Evidence of inequality is everywhere. The amount, its causes and the proposed solutions to inequality are often the subject of fierce political, academic, and public debate as Americans attempt to come to terms with growing domestic and global poverty, the persistence of discrimination along lines of race, ethnicity, nationality, gender and sexuality, and the increasing visibility of inter- and intra-country differences in wealth and income. This course introduces students to ongoing social scientific debates about the sources and consequences of inequality, while also exploring how social inequality is enacted and reinforced in everyday life. The course also hosts guest lectures by renowned faculty from around the country, further exposing students to recent social scientific scholarship in the area of inequality. Through this course, students will foster intellectual discovery, promote debate, and address complex issues as they engage with students from across the university to examine social issues through new and different lenses.

COURSE WEBSITE AND ASSIGNED READINGS
Most of the assigned readings are available on the course website, in which you should be automatically enrolled after registering for the course. Please come to lecture having read the listed assigned readings for that day. The three required books are not on the course website but are available for purchase at The Cornell Store, Amazon.com or are on 3-hour reserve at Uris Library:


FORMAL COURSE REQUIREMENTS, EXTRA CREDIT AND GRADING

You are responsible for all the material covered in lectures, section meetings and the required readings. You are expected to complete the readings for each lecture prior to the start of class. In addition, there are three (3) formal course requirements outlined below.

1. Exams [70%]
The majority of your course grade will be based on two in-class prelims (25% each) on September 25th and November 1st, and one comprehensive(-ish) take-home final exam (20%) due by 5pm EST on Tuesday, December 11th, (available on BB at 2:45pm on Tuesday, December 4th). I do not give make-up exams except in the case of a dire emergency (e.g., long-term hospitalization, death in the family). If you need a make-up exam, you must notify me and get my approval at least 12 hours in advance of the scheduled exam time. All make-up exams must be taken within 48 hours of the missed exam.

Re-grading policy: Great care is taken when grading exams and effort is made to give your work the grade it deserved. If you are unsatisfied, first set up an appointment with your TA to discuss your concerns. If they remain, you can schedule an appointment with me. You have within two weeks after exams are returned to contest a grade and only I (Professor Haskins) will change grades. Keep in mind that re-grading does not always guarantee a grade change in the positive direction.

2. Weekly Memos [15%]
You are required to submit 10 short written memos in response to the weekly readings. These memos should not summarize the readings, but instead raise questions, analyze arguments, or relate the material to broader themes or current events. Only one memo per week can be submitted and it is due by 1:00pm on Thursdays via BB; NO late submissions will be accepted.

The memos should be no longer than 1 page double-spaced (11 or 12 font) and are graded “excellent” (100), “good” (90), “satisfactory” (80) or “unsatisfactory” (0). You are required to include citations in American Sociological Association format when referring to specific readings.

Your TA will review these memos and may use your questions and ideas to guide discussion in section. Your TA may also call on you in section to discuss your memo.

Possible memo weeks: 8/30, 9/6, 9/13, 9/20, 10/4, 10/11, 10/18, 10/25, 11/8, 11/15, 11/29

3. Discussion Section Attendance and Participation [15%]
Attendance at, and active participation in, discussion sections will count for the remaining 15% of your course grade (5% attendance; 10% participation). Sections meet on Fridays and provide a more intimate classroom context in which you can discuss the week’s lecture content and readings with your TA (a PhD student in the Sociology Department). Section will be used for further exploration of course content, not lecture review. Attendance is mandatory and you must attend the section in which you are officially enrolled. Your TA will keep track of your attendance and participation. You are allowed one unexcused absence without penalty to your section grade. Participation points from additional absences (whether excused or unexcused) can be made up within a week’s time—please contact your TA for details. An absence will only be excused for emergencies (e.g., hospitalization, family death) or authorized university events (with appropriate documentation). It is your responsibility to let your TA know of any absences before section.

