



Course Instructor

Hansini Munasinghe

Email: hansini-munasinghe@uiowa.edu

Office: 415 Seashore Hall

Office Hours: Tuesdays 12-2pm or by appointment

Class Meeting Times

This course will meet via Zoom
(Online Classroom)

SOC:2810:0EXR: **Thursdays 3.30 - 4.30pm**

SOC:2810:0EXV: **Thursdays 10.00 - 11.00am**

SOC:2810:0EXW: **Thursdays 12.00 - 1.00pm**

Academic Course Home:

College of Liberal Arts and Sciences

Prerequisites: None

Course Goals and Objectives

This course introduces the study of social inequality from a sociological perspective. We will explore how inequality affects people at various points of their lives – beginning in childhood and at home, at school, and in the neighborhood; into adulthood in higher education, in the labor market, and in the criminal justice system. We will examine how resources and opportunities available to a person varies as they travel through each life stage and institutional setting and shapes their experience and outcomes including educational and occupational attainment, health and wellbeing, and political participation. This course will take an intersectional approach, mainly focusing on class, race, and gender inequalities in contemporary United States, while occasionally draw from cross-national and historical comparisons. This course will challenge students to think about inequality, not as something that “just happens”, but as a complex process that is created, maintained, and reproduced.

The course material is designed to help us achieve two main goals. Firstly, the material will provide the foundation for learning how sociologists think about and scientifically study processes of inequality, and expose us to various methods of doing so. Secondly, the course material will allow us to explore topics of inequality more closely, hearing stories and experiences directly from people facing these issues. The assignments in this course lead students to make connections between sociological concepts, readings, and current issues. Active participation and engagement in this course will allow students to develop their critical thinking, as well as their reading, writing, and communication skills.

This course meets the General Education Program requirements in **Values and Culture**.

By the end of the course, a student will be able to:

- Identify various forms of inequality and describe trends and patterns in inequality over time and across social groups.
- Describe how inequalities are created, reproduced, and maintained over the life course and in the context of various social institutions.
- Apply sociological concepts to current issues related to social inequality and personal experiences.
- Understand the scientific process of studying inequalities, with some familiarity of various research methods used in sociology, and in social sciences more broadly, including quantitative, qualitative, and experimental methods.
- Express ideas in both written and oral form convincingly, drawing from empirical evidence.

Course Structure

- This course is offered online as a Distance Education offering. Students will **login to the course site on ICON** to access all course materials.
- There is **no required textbook** for this course. All required readings and media for this course will be available on ICON, listed under each week's tab.
- The “readings” for this course take diverse formats, including book chapters, academic papers, popular news and magazine articles, as well as documentaries and podcasts. Please note that once during the semester, we will watch a documentary currently only available with a Netflix subscription.
- **Review the course homepage regularly** for updates in “**Announcements**” and “**Calendar.**”
- **Complete and submit** all assignments, discussion posts, activities, quizzes, and exams on ICON.

Course Work

For more information about expectations and guidelines, please check the “Course Map” and ICON.

Reading and Lecture Quizzes (15%): Each week, students will test their knowledge and comprehension of the course material by taking a short, open-book quiz on ICON. Each quiz must be completed **by midnight on the Wednesday** of each week. There will be 14 quizzes available over the course of the semester, and the 13 highest scores will count towards your grade.

Online Activities and Discussion (15%): Each week, students will engage in activities and discussions related to the course content via the online discussion board on ICON. Students are expected to complete the assigned activity and respond to questions/prompts **by midnight on the Wednesday** of each week. Discussions will be graded complete/incomplete. There will be about 14 discussions, all of which will count towards your grade.

Participation in Virtual Classroom (10%): Active participation in the Virtual Classroom and completion of in-class activities and discussions are an important part of this course. Your grade will be based on preparedness by doing class readings, watching lectures, and completing assigned activities; engaging in the individual and group activities assigned in class; and contributing to the learning community. All students are expected to **contribute at least one content-related question or comment** to class every day.

Analysis Paper (20%): Students will write a short paper (about 3-5 pages double-spaced), based on a data collection, analysis, and writing assignment done in Module 9 (further instructions will be posted on ICON). Late assignments will be accepted for up to one week after the due date, but all late submissions will result in an automatic reduction of half a letter grade per day late.

Exams (40%): There will be two exams in this course – a midterm exam and a cumulative take-home final exam (each worth 20% of your final grade). All exams will be open-book – you will be able to refer class material and notes. More information about expectations and guidelines will be provided on ICON.

