LEARNING OBJECTIVES

The course is designed to be an introduction to our department’s Inequalities and Social Justice graduate concentration. The course will introduce students to the core body of literature in the areas of race, class, and gender inequalities, including some of the classics and latest work in sociology.

COURSE REQUIREMENTS

1. Come to class prepared to actively participate in discussions, which means having read all the readings and ready to reflect on them. The point of class discussion is to better understand the material. I will take note of whether or not you speak and the substantive content of what you say. Comments should reflect your thoughtful and critical engagement with the material.

2. Three times during the semester, each student (as part of a team of two) will be responsible for reporting on and leading discussion about the readings. Students will indicate their preference for topics on the first day of class, and I will make every effort to accommodate them. Students will be responsible for distributing a summary of the readings to all students and reserve their critical analysis of the readings for the class discussion part. We will end each class period by exploring unanswered questions, connections between types and processes of inequality, and how the readings may relate to our own interest and work.

3. Students will write 3 reflection papers (2-3 double-spaced pages), due by Tuesday midnight, for any set of readings except those in which they are leading the discussion. While you may focus most of your attention on one or two readings, be sure to address all of them.

4. Students will write a 15-20 page final paper due during the finals week on December 11. The primary purpose of the paper is to advance the student’s research agenda, and there are four options. (i) The paper can be a conventional literature review of a substantive topic covered by the course material or on one that the course does not cover but is arguably related. If you are writing on a topic covered by the course material you must include relevant additional readings. First-year students may be particularly interested in pursuing this first paper option. (ii) The second option is to design a research project, which entails a literature review (about 2/3 of the paper), identification of a research question, and a description of the method of investigation and type of data to be collected and/or used. The advantage of this option is you get students’ and my critical attention to a methodology you may want to pursue. (iii) A third option is to apply the course materials to your current MA, dissertation, or other ongoing research. This option is ideal for advanced students. (iv) A fourth option is to conduct original research and write a publishable-style research paper that resembles a journal article. Students choosing this option can work collaboratively with other students. Please submit a one-page statement about which option you are doing and what your paper is about.
Students will present their papers to the class during the last session. The format will be that of a mini-conference, so that each student will have several minutes for presentation and for questions and answers. The goal is to prepare you for your future conference presentations.

### Grading (total score of 100 points)

- **Paper**: 50
- **Reflection papers (10 x 3)**: 30
- **Discussion leading (5 x 3)**: 15
- **Participation & Presentation**: 05

#### GRADING SCHEME

- A 94.0 – 100
- A– 90.0 – 93.99
- B+ 87.0 – 89.99
- B 84.0 – 86.99
- B– 80.0 – 83.99
- C+ 77.0 – 79.99
- C 74.0 – 76.99
- C– 70.0 – 73.99
- D+ 67.0 – 69.99
- D 64.0 – 66.99
- D– 60.0 – 63.99
- F ≤ 59.99

#### REQUIRED ARTICLES

Most of the readings are articles that are available via jstor and google scholar. They will be available on the Canvas site linked to the course.

#### REQUIRED BOOKS


#### COURSE OUTLINE

**WEEK 1 (Aug 30) INTRODUCTION**


**WEEK 2 (Sept 06) PENAL SYSTEM & INCARCERATION**


**WEEK 3 (Sept 13) DISADVATGE & DISCRIMINATION**


**WEEK 4 (Sept 20) WORK & INCOME INEQUALITY**


**WEEK 5 (Sept 27) FAMILY, PARENTING, & CHILDREN**


**WEEK 6 (Oct 04) POVERTY**


Desmond, Matthew. *Evicted: Poverty and profit in the American city*. Broadway Books, 2016. (First read “About this Project” then “Epilogue” and then the chapters)
**WEEK 7 (Oct 11) WEALTH INEQUALITY & WEALTHY ELITES**


[Additional Reading Resources:

**WEEK 8 (Oct 18) GENDER & EMPLOYMENT: MOTHERHOOD PENALTY**


[Additional Reading Resources:
Chang, Mariko Lin. *Shortchanged: Why women have less wealth and what can be done about it*. Oxford University Press, 2010.]

**WEEK 9 (Oct 25) GENDER & EMPLOYMENT: OPTING OUT & OPTING IN**


[Additional Reading Resources:

WEEK 10 (Nov 01) NETWORKS & INTERSECTIONALITY


Jordan-Zachery, Julia S. "Am I a black woman or a woman who is black? A few thoughts on the meaning of intersectionality." Politics & Gender 3, no. 2 (2007): 254-263.

WEEK 11 (Nov 08) INTERSECTIONALITY


WEEK 12 (Nov 15) GLOBAL INEQUALITY


WEEK 13 (Nov 22) Thanksgiving Holiday

WEEK 14 (Nov 29) REDUCING INEQUALITIES


McNally, David. Global slump: The economics and politics of crisis and resistance. PM Press, 2011. (Chas. 6 & 7)

Seminar Procedures
A graduate seminar is very different from an undergraduate course. It is a joint enterprise in which class members and the professor work individually and collectively to understand course material. Learning in this setting is active, not passive, and although I will lecture a bit, my primary role is as a coach to guide you through the materials and assess whether you have invested in and gained from your efforts. Students’ classroom role is to discuss and debate, relying on readings, other research, data, current news, and direct experience.

University Attendance Policy
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm.) Students must abide by the highest standards of academic integrity. FSU legal staff warns us that any use of copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. So be sure to give full and appropriate credit to the sources and materials that you use.

Students may turn in joint work only for the final course paper if they choose the research-paper option.
Students may turn in similar final papers for this class and another class with permission of both instructors.

Americans With Disabilities Act
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.
This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://disabilitycenter.fsu.edu/
Free Tutoring from FSU
For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu for more information.

Class attendance
Class attendance is required. Every unexcused missed class will lower the course grade substantially. If possible, notify me ahead of class if you are going to miss class. The only absences eligible to be excused are religious holidays, absences due to representing FSU at official functions, verified emergencies, and medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals. Documentation for absences is required. If you have a chronic illness that could affect your attendance, alert me at the beginning of the term.

Religious Holidays (http://dof.fsu.edu/General-Faculty-Information)
Each student shall, upon notifying his/her instructor, be excused from class to observe a religious holy day of his/her faith. While the student will be held responsible for the material covered in his or her absence, each student shall be permitted a reasonable amount of time to make up the work missed. Professors and University administrators shall in no way arbitrarily penalize students who are absent from academic or social activities because of religious holy day observance.

You also must adhere to College of Social Science Policies as outlined here: http://e-soc.net/

Syllabus Change Policy: Syllabus Change Policy
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”