

## SOCY 606: INEQUALITY AND SOCIAL POLICY

Spring 2018

Tue 4.30-7pm, PUBL 204

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The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little.  
**President Franklin D. Roosevelt**, second inaugural address, 1937

### **COURSE CONTENT AND LEARNING OBJECTIVES**

Many consider the study of social inequality the heart of sociology because every known society has a social stratification system that leads to uneven distributions of resources among its population. Sociologists are interested in how social hierarchies emerge, how they are maintained, reproduced, and changed over time. Unlike “common sense” explanations, sociological analysis usually locates the major causes of inequality in the social structure and in various institutionalized processes rather than in individual inadequacies or “poor choices.” We will examine (a) sociological approaches to studying ethnic, class, and gender inequality, and (b) the social policies designed to address these inequalities in historical and comparative context. We will focus on a variety of specific policies that we will group under the general headings of labor market policy, tax and transfer policy, and family policy. This course is designed to equip you with conceptual and analytical tools that let you go beyond popular mainstream ideas about the structure and dynamics of social inequality in the United States. Due to the global nature of inequality the course content goes beyond the confines of US thought and examines emerging approaches and policies internationally.

This course initially presents theoretical concepts and empirical issues relevant to power, resource, and status inequalities, and social policy frameworks dealing with resulting social problems. In addition the course aims to stimulate ideas and discussions about alternative strategies offering possible solutions to these problems. Hence, the seminar includes policy relevant sets of concepts, such as individualism and collectivism, domination and exploitation, social citizenship and responsibility, and social justice, which will be critically analyzed. The sessions will be a combination of lectures, discussions, and student presentations.

This survey course cannot give attention to every important issue related to inequality. For example, inequalities based on sexual orientation, age or disability will not be covered in depth in this course. Nevertheless, if students are interested in these or other excluded topics, they are welcome to discuss this with the professor.

#### **The specific learning objectives of the course include:**

- Understanding and critically examining the key concepts used in sociological theories of social stratification.
- Understanding different social policy frameworks and their connection to the policy solutions to social inequality issues.
- Understanding the historical conditions that contribute to current patterns of inequality.
- Recognizing and critiquing the underlying ideological assumptions, premises, and values residing in U. S. social policy in comparative perspective.
- Describing current empirical patterns in race, class and gender inequality and their effects on peoples' lives.
- Critically analyzing social policies in terms of their effects on inequality and social stratification

This course includes discussions about readings and analytic exercises. These activities are aimed at sharpening critical thinking and debating skills. Another agenda involves the sociological analysis of how societal structures affect your life and social policy. ***In the process many of your assumptions and***

**values about how the world works will be challenged. Rather than reacting with anger, students are encouraged to re-examine and question structures of dominance inherent in societal systems, which are maintained through economic, political, and social forces.** Intellectual curiosity, initiative, eagerness to learn, and willingness to work hard will be rewarded. I am hoping we can establish a comfortable learning environment based on cooperation and collaboration rather than competition. One goal for this course is to create a sense of community. In order to accomplish this you need to take a productive role in your educational experience and **actively engage** in this class.

## **COURSE REQUIREMENTS**

### **Readings**

**Textbook:** Marger, Martin N. 2014 (6<sup>th</sup> ed.). *Social Inequality. Patterns and Processes.* Sixth Edition. Boston, IL: McGraw-Hill. [assigned as MARGER]

**Reader:** Grusky, David B. and J. Hill. 2017. *Inequality in the 21<sup>st</sup> Century.* Westview Press [assigned as G&H] also available as e-book

**Additional readings:** available on Blackboard (bring to class) [assigned as BB]

### **Reading, Class Participation and Attendance**

The readings are assigned for each class meeting and students are expected to be familiar with the material assigned at the due date. Students should be prepared to summarize, discuss, critique and present answers to questions related to the reading assignments in class discussions. Bring the assigned readings with your notes to class and be prepared to contribute to the class discussion!

**Preparation for class discussions:** What are the main points of the reading? What new concepts are introduced and how are they defined? How do the arguments presented relate to other class assignments and to social policy? What do you find interesting and challenging?

