

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK**

COURSE NUMBER: SOWO 919

TITLE: Inequality in the 21st Century: Analyzing & Addressing Disparities in Health, Education, and Economic Outcomes
Fall 2020, 3.0 credits
Thursdays, 2:00-4:50

INSTRUCTOR: Kirsten Kainz, Ph.D.
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OFFICE HOURS: Anytime by appointment

COURSE DESCRIPTION: Persistent disparities in health, education, and economic outcomes result from historic and multi-system forces that shape inequality in the United States. In order to respond effectively to inequality, researchers need tools for analyzing history, theory, policy, and data. This course is designed to: 1) describe the historic events that shaped 21st century inequalities in the United States; 2) provide students an overview of major theories related to inequality; 3) give students a chance to explore and review potent research agendas related to identifying, explaining, and remedying inequality in the form of health, education, and economic disparities; and 4) help students translate learning about inequality into meaningful scholarly products.

COURSE OBJECTIVES

- Students will understand the historic roots of inequality in the 21st Century United States
- Students will understand major sociological, economic, and critical theories used to frame inequality and related use of the terms disparity, equity, and equality
- Students will explore research agendas, empirical evidence, and methods used to identify and explain disparities associated with but not limited to race, ethnic, gender, economic, and citizenship status
- Students will explore policy and social agendas for reducing disparities
- Students will use course learning to create products for research and engagement

REQUIRED TEXTS & READINGS

Required Text: Grusky, D., & Hill, J. (Eds.). (2018). *Inequality in the 21st century: A Reader*. Routledge.

All other course readings are listed in the syllabus

POLICIES

Policy on Attendance

Class attendance will be important for content and skill learning as individuals and as small groups. Do your best to attend all class sessions.

Policy on Late and Incomplete Assignments

Assignments/quizzes are to be completed/turned in to the professor on the due date noted in the course outline. In most cases, **late assignments will not be accepted**. In the case of an emergency, extensions may be granted by the professor, but when possible students should contact the professor before the due date to determine if their case is an emergency. Late assignments will be reduced 10 percent for each day late (including weekend days). A grade of incomplete will be given only under extenuating circumstances and in accordance with University policy.

Bad Weather Policy

In the case of snow, ice, or other threatening or unsafe conditions, students should follow UNC's Adverse Weather announcements at www.unc.edu or Adverse Weather and Emergency Phone Line (919) 843-1234. If you have any questions or concerns, please contact UNC Public Safety at 919-962-3951 (M-F, 7:30-5:00) or after business hours at 919- 962-8100.

Note about Technology

You will need a laptop to conduct analysis and other explorations in class. Please refrain from checking your email, social media sites, and other non-class related electronic destinations.

Grading System

A modified version School of Social Work's interpretation of grades and numerical scores will be used.

H = 94-100, P = 74-93, L = 70-73, F = 69 and below

Assignment	Points
Reading Summaries	40
Data Plan	10
Research Brief: mid-term	15
Research Brief: final	20
Research Brief: presentation	15
TOTAL	100

Assignments

Reading Summaries (40 pts, DUE weekly)

Students will create brief (one page or less) bullet summaries for each of the readings each week. Students will post their summaries in the appropriate folders on Sakai.

Required Reading Summaries: see template on last page of syllabus

Focus Area Reading Summaries: see template on last page of syllabus

Data Plan (10 pts, DUE September 3)

One page description of:

- Data set to be used for research brief
- Possible variables

- Possible research questions

Research Brief (50 pts total)

- Mid-term (15 pts, October 8)
 - Two pages of tables/bullets
 - Analysis data set created, and descriptive statistics produced for variables of interest
 - Research question(s) identified
 - Preliminary analysis to address research question(s) tabled
- Final (20 pts, November 19)
 - Five-ten pages of text (with visualization(s) embedded)
 - A compelling data visualization that meets best practice standards
- Presentation to MSW program (15 pts, TBD)
 - 15 minutes
 - Powerpoint (or similar tech)
 - Emphasize the visualization
 - Send electronic copy of research brief to MSW instructor for dissemination

