Course Overview
The course is designed to be an introduction to our department’s Inequalities and Social Justice graduate concentration. We will spend an equal amount of time on the key areas that make up our prelim reading list and core inequality and social justice courses: Gender, Race, Politics, and Social Movements. During each class session, three groups of 2-3 students will be required to either present on the required readings, present on supplemental readings, or present on a contemporary group or issue that relates to the day’s readings. 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 work. There will be a midterm and final exam consisting of multipart essay questions.

Objectives
Students will learn to:
• Evaluate approaches to theorizing and researching inequality and social justice
• Understand key processes through which inequality is reproduced and challenged
• Recognize how subjectivity, group processes, organizations, culture, and the state are implicated in inequality and social justice
• Apply key concepts to contemporary social issues

Readings
• Required journal articles and book chapters available in the “content collection” area of course website.
• Supplemental readings include those listed on the prelim reading list and recent articles/chapters. Students are responsible for locating and sharing these.

Course Requirements and Grading
• Participation (10%): Students should be on time, come with individually written notes on the readings, and be prepared discuss material. If typed, your notes should be about one single-spaced page and address the main points, key findings, and conclusions. Attendance is required, although appropriate excuses will be accepted. I will occasionally ask you to write about the day’s required readings and turn it in.

• Co-presenting on Required Readings (10%): Each week, a group of two students will present on all of day’s required readings. This should be an overview of the readings, but you do not need to go over each article point by point. Instead, develop orienting questions that will help you compare and contrast them, and
discuss key themes/processes, theoretical implications, links to previous readings, etc. Co-presenters should meet ahead of time, as I want the presentation to be well integrated (rather than have each student present one reading from beginning to end). Students will be evaluated on how clearly they discuss key points, their ability to talk about similarities and differences in the readings, and how well they work together. Each student will co-present on supplemental readings at least twice. These presentations should last about 25 minutes.

- **Co-presenting on supplemental readings (10%)**: Each week, a group of two to three students will present another group of readings that are related to the topic discussed. At minimum, each student should focus on at least one additional article/chapter—though I hope you discuss additional ones even if you only have time to skim them as it convey a broader sense of the literature. Presenters can choose the readings from the inequality prelim reading list or perhaps from searching recent journals/books for new empirical or theoretical work on closely related issues that we are addressing (readings could extend, compliment, or oppose the required readings). Students will be evaluated on how well they explain how they relate to the required readings, the clarity of their overview of the articles (remember, others will not have read these), and their shared handouts/notes. Each student will co-present on supplemental readings at least twice. These presentations should last about 20 minutes.

- **Co-presenting on a current issue (10%)**: Each week, a group of two to three students will present on a contemporary issue that is related to the week’s reading. This will involve doing a bit of “informal” research—exploring news stories/websites/groups—related to the groups of readings. I suggest co-presenters plan to read the required readings early, research two or three current issues to find out which one has the most useful material available, and then work together on formulating the presentation. Students will be evaluated on how clearly they use key concepts/findings/theories from the required readings to help them make sense of the particular issue they decide to focus on, how clearly they contextual the issue and discuss its nuances, and the variety of sources used.

- **Exams (60%)**: Each of the two exams requires you to answer 2-3 prelim-style multipart essay questions. Questions will enable you to demonstrate your knowledge of the readings, show your analytic ability to compare and contrast key concepts and findings, and explore how to apply this knowledge. The first exam will cover gender and race readings; the second focuses on politics and social movements. For each exam, you are allowed to bring in one sheet of paper with one side full of handwritten notes.

**Academic Honor Code**
- Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. More specifically, you should never (1) present other people’s work as your own; (2) try to dishonestly evade the legitimate requirements of a course; (3) cheat on an exam;
(4) do your work in a way that impedes the work of others; or (5) lie about any hardships that might interfere with your work. Violation of these rules is grounds for failure in the course and/or expulsion from the university.

**Americans With Disabilities Act**
- Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (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.

**Syllabus Change Policy**
This syllabus is a guide for the course and is subject to change.

**Overview of Schedule**

**Gender**
- August 25 – Introductions
- September 1 – Conceptualizing Gender and Inequality Reproduction
- September 8 – Relational and Sexual Inequalities
- September 15 – Embodying and Transforming Gender

**Race**
- September 22 – Conceptualizing Race and Racial Inequality
- September 29 – Segregation and Policing
- October 6 – Culture and Racism

**Politics**
- October 20 – Political Attitudes and Parties
- October 27 – Corporate Power and Policy
- November 3 – Political Transformations

**Social Movements**
- November 10 – Movement Framing and Dynamics
- November 17 – Emotions, Identity, and Mobilization
- November 24 – Movement Outcomes

**October 13 – Exam 1**

**November 10 – Exam 2**

**READING SCHEDULE**

**GENDER**

**September 1 – Conceptualizing Gender and Inequality Reproduction**

Society 1: 125-151.

September 8 – Relational and Sexual Inequalities


September 15 – Embodying and Transforming Gender


RACE

September 22 – Conceptualizing Race and Racial Inequality

Formation,” (pp 53-77); Chapter 6 “The Great Transformation” (pp. 77-95; Chapter 7 Race and Reaction (pp. 113-137).

September 29 – Segregation and Policing

October 6 – Culture and Racism

October 13 – Exam 1

POLITICS

October 20 - Political Attitudes and Parties

October 27 - Corporate Power and Policy
1. Akard, P. 1992. "Corporate Mobilization and U.S. Economic Policy in the 1970s." American Sociological Review, 57:597-615. (This is one of my favorites as it offers a strong reply to arguments about capitalist class cohesion – can capitalists organize and work together toward shared goals? Hell yes they can.)

**November 3 - Political Change**


**SOCIAL MOVEMENTS**

**November 10 - Movement Framing and Dynamics**


**November 17 – Emotions, Identity, and Mobilization**


**November 24 – Movement Outcomes**


December 1 – Exam 2