A few thoughts on discussion sections: Participation extends beyond mere talking. You are expected to contribute to discussions, participate in any group activities, and complete in-class exercises. Participation is evidence of critical engagement with the subject material and quality participation
constitutes being prepared, being an attentive listener, involvement in class activities, asking insightful questions, paying attention, and not hindering anyone’s learning. By nature, much of the material covered in this class will be controversial. Thus, the goal of discussion sections is to create an environment where open, respectful, and informed discussions can occur. In order for this to happen there must be respect on all levels and from all participants. If discussions get intense (and they may), I ask that the following guidelines be kept in mind: 

- **a)** Be open-minded and remember that you are in a class with people from a variety of backgrounds so be cognizant of that; 
- **b)** Think about what you want to say first and have a reasonable justification for any stance you take; 
- **c)** Wait to speak until the person currently speaking has finished. We can agree to disagree about ideas and theories, but personal attacks will not be tolerated.

**Exam and Final Course Grades** will be assigned on the basis of the following distribution:

- 100%+ = A+  
- 93-99% = A  
- 90-92% = A-  
- 87-89% = B+  
- 83-86% = B  
- 80-82% = B-  
- 77-79% = C+  
- 73-76% = C  
- 70-72% = C-  
- 67-69% = D+  
- 63-66% = D  
- 60-62% = D-  
- Below 60% = F

**Extra Credit:** There will be several opportunities to earn extra credit throughout the semester. These will likely be in the form of attending (in person or virtually) some university event or talk and writing up a brief reflection. More details regarding extra credit requirements will be outlined in lecture.

**Attendance at Lectures**

This is a large lecture class and attendance at all sessions is important. If attendance begins to fall to unacceptable levels in lecture, unannounced but trivially easy quizzes will be introduced as a mechanism to verify attendance. These quizzes will count for up to 10% of your final grade (and will therefore reduce the weighting given to other course requirements (i.e., the final exam would then count for .9*20=.18). **Also, please note, no video, audio, or unauthorized photographing of lecture content or materials is permitted without my expressed permission!**

**Course Expectations, Policies and Practice**

I expect you to do all of the required readings on-time, attend lecture, and be actively involved in your discussion sections. I expect you to learn from and teach each other, including me! **I expect you to be respectful of your peers, TAs and myself by not engaging in activities (e.g. texting or inappropriate laptop/tablet use) or conversations unrelated to class activities during lecture or section.** I expect you to let me or your TA know when you need help or do not understand something, and I expect you to communicate with us about how we can help you best learn the material.

You can expect me to work to help you understand the material covered in lecture and the texts. I will take your questions seriously, learn from the things you all share with me, and learn from the mistakes I may make. **This course is a work in progress,** and I put great effort into making lecture as interesting, engaging, and informative as I can. Lastly, you can expect me to be respectful of you, honoring the fact that we are all diverse with respect to race, ethnicity, gender, social class, sexual orientation, age, political orientation, dis/ability, place of origin, religion and so on. Many of these expectations are also courtesies I hope you extend to each other as well as myself and the course teaching assistants.

**Academic Integrity, Plagiarism and Accommodations**

All students are expected to adhere to the university’s Code of Academic Integrity (found here: [https://cuinfo.cornell.edu/aic.cfm](https://cuinfo.cornell.edu/aic.cfm)) and be aware of the related consequences. Your work is expected to be your own, and cheating, in any form, is truly not worth it. You are welcome to study in groups for
the exams, but you are not permitted to buy or sell notes or formulated exam answers to or from on-line sources, such as Course Hero, NoteHall.com, Chegg, their current incarnations, or any other such service. This is not strictly illegal (as long as copyright law is obeyed), but it is my strong belief that such pay-for-notes services undermine the culture of learning at Cornell. I therefore have a class rule that such activity is prohibited. Violators will be subject to an academic penalty in their final grade. As of Fall 2013, the Dean of the Faculty has recommended that all instructors include the following language in their syllabi: “Unless you have the express permission of the instructor, you should not buy or sell course materials. Such unauthorized behavior constitutes academic misconduct.”

Additionally, some of your assignments will be submitted through the Turnitin tool on our Blackboard course website. Turnitin is a form of anti-plagiarism software that allows student work to be compared to a database of previously submitted work, on-line sources, and published academic materials. As of Fall 2013, the Dean of the Faculty has required that all instructors who use Turnitin include the following language in their syllabi: “Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.”