Examples of research briefs

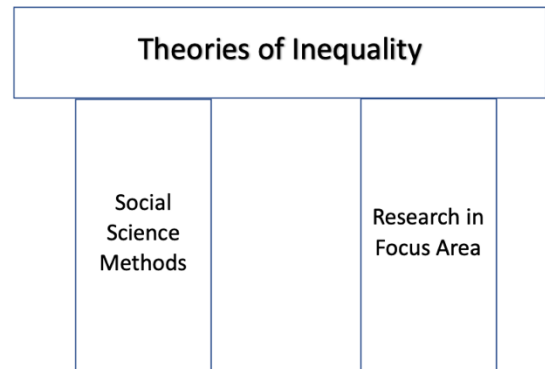
- <https://www.brookings.edu/research/requiring-school-districts-to-spend-comparable-amounts-on-title-i-schools-is-pushing-on-a-string/>
- <https://www.aecf.org/blog/percentage-of-kids-in-concentrated-poverty-worsens-in-10-states-and-puerto/>
- <https://www.brookings.edu/research/time-for-justice-tackling-race-inequalities-in-health-and-housing/>

Emerging recommendations for publishing research on disparities

<https://www.healthaffairs.org/doi/10.1377/hblog20200630.939347/full/>

Course Outline

The materials for this course have been curated to promote DOUBLE T KNOWLEDGE. That is, students will continue to build deep knowledge of social science methods while also building deep knowledge of research evidence in one of three focus areas: health disparities, economic disparities, or education disparities. To bridge deep knowledge of methods with research evidence students will build a connecting set of knowledge related to theories of inequality. To achieve Double T Knowledge, students will



1. Carefully read and create a bullet summary for all of the required readings under the Topics and Materials heading each week
2. Carefully read and create a bullet summary for the research articles listed under their chosen focus area – health, economics, or education
3. Complete the assignments strategically laid out throughout the semester
4. Review data and multi-media resources as needed

NB: Chapters from Grusky & Hill are noted in the table below by Authorname (G&H Chapter#). All required readings that are not from Grusky & Hill are stored on Sakai in the Required Readings folder. Focus area readings not from Grusky & Hill are available electronically through the UNC library electronic access services or at the link provided in the syllabus. Data and Multi-Media resources are not required readings but instead are available to students as examples of relevant work that addresses inequality.

COURSE OUTLINE

Course Overview

8/13	Course Overview			
	TOPIC AND MATERIALS	HEALTH FOCUS	ECONOMIC FOCUS	EDUCATION FOCUS
8/20	<p>THE HISTORY OF INEQUALITY FROM SOCIOLOGICAL AND ECONOMIC PERSPECTIVES</p> <p>Required Readings:</p> <p>Grusky & Hill (G&H 1) Marx (G&H 2) Weber (G&H 3) Du Bois (G&H 4) Perkins Gilman (G&H 5)</p> <p>Data & Multi-Media:</p> <p>https://opportunityinsights.org/national_trends/ https://opportunityinsights.org/neighborhoods/ https://www.leadingonopportunity.org/</p>	<p>Singh, G. K., Daus, G. P., Allender, M., Ramey, C. T., Martin, E. K., Perry, C., ... & Vedamuthu, I. P. (2017). Social determinants of health in the United States: Addressing major health inequality trends for the nation, 1935-2016. <i>International Journal of MCH and AIDS</i>, 6(2), 139.</p>	<p>Reardon, S. F., & Bischoff, K. (2011). Income inequality and income segregation. <i>American Journal of Sociology</i>, 116(4), 1092-1153.</p>	<p>Domina, T., Penner, A., & Penner, E. (2017). Categorical inequality: Schools as sorting machines. <i>Annual Review of Sociology</i>, 43, 311-330.</p>
8/27	<p>CRITICAL THEORY: ITS HISTORY AND COMPLEMENTS</p> <p>Required Readings:</p> <p>Collins, P. H. (2019). What's critical about critical social theory, Chapter 2. <i>Intersectionality and Critical Social Theory</i>. Durham, NC: Duke University Press.</p> <p>Ladson-Billings, G., & Tate, W. F. (2016). Toward a critical race theory of education. In <i>Critical Race Theory in Education</i> (pp. 10-31). Routledge.</p> <p>Solorzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit theory and method: Counter-storytelling. <i>International Journal of Qualitative Studies in Education</i>, 14(4), 471-495.</p>	<p>Hicken, M. T., Kravitz-Wirtz, N., Durkee, M., & Jackson, J. S. (2018). Racial inequalities in health: Framing future research. <i>Social Science & Medicine</i> (1982), 199, 11.</p> <p>Ford, C. L., & Airhihenbuwa, C. O. (2010). The public health critical race methodology: Praxis for antiracism research. <i>Social Science & Medicine</i>, 71(8), 1390-1398.</p>	<p>Fraser, N. (2013). What's critical about critical theory?. In <i>Feminists Read Habermas (RLE Feminist Theory)</i> (pp. 37-72). Routledge.</p> <p>Coates, T. (June 2014) The Case for Reparations. <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p>	<p>Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i>, 8(1), 69-91.</p> <p>Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i>, 16(1), 1-31.</p>

