

SOCIAL INEQUALITY -- CRD 172

Department of Human Ecology - Community and Regional Development

Winter 2025

Class Time and Location:

10:00 AM - 11:50am Tuesday & Thursday, Roessler Hall Room 55

Instructor: Dylan Moore, MS

Office Hours: Tuesday 12-1, must use sign up form

Sign Up Form: <https://doodle.com/sign-up-sheet/participate/5d193eba-55d9-442e-850c-ae21bc3fa92a/select>

Zoom Link:

<https://ucdavis.zoom.us/j/91929407153?pwd=jSmudsniacjabSBnsXfm8uddGHF3Lh.1>

Email: dmoore@ucdavis.edu

TA: Gwendolyn Scott

Email: gwscott@ucdavis.edu

Office Hours: TBD

TA: Julia Marhenke

Email: jgmarhenke@gmail.com

Office Hours: TBD

COURSE DESCRIPTION

This course introduces and examines issues of social inequality in international, domestic, and comparative contexts. The goal of the course is to encourage you to think critically about the forces and processes which lead to social inequality and exclusion, as well as to highlight some of the critical forces that shape structures of opportunity in modern society. Students will gain an understanding of the major theoretical frameworks for studying social inequality, as well as the trends and debates surrounding specific issues of inequality in the United States and internationally. The course emphasizes approaches for understanding the emergence and persistence of social inequality and inequity, the role of the state in mitigating inequality and inequity, as well as how international and domestic literatures differ, complement and contribute to each other. Particular emphasis will be placed on patterns of inequality and inequity that are at the center of current debates among policymakers in the United States.

LEARNING OUTCOMES

- 1) Students will be able to identify the major causes and manifestations of social inequality within the United States.
- 2) Students will be able to recognize and assess the intersections of various forms of social inequality.
- 3) Students will be able to evaluate common arguments made about social inequality and formulate their own informed, understandings of those arguments.

COURSE FORMAT

The class aims to provide an introduction to the theories, trends, and debates on the topic of inequality in national (United States), international, and comparative contexts. The primary objective is to review the origins and modern treatments of social inequality within the social and policy sciences. A second objective is to provide a venue for students to critically engage on issues related to the dimensions of social inequality and how perspectives across studies differ, complement, and contribute to explanations of inequality.

The first part of the course will review theories of inequality and stratification. The second part of the course will emphasize how structural inequality is produced and reinforced in society. Readings and discussions will focus on concepts, data, methods, and factors that analyze occupational and class structures; intergenerational transmission of socioeconomic status; the effects of class, identity, and belief on socioeconomic achievement, earnings, income and wealth distribution; as well as subjective aspects of stratification.

Students should remember that the readings for this class are written by individuals who come from a variety of backgrounds and with varying perspectives about social inequality. By the end of the quarter, you should be able to analyze and understand the major arguments about the origins and manifestations of social inequality. This class will be a place to exchange ideas, think critically, and examine your own perspectives and understandings. My expectation of students in this class is that they will arrive ready to think critically and speak kindly to one another and of the authors as we work together to expand our knowledge about social inequality.

STUDENT CODE OF CONDUCT

All students should be familiar with the Student Code of Academic Conduct that is located here: <https://ossja.ucdavis.edu/student-conduct-and-discipline-policy>. Please review this carefully and ask the instructor, if you have any questions. The instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation. In addition to plagiarism and cheating on examinations, it is also a violation of the Student Code of Academic Conduct to use your own written materials prepared for other classes unless you take the following points into consideration:

- 1) You inform the instructor beforehand.
- 2) You clearly identify the portions where you quote yourself (or collaborative work) within the written assignment.
- 3) You provide a copy of the previous work you have submitted in the other class to the instructor.
- 4) To ensure that you receive a good grade the material must fit seamlessly into the assignment for **THIS** class.
- 5) If you have any doubts about the extent to which you can use previously written materials, talk to the instructor prior to making any submission.