### **Analysis Papers**

Students are required to write two (2) **analysis papers** (about 10-12 pages each, excluding references), which pose questions related to relevant reading assignments, online work, and other class materials (including discussions). These analyses require that the students apply the relevant readings to the content of internet exercises, videos and other electronically available materials in a thoughtful manner (see "**Paper 1 and 2 due**" dates on the schedule). The citation style for sociology is ASA style (see here: [http://www.asanet.org/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)). The paper assignments and format guidelines are on Blackboard under assignments. **These assignments involve a considerable commitment of time for online exercises and writing, so please plan ahead.**

### **Team Presentation**

In the first class period you will choose one of **4 Teams** researching issues related to inequality at the local level (Maryland and the Baltimore-Washington area): (1) working poverty (social assistance), minimum wage workers, welfare-to-work policies and patterns, (2) low cost housing access, homelessness, and housing-related policies and patterns, (3) immigration and related policies and patterns, (4) social change: grassroots community organizations, unions, and co-operatives. This should include patterns at the national level to contextualize the local issues. The main focus of your Team presentation will be **at the local level** (Washington-Baltimore region, Maryland) and involve your **direct participation**. The assignment has several components, which **each team member has to do:** (1) background research on a specific sub-topic (comparing MD with US data, policies, programs, eligibility criteria, access, uptake rates, etc.), (2) participate in the bureaucratic portion (apply for benefits as though you were an average person), (3) site visit (e.g. homeless shelter, welfare office, etc.) and interview with staff (volunteers or permanent knowledgeable people) to get a feeling for clients and program, (4) think about what works, what needs improvement, and how it could be improved, and (5) present your experiences to the class in a coordinated Team presentation. You submit an outline of your individual contribution to the team effort (research activities, annotated bibliography, and description of interviews, site visits, reflections, etc.) in a dossier, which is due on the last day of class. The 100 points for the Team presentation are divided evenly among the quality of the individual presentation performance (1/3), the

quality of the individual dossier (1/3), and the quality of the overall Team presentation, including team members' assessment of each others' contributions (1/3). Details on this assignment are on Blackboard under Assignments.

### **In-class Presentation of a Book**

In the first class period you will select a book that relates to a class topic from those listed at the end of the syllabus (each has a presentation date associated with it on the syllabus). **This is not simply a book report or article summary.** Do not use materials from professional book reviews. You will read the book and present a review and critical analysis of the arguments and/or data presented in the book as related to this course. In addition, this also includes (1) a discussion of how the material relates to the class topic and ties in with other class materials, and (2) at least 3 discussion questions for the class. Your presentation will use Power Point or Prezi. However, in the event of technical issues, **be prepared to present without technological support.** You do **not** submit a written review, but you will **distribute your key slides as handouts (one double-sided sheet = 12 slides) to the class and professor.** No more than 2 people can sign up for the same book and then they need to coordinate the presentation. The total time for the presentation is 30 minutes plus 15 minutes discussion.

### **ASSESSMENT**

Final grades are determined by the total number of points earned in the semester. This grading scheme is subject to change as needed. I assign +/- grades. The points for the final grade are calculated as follows and final grades will be based on a regular 100% scale:

<u>Assignment</u>		<u>Points</u>	<u>Total Points</u>
1 Dossier w/ team presentation	@	100 points =	100 (22%)
2 Analysis papers	@	100 points =	200 (44%)
1 Book presentation	@	100 points =	100 (22%)
Participation	@	50 points =	50 (11%)
		Total =	450 (100%)

### **Assessment of course work**

This is a graduate course and I expect you to do your best work throughout the semester. Undergraduate thinking like "I only need 5 points on the last paper to still get a B in the class" is unacceptable at the graduate level and is unprofessional. In general you can expect a B grade if you attend class regularly, participate, complete good assignments on time, and produce a solid presentation and exam. Especially insightful in-class participation, extra effort, and excellent written work will increase the grade (+). Sloppy and/or late work, infrequent class attendance and participation will reduce the grade (-). Specifically, an **A** means *excellent work*, which demonstrates comprehensive command of course content, exceptional ability to apply concepts, superior ability to organize and express ideas, and critical thinking, good attendance and participation. A **B** means *good work*, which demonstrates solid command of course content, good ability to apply concepts, good organization and expression of ideas, regular attendance and participation. A **C** in graduate school means *fair-marginal work*, implying weak command of course content, some ability to apply concepts, and limited organization and expression of ideas, moderate attendance and participation. An **F** means *unacceptable work* and implies lack of command of course content, inability to apply concepts, to organize and express ideas, lack of attendance and participation. Incompletes (**I**) are only given under extreme circumstances and must be requested by the student in consultation with the professor.