	<p>Data & Multi-Media:</p> <p>https://civic.mit.edu/2015/12/01/feminist-data-visualization/</p> <p>https://cepa.stanford.edu/content/are-achievement-gaps-related-discipline-gaps-evidence-national-data</p> <p>http://vialab.science.uoit.ca/wp-content/papercite-data/pdf/dor2013a.pdf</p>			
DATA PLAN DUE IN CLASS				
September 3				
9/3	<p>POVERTY & INEQUALITY</p> <p>Required Readings:</p> <p>Danziger & Wimer (G&H 19) Shaefer & Eden (G&H 20)</p> <p>Data & Multi-Media:</p> <p>https://www.frontiersin.org/articles/10.3389/fsoc.2020.00047/full</p> <p>https://www.brookings.edu/topic/poverty/</p> <p>https://www.pewresearch.org/fact-tank/2018/09/06/are-you-in-the-american-middle-class/</p> <p>https://www.people-press.org/2020/03/02/most-americans-point-to-circumstances-not-work-ethic-as-reasons-people-are-rich-or-poor/</p> <p>https://www.pewresearch.org/fact-tank/2020/02/07/6-facts-about-economic-inequality-in-the-u-s/</p>	<p>Adler, N. E., & Newman, K. (2002). Socioeconomic disparities in health: pathways and policies. <i>Health Affairs</i>, 21(2), 60-76.</p>	<p>Sharkey & Elwert (G&H 25) Western & Pettit (G&H 28)</p>	<p>Reardon (G&H 28)</p>
9/10	<p>RACIAL INEQUALITY</p> <p>Required Readings:</p> <p>Wooten, M. E., & Couloute, L. (2017). The production of racial inequality within and among organizations. <i>Sociology Compass</i>, 11(1), e12446.</p> <p>Omi & Winant (G&H 43)</p> <p>Data & Multi-Media:</p>	<p>Bailey, Z. D., Krieger, N., Agénor, M., Graves, J., Linos, N., & Bassett, M. T. (2017). Structural racism and health inequities in the USA: Evidence and interventions. <i>The Lancet</i>, 389(10077), 1453-1463.</p> <p>Philbin, M. M., Flake, M., Hatzenbuehler, M. L., &</p>	<p>Wilson (G&H 22) Massey & Denton (G&H23)</p> <p>Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. <i>Annual Review of Sociology</i>, 34, 181-209.</p>	<p>Carter, P. L. (2018). The multidimensional problems of educational inequality require multidimensional solutions. <i>Educational Studies</i>, 54(1), 1-16.</p> <p>Kibria, N., & Becerra, W. S. (2020). Deserving immigrants and good advocate mothers: Immigrant mothers'</p>