AI AND LARGE LANGUAGE MODEL POLICY:

The use of generative AI writing tools (such as ChatGPT, GrammarlyGO, GPT-3, GPT-4, Elicit, BERT, Bard, Co-pilot, or others) is not allowed in this class. Since writing, presentation, and analytical skills and critical thinking are some of the learning objectives of this course, all assignments, including writing assignments, must be prepared by the student. Developing strong skills in these areas will prepare students to be competitive in their career goals. (Please note

regular Grammarly that helps with grammar etc. is permissible but not their chatbot feature – GrammarlyGO.). As mentioned under the plagiarism section above, taking credit for any work not done by the student including generated by software of AI is a violation of the Academic Policy on Student Conduct and Discipline.

Why it is important to do the work yourself in this course is persuasively argued by writer, Ted Chiang, in his essay, “CHATGPT is a Blurry JPEG of the Web.” He writes, “Having students write essays isn’t merely a way to test their grasp of the material; it gives them experience in articulating their thoughts. If students never have to write essays that we have all read before, they will never gain the skills needed to write something that we have never read. And it’s not the case that, once you have ceased to be a student, you can safely use the template that a large language model provides. The struggle to express your thoughts doesn’t disappear once you graduate—it can take place every time you start drafting a new piece. Sometimes it’s only in the process of writing that you discover your original ideas. Some might say that the output of large language models doesn’t look all that different from a human writer’s first draft, but, again, I think this is a superficial resemblance. Your first draft isn’t an unoriginal idea expressed clearly; it’s an original idea expressed poorly, and it is accompanied by your amorphous dissatisfaction, your awareness of the distance between what it says and what you want it to say. That’s what directs you during rewriting, and that’s one of the things lacking when you start with text generated by an A.I.”

If you are suspected of using these tools, the disciplinary process will follow these steps:

- 1) Your TA and/or the instructor will contact you and let you know that your writing has been flagged.
- 2) You will be given the choice to either re-do the assignment or be submitted to judicial affairs.
- 3) If you can provide tangible evidence that you completed the assignment without the assistance of these tools (i.e. version control, detailed outlines, clear use of in class notes, etc.) you will be asked to visit the writing center to discuss how your writing can be improved to avoid sounding like an AI/LLM. In this case you would not be asked to redo the assignment and it would be graded as submitted.

COURSE COMMUNICATION

All communication related to the course will be delivered through the official university email system. Each student is responsible for the information sent and received from the instructor via the university email account and is expected to check their email account on a regular and consistent basis. Students are required to utilize the university email account when communicating about coursework. I will not respond to emails sent from personal accounts.

When contacting the instructor or your TA’s you should use professional, respectful communication. We will do our best to respond to you in an appropriate amount of time but remember that we are people too and we cannot respond immediately to every email we get. “Lack of planning on your part does not constitute an emergency on my part.” If you have not heard back from us and would like to send a follow up email, refer to the canvas page for templates for professional follow up emails.

COURSE REQUIREMENTS

Course grades are based upon the following:

Assignment	Point Structure	Things to Note
Quizzes	20%	<ul style="list-style-type: none">• 5 quizzes total, your lowest score is dropped• 10 points each• <u>There are no make-ups.</u>• Taken in class, given at any time in the quarter and at any point during class• The quizzes will cover the readings and lectures from the prior two weeks
Midterm Examination	20%	<ul style="list-style-type: none">• Take home exam• Cumulative from the first few weeks of the quarter, combination of multiple choice, short answer, and essay questions
Paper Preparation	20%	<ul style="list-style-type: none">• There are 4 scaffolded steps built into this assignment. They are intended to prepare you to write your final paper.• See canvas page for full assignment details.
Final Paper	30%	<ul style="list-style-type: none">• 8-10 pages, double spaced• Submitted on canvas• See canvas page for full assignment details and rubric• See rubric below
Participation	10%	<ul style="list-style-type: none">• You have one excused absence for the quarter• All other absences without notifying the instructor or your TA will result in a 1% deduction in your final grade• Participation includes asking questions during lecture and sections, your professionalism in interactions with the TA and instructor, and your overall engagement with the course
Extra Credit	1%	<ul style="list-style-type: none">• See canvas page for full assignment details• You have the chance to gain a 1% credit towards your final grade by attending a relevant volunteer opportunity and completing a brief reflection on the experience• Extra credit must be completed by the end of Week 8