### **POLICIES**

#### **General**

It is the responsibility of the student to prepare assigned materials on time and to discuss difficulties, special circumstances or issues with deadlines with the professor in person or via e-mail. Please note that some questions are better asked after class or in a session with the professor during office hours. I encourage you to stop by during my office hours or to make an appointment to discuss your progress. Graduate student life is challenging and we all are busy. However, by registering for this graduate class you have voluntarily entered into a contract and have committed yourself to completing graduate-level work with all its time requirements. Deadlines missed without **promptly** presenting a valid excuse

(verifiable doctor's note, accident report, obituary, etc) to the instructor will be counted as "0" points for the assignment (no exceptions). For your own protection, make sure you have more than one electronic and paper copy of all your assignments. Students are responsible for being informed about all announcements made in class, on Blackboard, or via e-mail. I will assume that you understand the content of this syllabus and that you are informed about changes and announcements by checking Blackboard regularly.

### **Professional Conduct**

A note on courtesy and **civility in the classroom**: Professional conduct includes creating a comfortable class environment of **mutual respect** in which we share ideas, observations, and questions in an inclusive manner. That means using language and conduct that demonstrates respect for all students, disregarding their race, gender identity or expression, sexuality, culture, beliefs, or abilities. Graduate students are also expected to have "good manners" in class. This includes an attentive presence, verbal and mental participation, and a positive attitude towards learning and other learners in class.

Specifically, (1) refrain from carrying on disruptive private conversation in class; (2) do show courtesy to your classmates and the professor by arriving on time and prepared for class and meetings; (3) silence all electronic communication devices (phones, beepers, etc.) upon entering the classroom; (4) use laptops in class exclusively for note-taking – not for checking email, IM, games, or work for this or other classes, etc. Electronic recording of lectures is prohibited unless prior approval from the professor is received. Approval will be granted only for self-study purposes. Violations of these rules of professional conduct will be dealt with outside of class.

### **Diversity and Inclusion**

Each person brings an abundant personal, social, and intellectual history to the university classroom. This diversity continues to grow with new experiences at UMBC. It is also part of what we study in the social sciences. The Department of Sociology, Anthropology, and Health Administration and Policy (SAHAP) strives to create an inclusive environment in which students of all backgrounds can learn and thrive. SAHAP expects students to participate in this effort. Anyone with concerns or suggestions should speak with the instructor or their faculty advisor.

### **Academic Misconduct**

Students are reminded that the UMBC Student Honor Code is strictly enforced in this course. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct can result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook or the UMBC Policies section of the UMBC Directory. Academic misconduct may include, but is not limited to, the following activities, including submitted drafts (adapted from UMBC's policy):

- **Cheating:** Using or attempting to use unauthorized material, information, or study aids in any academic exercise, such as exams, quizzes, papers, homework, etc. That includes copying information from classmates' papers, homework, exams, quizzes, etc.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise, such as exams, quizzes, papers, homework, etc.
- **Facilitating academic dishonesty:** Intentionally helping or attempting to help another commit an act of academic dishonesty.
- **Plagiarism:** Representing the words or ideas of another as one's own in any academic exercise. That means that ANYTIME you use the exact words from a published source (including the internet), you have to put them into quotation marks and attach in parentheses the page number and all biographical source information. If you use the contents of any published source (including the internet) by PARAPHRASING it, you still have to acknowledge it in parentheses.
- **Turning in a paper that was authored by another person** in total or part also constitutes cheating. Buying papers on the internet or elsewhere and turning them, or any parts of them in as

one's own original work also constitutes cheating.