Grading Criteria

Final course grades will be assessed based on the student's performance in the following items:

	% of final grade
Reading and lecture quizzes (14)	15%
Discussions (14)	15%
Participation in Virtual Classroom	10%
Analysis Paper	20%
Exams – Midterm and Final	40%
Total Points:	100%

Final grades will be assigned as follows. While the instructor reserves the right to modify this distribution, this will not be done in a way that lowers anyone's grade.

99-100% = A+	93-98% = 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

Media/System Requirements

Listed below are the media/system requirements applicable to this course:

- **System requirements.** Computer with reliable Internet access and a sound card. See specific requirements here, <http://distance.uiowa.edu/article/internet-connection-testdownload>.
- The latest version of **Adobe Reader** and the **Microsoft Silverlight Player** must be installed in your computer in order to access course materials posted on ICON, such as the pre-recorded lectures and lesson study guides.
- **Need Technical Support?** Contact Continuing Education technical support staff at dce-techsupport@uiowa.edu.

Course and University Policies:

As a registered student in a Continuing Education course through The University of Iowa, you are responsible for the course and university policies posted below.

Course Policies:

Email & Communications: Email is the official method of communication for this course. When writing to your instructor, make sure to use your official Iowa email account, and to indicate your name and section number. Include a clear subject line and be as detailed as possible about your concern or question. It may also be useful to attach a screenshot of your concern. This will help me provide you with the best solution to your problem as quickly as possible. I usually respond to emails within 24-48 hours on weekdays.

Due Dates and Missed Deadlines: If you are unable to meet a deadline for any reason, please contact your instructor **as soon as possible**.

The University of Iowa requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, or other unavoidable circumstances or University activities. If you are unable to complete the midterm or final exam in the allotted time, please contact your instructor **before** the exam time, and make arrangements for a makeup. Please note that you may be asked to provide written documentation regarding your reason for missing the exam, if applicable.

Grade Dispute Policy: If you feel like you did not receive the grade you deserved, here are some steps you can take to address this:

1. If it is a mathematical error or a miscalculation, please email me. I will double-check it, and make appropriate corrections to your grade.
2. If it's not a mathematical issue, but rather that you disagree with my evaluation, you may request a reevaluation of your submission. To do so, submit a minimum-1-page memo outlining how your submission deserves the grade you believe it deserves. Be very careful to describe how your submission meets and/or exceeds the minimum guidelines posted for each assignment. The grading rubrics and assignment guidelines all detail the expectations for each assignment in detail. Once you have submitted your request for reevaluation, I will review your submission and make a final determination. **NOTE:** Reevaluation may raise or lower your grade from its original score.

Extra credit: Students are able to earn extra credit by attending and writing about a social inequality-related event. Information about these will be available on ICON.

Classroom Conduct and Dialogue: Many topics discussed in this class can be considered sensitive and/or controversial. It is important to create a challenging and engaging, yet safe and comfortable, learning environment in the discussion boards as well as the live class sessions. Here are some guidelines to help us achieve this goal:

- Open dialogue is an important component of learning, and disagreement and challenging questions can help us further develop critical thinking and reflection. However, this also requires that the instructor and students treat each other with respect and listen without interruption. Words or actions that result in hostility will not be tolerated. Also see "Netiquette" below.
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; and to approach learning with an open mind.
- We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.

- No one is to be blamed for the circumstances of their existence that have been beyond their control. Respect each person's experience, never demean or trivialize another's life experience. It is possible to voice your point of view without offending and alienating your peers.
- Given the nature of these topics, it is possible that you may experience emotions such as anger, sadness, or hopelessness. In this class, we make an effort to channel such emotions positively, by expanding our knowledge and creating avenues to apply that knowledge in constructive ways. However, if these emotions become strong and debilitating, please take necessary steps of self-care. You may talk to your instructor, a trusted friend or family member, or seek professional help. See "Success Resources" and "Engagement Resources" for further information on self-care services and opportunities available on campus and in the area.

Netiquette: The term "netiquette" refers to the do's and don'ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other, the instructor, and our guest speakers (if applicable). For tips on "Netiquette", visit: <http://www.albion.com/netiquette/>

Changes to Syllabus: reserve the right to make minor changes in the course as I see necessary. I will make sure everyone is made aware of any changes in a timely and appropriate manner. Please make sure to check ICON regularly for announcements.

Addendum – The Department of Sociology – Fall 2019

Department Office: W140 Seashore Hall
Department Director (DEO): Jennifer Glanville
DEO e-mail: Jennifer-glanville@uiowa.edu

Department Phone: 319-335-2502
DEO Office: W125 SSH
DEO Phone: 319-335-2498

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (<https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf>).