Term Paper: The task will be to inquire more deeply into an aspect of social inequality by considering and evaluating a recently implemented policy or program. The instructor will provide a list of potential policies/programs from which students must choose. Students will be required to provide a brief history of the policy/program, its current status, the affected population and why such rulemaking was seen as necessary. You will justify your position using the concepts and theories learned in the class and will be expected to demonstrate how your research relates to your understanding of the course concepts, readings, and theories. Analysis of the policy/program should be based on scholarly journals, newspapers, magazines, congressional testimonies, archival material, planning department documents, government reports, and analyses, census data, and other governmental data sources.

Your paper should contain the following elements:

- **Problem Statement** (state, describe, and demonstrate the importance of your problem).
 - Identify the problem that concerns you and how it relates to social inequality.
 - Characterize the nature, dimensions, and impacts of this problem.
 - A complete, well-structured thesis statement is required.
- **Causal Analysis** (identify the major causes of this problem).
- **Policy Approach** (provide a brief history of the law or policy, its current status, the affected population and why such rulemaking was seen as necessary).
- **Proposal for Change** (propose an alternative way to address this problem).
 - Describe and justify your solution and illustrate how it addresses the causes of the problem. If possible, mobilize evidence that such a solution might work, e.g. instances in which such an approach has been used.
 - Evaluate the limitations of your solution: what aspects of the problem does it leave unaddressed, unchanged? What else do you think might be necessary to do to alleviate this problem?
- **Formatting** (the paper adheres to the required formatting and submission guidelines)
 - 8-10 pages double spaced, not counting references or footnotes
 - 12pt Times New Roman font with 1-inch margins
 - Submitted on time via canvas with a turn-it-in score of less than 15%
 - Pages must be numbered
 - You must have the title, your name, and the course number and quarter listed at the top of the page (see APA style guidelines for clarity)

AN IMPORTANT WORD ABOUT GRADING: Grades are earned, not given. Simply completing the course requirements does not entitle a student to a grade of A or B. “A” grades are earned for exceptional work. Requests for reconsideration of grades will be accepted only in writing with a clear statement of what the student believes has been mis-graded within one week of receiving the graded material. Please submit your original full assignment along with your request for grade reconsideration. **Important:** *In reviewing the requested assignment for grade reconsideration, grades may be revised up or down depending upon the reassessment of the graded material.* **Late assignments will be deducted a letter grade for every day they are late** (unless you have been given explicit exception by the TA or the instructor).

READINGS

Students are expected to come to class having read and internalized the information in the readings. The class format is highly interactive and failure to do the readings will be very obvious to myself and the TA's, as well as your fellow classmates. The readings are subject to change, so you need **check the canvas page for updates every week**. All readings will be available on canvas. If there is an issue with the files on canvas, students are expected to contact myself or the TA's as soon as possible or to take the initiative to find the readings online (they are all available to you through the library or the web). Issues with canvas files are not a valid excuse for failing to do the readings.

COURSE SCHEDULE

Date	Topic	Readings
Tue 1/7	Introduction to Syllabus and Key Skills	Students should review the syllabus before class.
Thur 1/9	Causes and Structures of Inequality	<p>Harro, B. (2010). The Cycle of Socialization. In M. Adams (Ed.), <i>Readings in diversity and social justice</i> (2. ed). Routledge.</p> <p>Flew, T. (2014). Six theories of neoliberalism. <i>Thesis Eleven</i>, 122(1), 49–71. https://doi.org/10.1177/0725513614535965</p> <p>Bhattacharya, Tithi (ed). 2017. <i>Social Reproduction Theory: Remapping Class, Recentering Oppression</i>. London: Pluto</p>
Tue 1/14	Principles of Stratification	<p>Davis, K. and W. E. Moore. (1945). Some principles of stratification. <i>American Sociological Review</i>10(2): 242-249.</p> <p>Adkins, D. E., & Vaisey, S. (2009). Toward a unified stratification theory: structure, genome, and status across human societies. <i>Sociological Theory</i>, 27(2), 99-121.</p> <p>Lamont, M., Beljean, S., & Clair, M. (2014). What is missing? Cultural processes and causal pathways to inequality. <i>Socio-Economic Review</i>, 12(3), 573-608</p>
Thur 1/16	The role of the state	<p>Scott, J. C. (2020). <i>Cities, People, and Language</i>. In <i>Seeing like a state: How certain schemes to improve the human condition have failed</i>. Yale University Press.</p> <p>Weber, M. (2004) “Status, groups, and classes” and “The distribution of power in society: classes, status, groups and parties” in the <i>Essential Weber- A Reader</i> edited by Sam Whimster. (176-181).</p>