### **Special Accommodations**

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on special needs. The Office of Student Disability Services (SDS) is designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a liaison between faculty members and students regarding disability-related issues. If you have a disability, please refer to [sds.umbc.edu](http://sds.umbc.edu). In order to request accommodations contact SDS in Math/Psych Bldg. Room 212, at 410-455-2459, or [disability@umbc.edu](mailto:disability@umbc.edu). SDS will require appropriate documentation of disability. If you require SDS-approved accommodations for this class, please discuss these with me ASAP.

***"...in a rich country like the USA, the persistence of extreme poverty is a political choice made by those in power." Philip Alston, 12.22.2017***

### **COURSE SCHEDULE OF TOPICS, ACTIVITIES AND ASSIGNMENTS**

*This schedule is subject to change and will be updated according to the needs of the class. Assignments are due on the date they are mentioned on the schedule. In the event class is cancelled please keep up with assignments for the next week and check for announcements on Blackboard.*

#### **Week 1: 1/30 Introduction to the course**

**Goals of the course and thinking sociologically about inequality and social policy**

- ✓ Select a book for book review from the list at the end of the syllabus
- ✓ Team assignments – select a team and exchange contact information
- ✓ Start reading assignments ASAP!

#### **Week 2: 2/6 Thinking sociologically about inequalities**

**Lecture: The underpinnings of inequality: Key sociological concepts, dimensions, outcomes**

**Discussion: What is the relationship between inequality, human rights, and social justice?**

**Assignments due:**

- MARGER Chapter 1
- G&H Chapter 1
- **Read** Johnson, Allan G. 1997. Pages 6-12 in *The forest and the trees: Sociology as life, practice, promise*. Philadelphia: Temple University Press. [BB under assignments in the assigned articles folder]
- **Read** Feagin, Joe R. 2001. Excerpt from: "Social justices and sociology: Agendas for the twenty-first century." *American Sociological Review* 66:1-20. [BB assigned articles folder]

#### **Week 3: 2/13 Thinking sociologically about inequalities**

**Lecture: The historical development of stratification systems**

**Discussion: Does inequality serve a purpose?**

**Assignments due:**

- MARGER Chapters 3 and in 7 the part on types of stratification systems
- **Read** Ydstie, John. 2014. "The Merits Of Income Inequality: What's The Right Amount?" <https://www.npr.org/2014/05/18/313137739/the-merits-of-income-inequality-whats-the-right-amount>
- **Read** Hutson, Matthew. "Social Darwinism isn't dead. Rich people really think they are different from you and me." at [http://www.slate.com/articles/health\\_and\\_science/science/2014/01/social\\_darwinism\\_and\\_class\\_essentialism\\_the\\_rich\\_think\\_they\\_are\\_superior.html](http://www.slate.com/articles/health_and_science/science/2014/01/social_darwinism_and_class_essentialism_the_rich_think_they_are_superior.html)
- **Play with (and take notes) of** <http://inequality.is/real>
- ✓ **Work on team plan (1 per group; due next time; template on BB)**

#### **Week 4: 2/20 Sociological theories of social stratification**

**Lecture: Theory - Classical thesis and anti-thesis**

**Discussion: Structural vs. individual approaches to social class**

##### **Assignments due:**

- MARGER Chapter 2
- G&H Chapters 2, 3
- **Read** Kingsley Davis and Wilbert E. Moore. 1944. "Some Principles of Stratification." *American Sociological Review* 10: 242-249 [BB]
- **Read** Tumin, Melvin M. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18: 387-394 [BB]
- **Read** Yglesias, Matthew. 2015. "Stop using income as a guide to economic class." At <http://www.vox.com/2015/5/12/8592689/income-class>
- **Play with (and take notes)** the interactive features at "How class works" at [http://www.nytimes.com/packages/html/national/20050515\\_CLASS\\_GRAPHIC/](http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/)
- **Turn in a Team Plan (individual topics, site visits, and interviews; one per team - see template on BB)**