If you find yourself in a bind, come talk to me. It is better to be honest and accept some minor consequences than permanently tarnish your academic record. A clear definition of plagiarism as well as information about disciplinary sanctions for academic misconduct may be found at: http://plagiarism.arts.cornell.edu/tutorial/index.cfm.

Finally, I am happy to make academic accommodations to students in need. As stated on the Student Disability Services (SDS) website (http://sds.cornell.edu/), “Students requesting academic accommodations are required to provide an accommodation letter from SDS to the professor within the first two weeks of classes, or at least 2 weeks before accommodations are expected to begin if accommodations are granted or modified further into the semester. This letter verifies that the student is registered with SDS and specifies accommodations. Accommodations will not be provided retroactively. Early notification and active communication with instructors is the best way to ensure that your accommodations are handled smoothly.”

**INEquality Studies MINor**

Controversies about Inequality serves as the required capstone course within the cross-college Inequality Minor. For further information on the Inequality Minor, please consult the website (http://inequality.cornell.edu/) for the Center for the Study of Inequality (CSI) or contact the CSI administrator (office: 363 Uris Hall; email: inequality@cornell.edu; phone: 607-254-8674).

**Office Hours and Contacting Me**

The best way to reach me is to come talk to me during office hours. However, since this is a large lecture class and my office hours are limited, I encourage you to first consult the syllabus, Blackboard, a classmate, or contact your TA with questions. I am also available over e-mail but expect a less speedy response after 5pm and over the weekend.

**This syllabus can be understood as a contract between us. However, this class is also a work in progress so I may make minor changes as I see fit for the good of the class. If I do, I will make sure everyone is made aware of these changes in a timely and appropriate matter.**
COURSE SCHEDULE
FALL 2018

INEQUALITY BASICS

Week 1

[TH] 8/23: Introduction and Course Overview
   Required readings: Schwalbe 1998; Gay 2014

[F] 8/24: Discussion sections (cancelled)

Week 2

[T] 8/28: What is Inequality? Does it Serve a Purpose?
   Required readings: Davis & Moore 1945; Tumin 1953
   Recommended readings: Krueger 2003; Kenworthy 2007; Norton & Ariely 2011

[TH] 8/30: Measurement, Sources and Structure of Inequality
   Required readings: Iceland 2013; Gilbert 2015; Kraus, Park & Tan 2017
   Recommended readings: Acs 2014

[F] 8/31: Discussion sections

CONTROVERSY 1— RACE, CLASS, POWER AND PUNISHMENT

Week 3

[T] 9/4: Mobility and the American Dream
   Required readings: Hochschild 2005; Davidai & Gilovich 2015
   Recommended readings: Beller and Hout 2006; Swift 2004

   Required readings: Sernau 2016; Boyce 2012; Shanahan, Bauldry & Freeman 2010
   Recommended readings: McCall 2005

[F] 9/7: Discussion sections

Week 4

   Required readings: Edin & Shaefer 2015; Brady, Finnigan & Hubgen 2018
   Recommended readings: Waldfogel 2013; Falk, Lynch & Tollestrup 2018

[TH] 9/13: The Underclass, the Working Poor, and the “Culture of Poverty”
   Required readings: Gans 1994; Lamont & Small 2008; Eppard et al 2017
   Recommended readings: Jencks 1992; Wilson 2010

[F] 9/14: Discussion sections

Week 5

[T] 9/18: The Wealthy and Affluent
   Required readings: Sherman 2017; Asante-Muhammad et al. 2016; Warikoo (pp. 1-10)
   Recommended readings: Keister 2005; Piketty & Saez 2006
### Week 6


**[TH] 9/27: School Funding and Resources**  
*Required readings:* Coleman 1990; Kozol 2005; Warikoo (pp. 40-62)  
*Recommended readings:* Thernstrom & Thernstrom 2002; Finn et al. 2000