		<p>Marx, K. (1939). Manifesto of the Communist Party. READ ONLY PAGES 14-27.</p> <p>Brinkley, C. (2020). Hardin’s imagined tragedy is pig shit: A call for planning to recenter the commons. <i>Planning Theory</i>, 19(1), 127–144. https://doi.org/10.1177/1473095218820460</p>
Tue 1/21	In Class Activity: Writing Strong Papers	
Thur 1/23	Settler Colonialism	<p>https://csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/</p> <p>Whyte, K. (2018). Settler Colonialism, Ecology, and Environmental Injustice. <i>Environment and Society</i>, 9(1), 125–144. https://doi.org/10.3167/ares.2018.090109</p> <p>Reed, K. (2020). We Are a Part of the Land and the Land Is Us: Settler Colonialism, Genocide & Healing in California. <i>Humboldt Journal of Social Relations</i>, 42(1), 23. https://doi.org/10.55671/0160-4341.1131</p>
Tue 1/28	Race	<p>Malcom X’s The Ballot or The Bullet</p> <p>Glaser, J., Spencer, K., & Charbonneau, A. (2014). Racial Bias and Public Policy. <i>Policy Insights from the Behavioral and Brain Sciences</i>, 1(1), 88–94. https://doi.org/10.1177/2372732214550403</p> <p>Canizales, S. L., & Hondagneu-Sotelo, P. (2022). Working-class Latina/o youth navigating stratification and inequality: A review of literature. <i>Sociology Compass</i>, 16(12), e13050. https://doi.org/10.1111/soc4.13050</p>
Thur 1/30	Racialization	<p>TallBear, K. (2007). Narratives of Race and Indigeneity in the Genographic Project. <i>Journal of Law, Medicine & Ethics</i>, 35(3), 412–424. https://doi.org/10.1111/j.1748-720X.2007.00164.x</p> <p>Coates, T.-N. (2017, October). The First White President. <i>The Atlantic</i>.</p>

		Hunter, M. (2007). The Persistent Problem of Colorism: Skin Tone, Status, and Inequality. <i>Sociology Compass</i> 1(1): 237-254.
Tue 2/4	Class, Wealth, and Status	<p>Lamont, M., Harding, D. J., & Small, M. L. (2012). Reconsidering culture and poverty. <i>The ANNALS of the American Academy of Political and Social Science</i>, (629), 6-27.</p> <p>Gittleman, M., & Wolff, E. N. (2004). Racial differences in patterns of wealth accumulation. <i>Journal of Human Resources</i>, 39(1), 193-227.</p> <p>Haveman, R. (2009). What does it mean to be poor in a rich society? <i>Focus</i>, 26(2), 81-86.</p>
Thur 2/6	Class, Wealth, and Status	<p>Perez, N. (2024, December 23). Undocumented people are among most vulnerable to climate-fueled disasters. NPR. https://www.npr.org/2024/12/23/nx-s1-5172489/hurricanes-climate-change-undocumented-extreme-weather</p> <p>McLanahan, S., & Percheski, C. (2008). Family structure and the reproduction of inequalities. <i>Annu. Rev. Sociol.</i>, 34, 257-276.</p> <p>Massey, D. S. (1990). American apartheid: Segregation and the making of the underclass. <i>American Journal of Sociology</i>, 329-357.</p> <p>PODCAST: Perry, A., & Dews, F. (Directors). (2022, February 4). Valuing Black Assets in Black Communities [Broadcast]. In The Brookings Cafeteria. https://www.brookings.edu/articles/valuing-black-assets-in-black-communities/</p>
Tue 2/11	In Class Activity: Peer Review and Paper Prep	
Thur 2/13	Gender	hooks, bell. (2000). <i>Feminism is for everybody: Passionate politics</i> . South End Press. Read chapters: Introduction, 1: Feminist Politics, 7: Feminist Class Struggle, 9: Women at Work, & 11. Ending Violence