#### **Week 5: 2/27 Sociological theories of social stratification continued**

**Lecture: Theory – Contemporary approaches**

**Discussion: How do the approaches apply to contemporary society?**

##### **Assignments due:**

- G&H Chapters 6, 7, 10
- **Read** Marcuse, Peter. 2014. "Poverty or Inequality: What's the Problem?" at <http://pmarcuse.wordpress.com/2014/01/26/blo-44-poverty-vs-inequality-whats-the-problem/>
- **Read** Scott, Janny. 2005. Life at the Top in America Isn't Just Better, It's Longer." At <http://www.nytimes.com/2005/05/16/us/class/life-at-the-top-in-america-isnt-just-better-its-longer.html>
- **Read** Stephen Bezruchka "Inequality kills" at <http://www.bostonreview.net/us/stephen-bezruchka-inequality-kills#.U1XfvehuAO4.twitter> and his interview: [http://www.truthdig.com/eartothe-ground/item/high\\_inequality\\_more\\_us\\_deaths\\_than\\_tobacco\\_car\\_crashes\\_guns\\_20140422#](http://www.truthdig.com/eartothe-ground/item/high_inequality_more_us_deaths_than_tobacco_car_crashes_guns_20140422#)

**Book review 1**

#### **Week 6: 3/6 Thinking sociologically about social policy**

**Lecture: Philosophical stances, values, and social policy frameworks**

**Discussion: Types of democracy and types of freedom**

##### **Assignments due:**

- MARGER Chapter 9
- **Read** Spicker, Paul. 2014. Chapter 1: Introduction: The Nature of Social Policy. *Social Policy*. [BB]
- **Read** Spicker, Paul. 2014. Chapter 9: Principles and Values. *Social Policy*. [BB]
- **Read** Spicker, Paul. 2014. Chapter 10: Strategies for Welfare. *Social Policy*. [BB]
- **Read** Blau, Joel. 2014. "The political economy of U.S. social policy." Pp.101-123 in Michael Reisch (d.) *Social Policy and Social Justice*. Los Angeles Sage. [BB]
- ✓ **Contact people for site visits and interviews**

**Book review 2**

#### **Week 7: 3/13 The cultural legitimization of inequality**

**Lecture: Inequalities, culture, ideology**

**Discussion: How do certain values legitimize inequality and affect policy?**

##### **Assignments due:**

- MARGER Chapter 8 and in 7 the part on mobility
- **Read** Robinson, James W. 2009. "American poverty cause beliefs and structured inequality legitimization." *Sociological Spectrum* 29:489-518. [BB]

- Read Mooney, Chris. "The science of why we do not believe in science." at <http://www.motherjones.com/politics/2011/03/denial-science-chris-mooney>
- Read Jenkins, Jack. 2014. "The Politics Of Every Major U.S. Religion, In One Chart." At <http://thinkprogress.org/election/2014/08/29/3476349/does-your-church-dictate-your-politics/>
- Watch the video The gap between rich and poor - The Divide Part 1 and 2 [https://youtu.be/mGx\\_Balj9ac](https://youtu.be/mGx_Balj9ac) and <https://youtu.be/oLnyqX672NI>
- ✓ Finalize scheduling site visits and interviews

Book review 3

**Week 8: 3/20 Spring Break – Enjoy! Do site visits and interviews**

**Week 9: 3/27 The politics of power and inequality**

**Lecture: Power elites and corporate power**

**Discussion: Corporate power, corporate responsibility and policy**

**Assignments due:**

- MARGER Chapters 4 and 12
- G&H Chapters 13, 14
- Read Herbst, Moira. "The Costco challenge: An alternative to Wal-Martization? [BB]
- Read Mac McClelland. 2012. "I Was a Warehouse Wage Slave." Mother Jones (April) at <http://www.motherjones.com/politics/2012/02/mac-mcclelland-free-online-shipping-warehouses-labor>
- Watch the video "The Truth Behind the Click: amazon shopping" <https://www.youtube.com/watch?v=UQATFbLvlHk>
- Watch the video "CamperForce" <https://www.youtube.com/watch?v=kwaRoCCwzxk>
- Read and watch the video "Princeton Study" here: <http://mic.com/articles/117890/princeton-study-discovers-what-our-politicians-really-think-about-us-and-it-s-shocking>
- ✓ Do site visits and interviews