	<p>https://www.brookings.edu/blog/up-front/2020/06/16/race-gaps-in-covid-19-deaths-are-even-bigger-than-they-appear/</p> <p>https://www.brookings.edu/blog/how-we-rise/</p> <p>https://www.pewsocialtrends.org/2019/04/09/views-of-racial-inequality/</p> <p>https://www.pewsocialtrends.org/2018/07/12/incomes-of-whites-blacks-hispanics-and-asians-in-the-u-s-1970-and-2016/</p> <p>https://www.pewsocialtrends.org/category/interactives/page/2/</p> <p>https://www.pewresearch.org/interactives/what-census-calls-us/</p> <p>https://econofact.org/race-and-ethnicity-within-widening-income-inequality-in-the-united-states?utm_source=EconoFact+Subscribers&utm_campaign=3cafbc913-EMAIL_CAMPAIGN_2019_05_30_02_30_COPY_01&utm_medium=email&utm_term=0_ec9f988e33-3cafbc913-79192493</p>	Hirsch, J. S. (2018). State-level immigration and immigrant-focused policies as drivers of Latino health disparities in the United States. <i>Social Science & Medicine</i> , 199, 29-38.		negotiations of special education systems for children with disabilities. <i>Social Problems</i> .
9/17	<p>GENDER INEQUALITY</p> <p>Required Readings:</p> <p>Lorber (G&H 54) Ridgeway (G&H 64)</p> <p>Data & Multi-Media:</p> <p>https://www.frontiersin.org/articles/10.3389/fpubh.2020.00152/full</p> <p>https://www.brookings.edu/topic/gender/</p> <p>https://www.pewsocialtrends.org/interactives/strong-men-caring-women/</p> <p>https://www.pewresearch.org/fact-tank/2017/12/05/how-do-your-views-on-gender-compare-with-those-of-other-americans/</p> <p>https://www.pewsocialtrends.org/fact-sheet/the-data-on-women-leaders/</p>	Harnois, C. E., & Bastos, J. L. (2018). Discrimination, harassment, and gendered health inequalities: Do perceptions of workplace mistreatment contribute to the gender gap in self-reported health?. <i>Journal of Health and Social Behavior</i> , 59(2), 283-299.	Goldin & Rouse (G&H 59) Correll, Benard, & Paik (G&H 60)	Winslow, S., & Davis, S. N. (2016). Gender inequality across the academic life course. <i>Sociology Compass</i> , 10(5), 404-416.
9/24	<p>SEXUAL INEQUALITY</p> <p>Required Readings:</p> <p>Herek, G. M. (2007). Confronting sexual stigma and prejudice: Theory and practice. <i>Journal of Social Issues</i>, 63(4), 905-925.</p>	Blosnich, J. R., Farmer, G. W., Lee, J. G., Silenzio, V. M., & Bowen, D. J. (2014). Health inequalities among sexual minority adults: Evidence from ten US states, 2010. <i>American</i>	Denier, N., & Waite, S. (2019). Sexual orientation at work: Documenting and understanding wage inequality. <i>Sociology Compass</i> , 13(4), e12667.	Mittleman, J. (2018). Sexual orientation and school discipline: New evidence from a population-based sample. <i>Educational Researcher</i> , 47(3), 181-190.

	<p>Herek, G. M., & McLemore, K. A. (2013). Sexual prejudice. <i>Annual Review of Psychology</i>, 64, 309-333.</p> <p>Data & Multi-Media:</p> <p>http://www.bu.edu/articles/2020/how-covid-19-is-impacting-the-lgbtq-community/</p> <p>https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/18/lgbtq-students-face-discrimination-while-education-department-walks-back-oversight/</p> <p>https://www.pewresearch.org/fact-tank/2020/04/10/as-family-structures-change-in-u-s-a-growing-share-of-americans-say-it-makes-no-difference/</p>	<p><i>Journal of Preventive Medicine</i>, 46(4), 337-349.</p>		
10/1	<p>INTERSECTIONALITY</p> <p>Required Readings:</p> <p>Collins, P. H. (2015). Intersectionality's definitional dilemmas. <i>Annual Review of Sociology</i>, 41, 1-20.</p> <p>Anderson & Collins (G&H 61)</p> <p>Data & Multi-Media:</p> <p>https://www.opportunityatlas.org/</p>	<p>Jackson, J. W., Williams, D. R., & VanderWeele, T. J. (2016). Disparities at the intersection of marginalized groups. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 51(10), 1349-1359.</p>	<p>Steffensmeier, D., Painter-Davis, N., & Ulmer, J. (2017). Intersectionality of race, ethnicity, gender, and age on criminal punishment. <i>Sociological Perspectives</i>, 60(4), 810-833.</p>	<p>Harris, A., & Leonardo, Z. (2018). Intersectionality, race-gender subordination, and education. <i>Review of Research in Education</i>, 42(1), 1-27.</p>
<p>MIDTERM ASSIGNMENT DUE IN CLASS</p> <p>October 8</p>				
10/8	<p>METHODS</p> <p>Guest Speaker, Dr. Trenette Clark Goings</p> <p>Data & Multi-Media:</p> <p>https://opportunityinsights.org/wp-content/uploads/2019/05/Lecture-11-health-1.pdf</p> <p>https://www.npr.org/2019/12/09/786469762/zipcode-destiny-the-persistent-power-of-place-and-education</p>	<p>Required Readings:</p> <p>Ward, J. B., Gartner, D. R., Keyes, K. M., Fliss, M. D., McClure, E. S., & Robinson, W. R. (2019). How do we assess a racial disparity in health? Distribution, interaction, and interpretation in epidemiological studies. <i>Annals of Epidemiology</i>, 29, 1-7.</p> <p>Braveman, P. (2006). Health disparities and health equity: concepts and measurement. <i>Annual Review of Public Health</i>, 27, 167-194.</p> <p>Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. <i>National Center for Education Evaluation and Regional Assistance</i>.</p>		