		<p>Combahee River Collective. (1977). The Combahee River Collective Statement.</p> <p>Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. <i>Current Sociology</i>, 61(5–6), 733–755. https://doi.org/10.1177/0011392113479315</p>
Tue 2/18	Asynchronous Class: Education	<p>This is a MANDATORY participation assignment. Failing to do it will result in a loss of 5 points for your participation grade.</p> <p>Read one of the following long-form articles on education. When you are done, respond to the prompts on the Asynchronous Education Class discussion page on canvas.</p> <p>https://www.theatlantic.com/ideas/archive/2023/12/class-war-west-virginia-university/676152/</p> <p>https://www.nytimes.com/2024/10/16/magazine/dei-university-michigan.html</p> <p>https://www.newyorker.com/magazine/2021/06/21/the-rise-of-black-homeschooling</p>
Thur 2/20	Sexuality	<p>West, C., & Zimmerman, D. H. (1987). Doing Gender. <i>Gender and Society</i>, 1(2), 125–151.</p> <p>Bostwick, W., & Hequembourg, A. (2014). ‘Just a little hint’: Bisexual-specific microaggressions and their connection to epistemic injustices. <i>Culture, Health & Sexuality</i>, 16(5), 488–503. https://doi.org/10.1080/13691058.2014.889754</p> <p>Bell, D., & Valentine, G. (1995). Queer country: Rural lesbian and gay lives. <i>Journal of Rural Studies</i>, 11(2), 113–122. https://doi.org/10.1016/0743-0167(95)00013-D</p>
Tue 2/25	Global Dimensions	<p>Reading 1 TBD</p> <p>Liboiron, M. (2021, December 21). How Plastic Is a Function of Colonialism. <i>Teen Vogue</i>.</p>

		<p>https://www.teenvogue.com/story/how-plastic-is-a-function-of-colonialism</p> <p>Ferguson, J. (1994). The Anti-Politics Machine. <i>The Ecologist</i>, 5.</p>
Thur 2/27	In Class Activity: Defining Justice	
Tue 3/4	Environmental Justice	<p>Chapter 1: Environmentalism and Social Justice from Bullard, R. D. (2018). <i>Dumping in Dixie: Race, class, and environmental quality</i> (3rd ed). Routledge, Taylor & Francis group.</p> <p>Buckingham, S., & Kulcur, R. (2009). Gendered Geographies of Environmental Injustice. <i>Antipode</i>, 41(4), 659–683. https://doi.org/10.1111/j.1467-8330.2009.00693.x</p> <p>Whyte, K. P. (2011). The Recognition Dimensions of Environmental Justice in Indian Country. <i>Environmental Justice</i>, 4(4), 199–205. https://doi.org/10.1089/env.2011.0036</p>
Thur 3/6	Decolonization	<p>Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1(1).</p> <p>O’Sullivan, S. (2023). Fucking up, fixing up, and standing up (to the colonial project of gender and sexuality). <i>American Ethnologist</i>, 50(3), 350–355. https://doi.org/10.1111/amet.13194</p> <p>Ramírez, M. M. (2020). Take the houses back/take the land back: Black and Indigenous urban futures in Oakland. <i>Urban Geography</i>, 41(5), 682–693. https://doi.org/10.1080/02723638.2020.1736440</p>
Tue 3/11	Critical Utopias	<p>Tiffany, K. (2024, February 4). Meet Me in the Eternal City. <i>The Atlantic</i>.</p> <p>Barnhill, D. L. (2012). Critical Utopianism and Bioregional Ecocriticism. In T. Lynch, C. Glotfelty, K. Armbruster, & E. J. Zeitler (Eds.), <i>The bioregional imagination: Literature, ecology, and place</i>. University of Georgia Press.</p>
Thur 3/13	Final Class	TBD