Book review 4

**Week 10: 4/3 Gender inequality**

**Lecture: Gender segregation, wage gaps, the value of care work**

**Discussion: How do gendered concepts relate to social policy?**

**Assignments due:**

- MARGER Chapter 11
- G&H Chapters 54, 56, 60, 63
- Read Hegewich, Phil and Williams-Baron. 2017. "The Gender Wage Gap: 2016; Earnings Differences by Gender, Race, and Ethnicity" at <https://iwpr.org/publications/gender-wage-gap-2016-earnings-differences-gender-race-ethnicity/>
- Watch the video "Gendered marketing" at [https://www.youtube.com/watch?v=3JDmb\\_f3E2c](https://www.youtube.com/watch?v=3JDmb_f3E2c)
- Watch the video and relate to G&H 60: "The motherhood penalty" at [https://www.youtube.com/watch?v=vLB7Q3\\_vgMk](https://www.youtube.com/watch?v=vLB7Q3_vgMk)
- Watch the video on genders beyond the gender binary at <https://www.youtube.com/watch?v=shOSz2Jo450>
- Paper 1 due (includes coverage of assignments up to and including 3/27)

Book review 5

**Week 11: 4/10 Racial and ethnic inequality**

**Lecture: Concepts related to ethnic inequality and privilege**

**Discussion: What is white male privilege and how does it affect social policy?**

**Assignments due:**

- MARGER Chapter 10
- G&H Chapters 47, 50, 52, 67
- Read Johnson, Allan. 2014. "Privilege, power, difference, and us." Pp. 59-71 in Kimmel and



- Ferber (eds.) *Privilege. A reader*. Boulder, Co: Westview Press. [BB]
- **Read** Wildman. Sarah. 2017. "Why you see swastikas in America but not Germany." <https://mail.google.com/mail/u/0/#label/teaching%2FSoc+606/15df03d52f08a0ae?compose=1610a6fb79d15832>
- **Watch the Video** "Inside the minds of white America" <https://www.youtube.com/watch?v=dykqtGv8ozs>

#### Book review 6

#### **Week 12: 4/17 The new economy and the new poverty in an age of globalization**

**Lecture: The working poor, minimum wage, and the living wage debate**

**Discussion: How much poverty is "ok"? Comparing the effectiveness of social policy**

**Michael Moore. Where to invade next? Video clips**

#### **Assignments due:**

- MARGER Chapter 5 and 6
- G&H Chapters 17, 22, 23, 38, 41
- **Read** Thiede et al. 2015 "America's working poor: Concepts, measurement and new estimates." *Work and Occupations* 42:267-312." [BB]
- **Read** Brady et al. 2009 "Putting poverty in political context." *Social Forces* 88:271-300 [BB]
- **Play the game Spent** at <http://playspent.org> and take notes for discussion
- **Watch the video** "Here Are The Top 4 Arguments For And Against Raising The Minimum Wage" at <http://www.upworthy.com/here-are-the-top-4-arguments-for-and-against-raising-the-minimum-wage?c=ufb1>

#### Book review 7

#### **Week 13: 4/24 Welfare policy and poverty**

**Lecture: Welfare policy – does it end poverty as we know it?**

**Discussion: What is the relationship between poverty, racism, and legal policies?**

#### **Assignments due:**

- G&H Chapters 19, 20, 27, 36,
  - **Read** Schram, et al. 2014. "Welfare and welfare reform in the age of neoliberal paternalism." Pp. 377-403 in Michael Reisch (d.) *Social Policy and Social Justice*. Los Angeles Sage. [BB]
  - **Read** Schram et al. 2009. "Deciding to discipline: Race, choice, and punishment at the frontlines of welfare reform." *American Sociological Review* 74:398-422. [BB]
  - **Read and relate to G&H 27:** Dolan, Karen and Jodi L. Carr. 2015. *The Poor get Prison*. At <http://www.ips-dc.org/wp-content/uploads/2015/03/IPS-The-Poor-Get-Prison-Final.pdf>
  - **Read** Center on Budget and Policy Priorities. 2017. *Chart Book TANF*. At <https://www.cbpp.org/research/family-income-support/chart-book-tanf-at-19?fa=view&id=3566>
  - **Watch the video** "To prison for poverty" at <http://www.upworthy.com/being-poor-has-never-been-a-crime-in-our-country-until-now?c=ufb1>
- ✓ **Start putting your dossier together, including research and write-up of site visits and interviews**

#### Book review 8

#### **Week 14: 5/1 International inequality and displacement in the context of globalization**

**Lecture: World Systems and Dependency theories**

**Discussion: What are the pros and cons of an exclusionary immigration policy?**

#### **Assignments due:**

- G&H Chapter 46, 51
- **Read** Bacon, David. "The political economy of migration." [BB]
- **Read** Walia, Marsha. "What is border imperialism?" pp. 37-78 [BB]
- **Watch the video** "Migrating towards understanding" <http://witnessforpeace.org/video-migrating-towards-understanding/> and "Witness the roots of migration" at <http://witnessforpeace.org/video-witness-the-roots-of-migration-2/> . Take notes.