**[F] 9/28: Discussion sections** (cancelled)

### Week 7

**[T] 10/2: Public, Private and Charter Schools**  
*Required readings:* Conley 2013; Berends 2015; Warikoo (pp. 63-86)  
*Recommended readings:* Thernstrom & Thernstrom 2002; Finn et al. 2000

**[TH] 10/4: Within-School Structures of Inequality**  
*Required readings:* Lareau 1987; Hallinan & Oakes 1994; Warikoo (pp. 87-112)  
*Recommended readings:* Dufur et al. 2016

**[F] 10/5: Discussion sections**

### Week 8

**[T] 10/9: No Class (Fall Break)**  
*Required readings:* Warikoo (pp. 113-140)

**[TH] 10/11: Achievement Gaps by Race, Class and Gender**  
*Required readings:* Kao & Thompson 2003; Buchmann et al. 2008; Warikoo (pp. 141-162)  
*Recommended readings:* Quadlin 2018; Rivera 2011; Tyson et al. 2005

**[F] 10/12: Discussion sections**

### Week 9

**[T] 10/16: College Entry and Persistence**  
*Required readings:* Klugman 2011; Jack 2014; Warikoo (pp. 163-180)  
*Recommended readings:* Bailey & Dynarski 2011; Armstrong & Hamilton 2013

**[TH] 10/18: Guest Lecture – Professor Natasha Warikoo (Harvard) – *Diversity Bargain***  
*Required readings:* finish Warikoo (pp. 181-218)

**[F] 10/19: Discussion sections**
CONTROVERSY 3—GENDER, SEX AND SEXUALITY

**Week 10**

[T] 10/23: **Gender**
*Required readings:* Gender Spectrum 2013; Lorber 1994; Dreby (pp. ix-xiii, 1-17)
*Recommended readings:* West and Zimmerman 1987; Risman 1998

[TH] 10/25: **Sex and Sexuality**
*Required readings:* Wade 2017; Spell 2017; Gansen 2017; Dreby (pp. 18-54)
*Recommended readings:* Pascoe 2005; Ward 2008

[F] 10/26: **Discussion sections** (exam review)

**Week 11**

[T] 10/30: **Sex as Commodity**
*Required readings:* Bales 2012; Bernstein 2007; Dreby (pp. 55-97)
*Recommended readings:* Hoang 2013

[TH] 11/1: **Prelim Exam 2 (in-class)**

[F] 11/2: **Discussion sections** (cancelled)

CONTROVERSY 4—IMMIGRATION, ASSIMILATION AND NATIONALISM

**Week 12**

[T] 11/6: **Integration and/or Assimilation?**
*Required readings:* Hero 2010; Fussell 2014; Dreby (pp. 98-131)
*Recommended readings:* Simonsen 2015

[TH] 11/8: **Documentation Status, Mobility and Inequality**
*Required readings:* Gonzales 2011; Tran & Valdez 2015; Zhou 2004; Dreby (pp. 132-170)

[F] 11/9: **Discussion sections**

**Week 13**

*Required readings:* finish Dreby (pp. 171-197)

[TH] 11/15: **Racialization, Nationalism and Whiteness**
*Required readings:* Waters 1996; Vasquez 2010; Kim 2007

[F] 11/16: **Discussion sections**

CONTROVERSY 5—MORAL OBLIGATIONS, GLOBAL INEQUALITY AND SOCIAL JUSTICE

**Week 14**

*Required readings:* Stiglitz 2000; Mills 2009

[TH] 11/22: **No Class (Thanksgiving Break)**

[F] 11/23: **Discussion sections** (cancelled)
Week 15

   Required readings: Singer 1972; Singer 2004; Miller 2004

[TH] 11/29: The Commodification of Aid Work
   Required readings: Korf et al. 2010

[F] 11/30: Discussion sections

Week 16

[T] 12/4: Justice, Equality and Change
   Required readings: Cohen 2009; Sumerau & Grollman 2018; Eitzen 2004
   Final exam available at 2:45pm on BB

Take-Home Final Exam Due: Tuesday, December 11th, 2018 by 5pm EST

**Note, this syllabus is subject to change, if changes occur you will be notified in lecture.

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