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

Communication and the Required Use of UI Email

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](#)).

Complaints

Students with a complaint about a course should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to CLAS in 120 Schaeffer Hall. For more information, see <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals.

Visit <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.

Sexual Misconduct and Dating Violence

Sexual assault, dating violence, stalking, and other forms of sexual misconduct, including catcalling and other verbal abuse, are serious issues and subvert the mission of the University of Iowa. The only person responsible for sexual misconduct is the perpetrator. It is a violation of university policy to engage in sexual activities without clear consent from your partner. Someone incapacitated due to alcohol or drugs cannot consent to sexual activity.

Perpetrators face consequences that may include expulsion from the university and incarceration.

If you have been the victim of a sexual assault or domestic violence on or off campus or you know someone who has been assaulted and you want to find out more about available resources, please contact the Rape Victim Advocacy Program (RVAP), the Domestic Violence Intervention Program (DVIP), or the UI Campus Police. The RVAP will also provide further guidance and information to any interested member of the community.

Resources: RVAP: (319)335-6000 rvap.uiowa.edu; DVIP: (319)351-1043; Campus Police: (319)335-5022 <http://police.uiowa.edu/be-proactive/reporting-sexual-assault/>; Office of the Sexual Misconduct Response Coordinator (OSMRC): <http://osmrc.uiowa.edu/report-problem>; University of Iowa Sexual Misconduct Policies: <http://osmrc.uiowa.edu/policy>; University of Iowa Threat Assessment Team: uitat@uiowa.edu; 319-384-2955.

Title IX of the 1972 Educational Amendments to the Civil Rights Act of 1964 prohibits gender discrimination in all programs and activities of the university. It applies to admissions, financial aid, academic matters, career services, counseling and medical services, employment, and all other programs, events, and activities available at the university. It states: **"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance."** Title IX makes it clear that violence and discrimination based on sex and/or gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, or if you want to become better educated about your rights, you can find resources here:

<http://diversity.uiowa.edu/policies/title-ix>

Mental Health Resources for Students

- University Counselling Service: <https://counseling.uiowa.edu/>
- Student Health & Wellness – Psychiatric <http://studenthealth.uiowa.edu/services/psychiatry>
- UI Hospital and Clinics – Psychiatric <https://www.uihealthcare.org/behavioral-health-services/>
- 24-Hour Crisis Line via The Johnson County Crisis Center. Phone: (319) 351-0140 <http://jccrisiscenter.org/pages/what-we-do/24-hour-crisis-line.php>

Course Map (tentative course calendar – please see ICON for most up-to-date schedule)

Unit	Module	Class Date	Topic	Learning Goals	Content	Deadlines:
Unit 1: Basics and Beyond	1	Aug 29	Introduction to Social Inequality	<ul style="list-style-type: none"> Learn about the syllabus, course expectations, and topics we will be exploring this semester. Get to know your instructor, and how to contact them. Get to know your fellow classmates. Learn how to succeed in this course. 	<p>Read:</p> <ul style="list-style-type: none"> “Inequality by Design” by Fischer et. al. (1996) in Inequality Reader by Grusky and Szelenyi <p>Watch:</p> <ul style="list-style-type: none"> Lectures – “About this Course”, “Why Sociology?”, and “Inequality by Design” 	<ul style="list-style-type: none"> Quiz #1 (Aug 28) Discussion post (Aug 28)
	2	Sep 5	Thinking Sociologically about Inequality	<ul style="list-style-type: none"> Understand social construction, with a focus on race Explore historical change in concept of race and racial categories Understand the gender binary; gender difference vs. similarity hypothesis Identify negative consequences of gender difference hypothesis Understand and develop intersectional perspective 	<p>Read:</p> <ul style="list-style-type: none"> “Race Timeline” interactive (PBS) “Women and Men: No Big Difference”, APA “Genderbread Person” infographic <p>Watch:</p> <ul style="list-style-type: none"> Lectures – “Understanding Race”, “Understanding Gender”, and “Intersectionality” 	<ul style="list-style-type: none"> Quiz #2 (Sep 4) Discussion post (Sep 4)
	3	Sep 12	Trends in Economic Inequality	<ul style="list-style-type: none"> Learn the difference between income and wealth, and measurement problems of each Explore trends in income and wealth inequality over time Identify and explore causes of increasing inequality Identify consequences of increasing inequality 	<p>Read:</p> <ul style="list-style-type: none"> <i>Growing Apart: A Political History of American Inequality</i>, by Colin Gordon <p>Watch:</p> <ul style="list-style-type: none"> <i>Inequality for All</i> (2013) documentary Lectures – “Income vs. Wealth”, “Understanding Social Class”, “Inequality – Trends, Causes, and Consequences” 	<ul style="list-style-type: none"> Quiz #3 (Sep 11) Discussion post (Sep 11)

