology

- Marion Fourcade and Kieran Healy. 2017. "Seeing Like a Market." *Socio-Economic Review* 15:9-29. <https://doi.org/10.1093/ser/mww033>
- McMillan Cottom, Tressie. 2020. "Where Platform Capitalism and Racial Capitalism Meet: The Sociology of Race and Racism in the Digital Society." *Sociology of Race and Ethnicity*. <https://doi.org/10.1177/2332649220949473>
- Gallaher, Carolyn. "Mainstreaming white supremacy: a twitter analysis of the American 'Alt-Right'." *Gender, Place & Culture* (2020): 1-29. <https://doi.org/10.1080/0966369X.2019.1710472>

Week 3 January 25 [on campus activities scheduled to resume]

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>
- W.E.B. DuBois, *Black Reconstruction in America*. Chapter 1. The Black Worker. (Carmen)

Week 4 February 1

Status relations and social exclusion

- Max Weber. "Class, Status, and Party" (Carmen)
- Ridgeway, Cecilia L. 2014. "Why Status Matters for Inequality." *American Sociological Review* 79:1-16. <https://doi.org/10.1177/0003122413515997>
- Flores, R. D., & Schachter, A. (2018). Who are the "Illegals"? The Social Construction of Illegality in the United States. *American Sociological Review*, 83(5), 839–868. <https://doi.org/10.1177/0003122418794635>

Week 5 February 8

Earnings inequality: Employment, work, and labor processes in stratification

- Christine Percheski “Income and Earnings” *Stanford Center on Poverty and Inequality State of the Union Report*.
https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019_IncomeEarnings.pdf
- Harry J. Holzer. “Employment” *Stanford Center on Poverty and Inequality State of the Union Report*.
https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019_Employment.pdf
- 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>

Week 6 February 15

Income inequality: Rich, poor, and the role of family structure in stratification

- Manning, Wendy D. 2020. “Young adulthood relationships in an era of uncertainty: A case for cohabitation.” *Demography* (2020): 1-21. <https://doi.org/10.1007/s13524-020-00881-9>
- 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>

Week 7 February 22 [Instructional break February 23-24]

Credit, debt, and wealth disparities

Harris, Alexes. 2016. *A pound of flesh: Monetary sanctions as punishment for the poor*. Russell Sage Foundation.

- Pfeffer, Fabian T., & Killewald, Alesandra. 2019. Intergenerational Wealth Mobility and Racial Inequality. *Socius*. <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>
- 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>

Week 8 March 1

Spatial and housing inequality

- Darrick Hamilton and Christopher Famighetti. “Housing.” *Stanford Center on Poverty and Inequality State of the Union Report*.
https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019_Housing.pdf
- Pattillo, Mary. “Housing: Commodity versus right.” *Annual Review of Sociology* 39 (2013): 509-531. <https://doi.org/10.1146/annurev-soc-071312-145611>
- Matthew Desmond and Nathan Wilmers. 2019. “Do the Poor Pay More for Housing? Exploitation, Profit, and Risk in Rental Markets,” *American Journal of Sociology* 124, no. 4: 1090-1124. <https://doi.org/10.1086/701697>

Week 9 March 8

Quiz 1

Week 10 March 15

Social mobility

Silva, Jennifer M., 2013. *Coming up short: Working-class adulthood in an age of uncertainty*. Oxford University Press.

- Michael Hout. “Social Mobility.” *Stanford Center on Poverty and Inequality State of the Union Report*.
https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019_SocialMobility.pdf
- 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>

Week 11 March 22

Educational attainment and mobility

Cottom, Tressie M., 2017. *Lower ed: The troubling rise of for-profit colleges in the new economy*. The New Press.

- Florencia Torche and Amy L. Johnson. “Education” *Stanford Center on Poverty and Inequality State of the Union Report*.
https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019_Education.pdf
- Goldrick-Rab, Sara, Kelchen, Robert, Harris, Douglas N, & Benson, James. 2016. “Reducing Income Inequality in Higher Education: Experimental Evidence on the Impact of Financial Aid on College Completion.” *American Journal of Sociology*. 121, no. 6: 1762-1817. <https://doi.org/10.1086/685442>

Week 12 March 29 [Instructional break March 31-April 1]

Gender inequality in employment

Progress report on paper due

- Kim Weeden. “Occupational Segregation” *Stanford Center on Poverty and Inequality State of the Union Report*.
https://inequality.stanford.edu/sites/default/files/Pathways_SOTU_2019_OccupSegregation.pdf
- Paula England and Nancy Folbre. 1999. “The Cost of Caring.” *Annals of the American Academy of Political and Social Science* 561:39-51.
<https://doi.org/10.1177/000271629956100103>
- Yavorsky, Jill E., Lisa A. Keister, and Yue Qian. “Gender in the One Percent.” *Contexts* 19, no. 1 (2020): 12-17. <https://doi.org/10.1177/1536504220902196>

Week 13 April 5

Racial and ethnic stratification in employment

Ray, Ranita, 2017. *The making of a teenage service class: Poverty and mobility in an American city*. Univ of California Press.

- 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>
- 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>
- Victor Ray. 2019 “A Theory of Racialized Organizations.” *American Sociological Review*. 2019;84(1):26-53. <https://doi.org/10.1177/0003122418822335>

Week 14 April 12

Equalizing institutions

- 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>
- Kim Stanley Robinson [The Coronavirus and Our Future | The New Yorker](#)

Week 15 April 19

Quiz 2

Paper workshop

Final paper due by 2PM Friday, April 30