- **Go to** the international migration flow site at: [http://peoplemov.in/#f\\_AF](http://peoplemov.in/#f_AF) and play with the graphics to compare US and EU immigration and take notes.
- **Go to** <http://www.ifitweremyhome.com/compare/US/DE> and compare the US to other rich countries
- **Go to** information on DACA, immigration and refugee settlement here: <http://www.migrationinformation.org/DataHub/countrydata/data.cfm> .
- **Watch the video** “This guy tries for one day to do the work that some do every day” at <http://www.upworthy.com/this-guy-tries-for-one-day-to-do-the-work-that-some-do-every-day-watch-what-happens-2?c=ufb1>
- **Watch the video** “Immigrant prisons” <https://www.youtube.com/watch?v=I8S1Q8HKMm0>
- ✓ **Work on Team presentation prep – coordinate PPT and practice presenting**

Book review 9

### **Week 15: 5/8 Inequality and social change in the context of globalization**

**Lecture: Sustainability and alternatives to global capitalism**

**Discussion: The role of social movements in social change**

**Assignments due:**

- G&H Chapters 71, 74
- **Read** Perez-Baltodano, Andres. 2013. “Globalization, human security and social policy: North and South.” In Kennett (ed.) *Handbook of Comparative Social Policy* [BB]
- **Read** “How America’s largest worker owned co-op lifts people out of poverty” at <http://www.yesmagazine.org/issues/the-end-of-poverty/how-america-s-largest-worker-owned-co-op-lifts-people-out-of-poverty>
- **Watch the videos** “The Story of Stuff” and “The Story of Solutions” here: <https://storyofstuff.org/movies/story-of-stuff/> and <https://storyofstuff.org/movies/the-story-of-solutions/> .
- **Watch the video** “Global slave labor” at <http://www.theguardian.com/global-development/video/2014/jun/10/slavery-supermarket-supply-trail-prawns-video>
- **Go to** <http://community-wealth.org/> and browse alternative models and policies (topics are on the left)
- ✓ **Work on Team presentation prep – coordinate PPT and practice presenting!**

Book review 10

### **Week 16: 5/15 Team presentations – bring goodies to share**

**The teams present – be prepared to stay over time**

- **All dossiers are due**
- **Paper 2 is due on 5/18 by 3pm (emphasis on the second half of SOCY 606) on Safeassign on BB. Late submissions are not accepted and result in “0” points.**

**‘Whatever affects one directly, affects all indirectly. Those who passively accept evil are as much involved with it as those who perpetrate it. Those who accept evil without protesting against it are really cooperating with it.’**

**Dr. Martin Luther King, Jr. [I have replaced “he” with “those”]**

**‘The most common way people give up their power is by thinking they don’t have any.’**

**Alice Walker**

## List of Books for Presentations

**Book review 1:** Russell, James W. 2017 (4<sup>th</sup> ed.). *Double Standard. Social Policy in Europe and the United States*. New York: Rowman and Littlefield. Europeans consider their welfare states as necessary tool to reign in unregulated capitalism. Americans fear the welfare state and prefer private market solutions to social problems. The author explains how these differences evolved and how the different nations handle their social problems today.

**Book review 2:** Putnam, Robert D. 2015. *Our Kids: The American Dream in Crisis*. Simon and Shuster. Putnam examines why, “during the last twenty-five years we have seen a disturbing “opportunity gap” emerge. Americans have always believed in equality of opportunity, the idea that all kids, regardless of their family background, should have a decent chance to improve their lot in life. Now, this central tenet of the American dream seems no longer true or at the least, much less true than it was.” “Our Kids is a rare combination of individual testimony and rigorous evidence. Putnam provides a disturbing account of the American dream that should initiate a deep examination of the future of our country.”