Unit 2: Inequality begins at home	4	Sep 19	Poverty & Economic Insecurity	<ul style="list-style-type: none"> • Understand how poverty and economic insecurity is defined and measured • Explore patterns in poverty, across time and space, and between demographic groups • Critically examine the experience of living in or near poverty, and food insecurity • Examine the effect of policies and potential solutions 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “The Missing Class: Portraits of the Near-Poor in America”, chapter by Newman and Chen ▪ <i>Income and Poverty in the US: 2014</i> (Current Population Reports) ▪ Child Care Calculator (<i>Economic Policy Institute</i>) <p>Watch:</p> <ul style="list-style-type: none"> ▪ <i>A Place at the Table</i> (2013) documentary ▪ Lectures – “Defining and Measuring Poverty”; “Economic Insecurity, and the ‘Missing Class’”; “Trends and Patterns in Poverty” 	<ul style="list-style-type: none"> ▪ Quiz #4 (Sep 18) ▪ Discussion post (Sep 18)
	5	Sep 26	Family & Mobility	<ul style="list-style-type: none"> • Understand the concepts intra- and inter-generational mobility • Explore the role of wealth in inter-generational mobility • Examine the racial wealth gap, and its causes and consequences • Explore the role of human, social, cultural capital in inter-generational mobility • Compare trends in mobility in the United States vs. other developed countries 	<p>Read:</p> <ul style="list-style-type: none"> ▪ <i>Unequal Childhoods: Race, Class, and Family Life</i>, chapter by Annette Lareau ▪ “Black Wealth/White Wealth” chapter by Oliver and Shapiro ▪ <i>The Ever-Growing Gap</i> (2016), IPS Report ▪ Skim: <i>A Family Affair</i> – OECD report (2010) <p>Watch:</p> <ul style="list-style-type: none"> ▪ Lectures – “Understanding Mobility”, “Intergenerational Mobility”, “Black-White Wealth Gap” ▪ “Unequal Childhoods” (<i>Stanford Center on Poverty and Inequality</i>) 	<ul style="list-style-type: none"> ▪ Quiz #5 (Sep 25) ▪ Discussion post (Sep 25)
		Oct 3	Midterm Exam			

Unit 3: Spaces, Places, and Contexts	6	Oct 10	Neighborhoods and Contexts	<ul style="list-style-type: none"> • Examine patterns in residential segregation by race and by income • Explore historical and contemporary causes and drivers of residential segregation • Critically explore research on the effects of neighborhoods on individuals' lives 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “Why the New Research on Mobility Matters” by Justin Wolfers (<i>NYT</i>) ▪ “Does Moving Poor People Work?” by Thomas Edsall (<i>NYT</i>) ▪ “The Racial Dot Map” (Interactive from <i>University of Virginia’s Weldon Cooper Center for Public Service</i>) <p>Watch:</p> <ul style="list-style-type: none"> ▪ <i>The House We Live In</i> (2003) ▪ Lectures – Neighborhoods and Contexts Pt1 and Pt2 	<ul style="list-style-type: none"> ▪ Quiz #6 (Oct 9) ▪ Discussion post (Oct 9)
	7	Oct 17	Environment and Health Inequality	<ul style="list-style-type: none"> • Identify and examine short- and long-term consequences on health and well-being created by unequal access to resources, services, and opportunities • Use case studies to explore public health problems in-depth 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “Life at the Top Isn’t Just Better, it’s Longer” by Janny Scott in <i>Inequality Reader</i> by Grusky and Szelenyi <p>Watch:</p> <ul style="list-style-type: none"> ▪ Case Studies- see ICON for details ▪ Lectures – “Health Inequality” 	<ul style="list-style-type: none"> ▪ Quiz #7 (Oct 16) ▪ Discussion post (Oct 16)
Unit 4: Education	8	Oct 24	K-12 Education	<ul style="list-style-type: none"> • Explore differences in educational experience by class, race, and gender, within the same school, between schools, and other levels of aggregation • Analyze connections between neighborhoods and schools, and their impact on inequality • Identify effects of policy, and identify possible interventions 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “The Inequality in Public Schools” (<i>The Atlantic</i>) <p>Watch:</p> <ul style="list-style-type: none"> ▪ Lectures – “Educational Inequality” and “Explaining Educational Inequality” <p>Listen:</p> <ul style="list-style-type: none"> ▪ “The Problem We All Live With” <i>This American Life</i> podcast episode 	<ul style="list-style-type: none"> ▪ Quiz #8 (Oct 23) ▪ Discussion post (Oct 23)