10/15	<p>METHODS</p> <p>Guest Speaker, Dr. William Hall</p> <p>Data & Multi-Media:</p> <p>https://www.brainpickings.org/2017/10/09/w-e-b-du-bois-diagrams/</p> <p>https://opportunityinsights.org/wp-content/uploads/2019/05/Lecture-4-trends-in-inequality.pdf</p> <p>https://www.pewresearch.org/fact-tank/2019/12/30/our-favorite-pew-research-center-data-visualizations-of-2019/</p>	<p>Required Readings:</p> <p>Borkin, M. A., et al. “<u>What Makes a Visualization Memorable?</u>” <i>IEEE Transactions on Visualization and Computer Graphics</i>, vol. 19, no. 12, 2013, pp. 2306–2315., doi:10.1109/tvcg.2013.234.</p> <p>Kelleher, C., & Wagener, T. “<u>Ten Guidelines for Effective Data Visualization in Scientific Publications.</u>” <i>Environmental Modelling & Software</i>, vol. 26, no. 6, 2011, pp. 822–827., doi:10.1016/j.envsoft.2010.12.006.</p> <p>SciDevNet. “<u>Data Visualisation: Contributions to Evidence-Based Decision-Making.</u>” <i>Shorthand</i>, social.shorthand.com/SciDevNet/3geA2Kw4B5c/data-visualisation-contributions-to-evidence-based-decision-making</p>
10/22	Open Topic	<p><i>This is a pilot course, and there might be topics missing or topics that didn’t get enough attention in the current course design. It might also be that students have ideas for how to use their time in class that an instructor can’t anticipate when designing a syllabus. Students can reflect on these possibilities throughout the semester and identify how this class session can be used to remedy omissions and enhance self-direction.</i></p>
10/29	Data Workshop	
11/5	1:1 Meetings with Instructor	
11/12	Presentations to MSW Classes	
11/19	<p>FINAL ASSIGNMENT DUE IN CLASS</p> <p>November 19</p>	

Templates for Reading Summaries

For General Required Readings (file named as StudentLastName_FirstAuthorName_Year for posting on Sakai)

Full APA Citation

- Take-away # 1
- Take-away #2
- Take-away #3
- Inequality defined?
- Disparity defined?
- Equity defined?
- How could you use this theory or these ideas in your research?
- What do you want to read next?

For Focus Area Readings (file named as StudentLastName_FirstAuthorName_Year for posting on Sakai)

Full APA Citation

- What (if any) theory was mentioned/used?
- How were inequality, disparity, and/or equity defined?
- If empirical
 - What is the research question?
 - What data were used?
 - What is the analytic method?
 - What are the findings?
- If not empirical
 - What was the purpose of the article?
 - Does the article provide recommendations or guidance?

In class we will use the products of your thought-work captured using the templates above to pair, share, compare & synthesize the big ideas for each of the readings.

Accessibility and Resources Services: The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel:- 919-962-8300 or Email;- accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

Writing Support Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E- mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

Honor Code The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected. If you require further information on the definition of plagiarism, authorized vs. unauthorized collaboration, unauthorized materials, consequences of violations, or additional information on the Honor Code at UNC, please visit <http://honor.unc.edu>.

Policy on Prohibited Harassment and Discrimination The University's Policy on Prohibited Harassment and Discrimination (<http://www.unc.edu/campus/policies/harassanddiscrim.pdf>) prohibits discrimination or harassment on the basis of an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. Appendix B of this Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications. Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity /ADA Office for assistance at 919.966.3576 or via email at equalopportunity@unc.edu or through U.S. Mail at:

Equal Opportunity/ADA Office
The University of North Carolina at Chapel Hill 100 East Franklin Street, Unit 110 Campus Box 9160
Campus Box 9160 Chapel Hill, NC 27599

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance](#), [Report and Response Coordinators](#), [Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Community Standards in Our Course and Mask Use. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we

learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.