**Book review 3:** Alexander, Karl, Doris Entwisle, and Linda Olson. 2014. *The Long Shadow. Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood*. Russell-Sage. Combining original interviews with 800 Baltimore families, teachers, and other community members with the empirical data over 25 years this groundbreaking research unravels the complex connections between social origins and destinations to reveal a startling and much-needed examination of who succeeds and why.

**Book review 4:** William G. Domhoff. 2014 (7<sup>th</sup> ed.). *Who Rules America? The Triumph of the Corporate Rich*. Boston: McGraw-Hill. This book provides an empirical and thoughtful analysis of the ruling class in America. It should help you see how the inner circle of the corporate elite serves to perpetuate inequality. This text provides a richly-textured analysis of the interrelations of economic and political power in the U.S.

**Book review 5: either one of the following two (pre-order Risman?):**

**Sholar, Megan. 2016. *Getting paid while taking time. The Women's Movement and the Development of Paid Family Leave Policies in the United States*. Temple University Press.** The author explains the development of family leave policies at both the national and state levels in the United States. She provides cogent studies of states that have passed and proposed family leave legislation, and she pays special attention to the ways in which women’s movement actors and other activists (e.g., labor unions) exert pressure on public officials to help influence the policymaking process.

**Risman, Barbara J. 2018. *Where the Millennials will take us. A new Generation wrestles with the Gender Structure*. Oxford University Press.** As a new generation contends with unsettled gender norms and expectations, Risman reminds us that gender is much more than an identity; it also shapes expectations in everyday life, and structures the organization of workplaces, politics, and, ideology. To pursue change only in individual lives, Risman argues, risks the opportunity to eradicate both gender inequality and gender as a primary category that organizes social life.

**Book review 6:** Krysan, Maria and Kyle Crowder. 2017. *Cycle of Segregation. Social Processes and Residential Stratification*. Russell-Sage. Why does segregation persist at such high rates and what makes it so difficult to combat? In *Cycle of Segregation*, sociologists Maria Krysan and Kyle Crowder examine how everyday social processes shape residential stratification. Past neighborhood experiences, social networks, and daily activities all affect the mobility patterns of different racial groups in ways that have cemented segregation as a self-perpetuating cycle in the twenty-first century.

**Book review 7:** Arne Kalleberg. 2011. *Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s-2000s*. Russell Sage Foundation. This “provides an insightful analysis of how and why precarious employment is gaining ground in the labor market and the role these developments have played in the decline of the middle class.... Kalleberg demonstrates, however, that building a better safety net increasing government responsibility for worker health care and retirement, as well as strengthening unions can go a long way toward redressing the effects of today s volatile labor market.”

**Book review 8:** Halpern-Meehin, Sarah et al. 2015. *It's Not Like I'm Poor: How Working Families Make Ends Meet in a Post-Welfare World*. University of California Press. As the poor trade welfare checks for low-wage jobs, their low earnings qualify them for a hefty check come tax time—a combination of the earned income tax credit and other refunds. The authors examine the costs and benefits of the new work-based safety net for the working poor and suggest ways to augment its strengths.

**Book review 9:** Chomsky, Ava. 2014. *Undocumented: How immigration became illegal*. Beacon Press. Chomsky shows how the concepts of "illegality" and "undocumentedness" were intentionally created to exclude and exploit. She explores how and why US policy assigns people, especially Mexican and Central Americans, this status and to what ends. The book shows what it means to be undocumented legally, socially, and economically: how do undocumented people live and work, what social services are they eligible for, and how their status affects the lives of children and families.

**Book review 10:** Higgs, Kerryn. 2016. *Collision Course. Endless Growth on a Finite Planet*. MIT Press. Growth is touted as the natural solution to virtually all social problems—poverty, debt, unemployment, and even the environmental degradation caused by the determined pursuit of growth. The author examines how society's commitment to growth has marginalized scientific findings on the limits of growth, casting them as bogus predictions. She describes mounting evidence of its costs—climate destabilization, pollution, intensification of gross global inequalities, and depletion of the resources on which the modern economic edifice depends.