	9	Oct 31	Higher Education	<ul style="list-style-type: none"> • Explore trends and patterns in college attendance and graduation rates by class, race, and gender • Examine how factors occurring before, during, and after college attendance shapes unequal outcomes • Identify challenges to college success, and possible solutions 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “Class and the Transition to Adulthood” by Annette Lareau in Social Class ▪ “Six Key Findings about Going to College” – Pew Research Center <p>Watch:</p> <ul style="list-style-type: none"> ▪ Lectures – “Higher Education pt. 1 and pt. 2” 	<ul style="list-style-type: none"> ▪ Quiz #9 (Oct 30) ▪ Discussion post (Oct 30)
Unit 5: Destination Adulthood	10	Nov 7	Labor Markets: Work, Family, and Gender	<ul style="list-style-type: none"> • Explore trends and patterns in the gender wage gap, and identify mechanisms that contribute to it, including status based discrimination • Examine connections between gender and both paid and unpaid labor • Explore problems and identify policy solutions for gender, family, and work-related issues. 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “Getting a Job: Is there a Motherhood Penalty?” by Correll, Benard and In Paik ▪ Infographic: <i>Gender Wage Gap</i> - US Dept. of Labor <p>Watch:</p> <ul style="list-style-type: none"> ▪ Lectures – “Trends in Gender Inequality in the Labor Market” and “Causes of Gender Inequality in the Labor Market” <p>Listen:</p> <ul style="list-style-type: none"> ▪ “Too Sweet or Too Shril? The Double Bind for Women” NPR’s <i>Hidden Brain</i> podcast episode 	<ul style="list-style-type: none"> ▪ Quiz #10 (Nov 6) ▪ Discussion post (Nov 6)
	11	Nov 14	Labor Market: Race & Barriers to Opportunity	<ul style="list-style-type: none"> • Explore how race affects access and opportunities in the labor market • Examine mechanisms that lead to inequalities based on race, including discrimination and social networks. 	<p>Read:</p> <ul style="list-style-type: none"> ▪ “Are Emily and Greg More Employable than Lakisha and Jamal?” by Bertrand and Mullainathan ▪ “Racial, Gender Wage Gaps Persist in US Despite Some Progress” - Pew Research Center <p>Watch:</p> <ul style="list-style-type: none"> ▪ Lectures – “Discrimination” and “Asian Achievement” 	<ul style="list-style-type: none"> ▪ Quiz #11 (Nov 13) ▪ Discussion post (Nov 13)

	Nov 16	Analysis Paper Due!			
12	Nov 21	Criminal Justice & Incarceration	<ul style="list-style-type: none"> • Explore trends in incarceration, and identify patterns by race, class, education, and gender • Identify short- and long-term effects of incarceration on individual, their family, and community • Analyze findings of experimental research on getting a job after incarceration 	Read: <ul style="list-style-type: none"> ▪ “Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration” chapter by Devah Pager Watch: <ul style="list-style-type: none"> ▪ <i>13th</i> (Netflix documentary) ▪ Lectures – “Mass Incarceration” 	<ul style="list-style-type: none"> ▪ Quiz #12 (Nov 20) ▪ Discussion post (Nov 20) ▪
Thanksgiving Break (November 24 – December 1)					
13	Dec 5	Immigration & Citizenship	<ul style="list-style-type: none"> • Explore aspects of citizenship and political inequality, including access and opportunities for participation in civic and political activity 	Read: <ul style="list-style-type: none"> ▪ “Learning to be Illegal - Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood” by Roberto Gonzalez Watch: <ul style="list-style-type: none"> ▪ Lectures – “Citizenship & Political Inequality” ▪ “History of Voting Rights” (<i>TED Ed</i>) ▪ “What Happens to Undocumented Doctors?” (<i>The Atlantic</i>) 	<ul style="list-style-type: none"> ▪ Quiz #13 (Dec 5) ▪ Discussion post (Dec 5)
14	Dec 12	Review	<ul style="list-style-type: none"> • Reflect on your learning • Prepare for finals week 	None	<ul style="list-style-type: none"> ▪ Quiz #14 (Dec 11) ▪ Reflection Activity (Dec 11)
Final	Dec 19	Final exam (due date for take home final)			

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