



NYU

**SILVER SCHOOL
OF SOCIAL WORK**

INEQUALITY UNDSW-US 110

Spring 2019

Instructor: Robert L. Hawkins, Ph.D.

Classroom: Room: 112 WSN

Class Time: 2:00 pm-4:45 pm (Tuesday)

Office Location: 1 WSN / 304

Office Hours: By appointment

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Course Description

This course examines the historical and contemporary implications of inequality that have persisted especially in the United States, with some emphasis on other industrialized and developing countries. In addition, this course will provide an overview of the causes and consequences of economic and social inequality and how it is reproduced throughout society. Using an intersectional perspective to better understand how various inequalities impact individuals, communities, and systems, this course uses a multi-disciplinary lens to explore complexities of inequality how it continues to be reproduced in society. Students will be challenged to analyze core tenants of systemic inequality and critically develop strategies to reduce inequality. Finally, students will gain the knowledge to analyze social, political, and economic inequalities within a holistic and historical context, while closely examining issues as that relate to the impact of systems based on race, gender, class, and sexuality.

Course Goals

Students who complete this course will demonstrate a basic understanding of systemic inequality and social injustices, as well as the distinct roles that social science, historical precedents, social

theory, culture and ethics play in the development of an informed approach to inequality. By engaging in the study of inequality, we hope to empower students to become active and informed within their various fields. Our students will gain the knowledge to analyze social, political, and economic inequalities within a holistic and historical context, while closely examining issues as they relate to the effect of systems based on race, gender, class, and sexuality.

Special Accommodations and Adherences

All instructors adhere to University and School policies regarding accommodations for students with disabilities, religious holidays, incomplete grades, and plagiarism as set forth in the Student Handbook.

Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing, etc.), who needs reasonable accommodation, must be registered with the Moses Center for Students with Disabilities at 719 Broadway, Tel. (212) 998-4980 (or see NYU Home page, Student Life for link to Moses Center). Teachers must be notified of any requests for reasonable accommodation at the beginning of the semester.

ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY:

All students at NYU follow an honor code, rules of conduct, and policies of academic integrity. Students violate academic integrity when they: (1) cheat on exams; (2) submit work that is not their original work; (3) submit the same work from two different courses without permission from their professors; (4) receive help on take-home exams without knowledge of their professor; (5) plagiarize. Plagiarism occurs when students do not properly give credit when pulling or reporting information or ideas from papers, documents, presentations, musical scores, the Internet or other materials, and attribute others' work and ideas as their own. Examples of plagiarism include: (1) copying verbatim from a book, article, presentation, or other documents, without providing a proper attribution, citation or quotation; (2) paraphrasing an article, chapter, presentation or other materials without giving attribution or citation, or providing quotation marks; (3) copying from a classmate or allowing a classmate to copy from you, or submitting another student's work with your name on it; (4) collaborating between two or more students, without the professor's permission, and then submitting the paper individually under each student's name; (5) purchasing an assignment or paper, and submitting as original work.

Students are expected to submit original work and ideas for all assignments and to follow the rules of conduct and policies of the honor code and academic integrity. Students can avoid plagiarism by: (1) providing citations and attributions for information and ideas pulled from outside sources; and (2) submitting original work. If you have any questions regarding academic integrity and proper attribution of others' work, please set up an appointment with your professor. In the event that a student violates academic integrity or plagiarizes, the professor will follow the rules and policies set forth by NYU and the Silver School of Social Work. If a violation occurs, the student may receive a zero for the assignment or exam, a lower grade, or a failing grade in the course. For more information please see the [Academic Integrity and the Honor Code](#).

Creating a Respectful and Focused Classroom Environment

Out of consideration and respect for your own and your fellow students' learning process, cell phone use is not permitted in the classroom. Please put away (and keep away) all cell phones during class. If you are expecting an important call, place your phone on vibrate and leave the room if necessary. Class is a time to be as fully present as possible. Instructors do see you when you text inside your bag or jacket, under your desk, etc.

COURSE EXPECTATIONS

Required Texts, Materials, or Equipment

Atkinson, A. B. (2015). *Inequality: What can be done*. Harvard University Press. Cambridge, MA.

Flynn, A., Warren, D. T., Wong, F.J., Holmberg, S. R. (2017). *The hidden rules of race: Barriers to an inclusive economy*. Cambridge University Press: Cambridge, UK.

Recommended & Suggested Text

Grusky, D. B., Kanbur, S. R., & Sen, A. K. (2006). *Poverty and inequality*. Stanford University Press: Stanford, CA.

Fontno, T. (2018). *A Perilous Path: Talking Race, Inequality, and the Law*. The New Press: New York, NY

Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization*. Harvard University Press: Cambridge, MA.

Assignments

There are multiple assignments for this course. Guidelines for these assignments will be provided by the instructor. Students are expected to make meaningfully use of the readings, lectures, reflection papers and class discussions in their papers.

Neighborhood Analysis	30%
Final	40%
Tell me something I Don't Know	25%

Class Participation

10%

Grades are calculated using the following table as a guide:

<i>Point Total</i>	<i>Letter Grade</i>
100 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 67	D +
66 - 65	D
64 below	F

Appropriate class participation is defined as follows:

- 1) Regular, on time attendance
- 2) Attentive non-verbal behavior
- 3) Raising questions and comments
- 4) Facilitating discussion
- 5) Participating in constructive and respectful class dialogue with the instructor and other students
- 6) Listening to your fellow classmates (including no side talk and no texting, surfing the net, etc.)
- 7) Building on and respectfully responding to the other students' comments
- 8) Drawing classmates into discussion (be willing to risk sharing the floor)
- 9) Active participation in practice exercises and other in-class learning activities
- 10) Class participation includes use of the course web page, and participation in threaded discussions through the e-learning bulletin board.

Please know that just because you are physically present for the class does not mean that you are participating. Participation means to actively participate, demonstrating attentiveness, respect and interest through verbal and nonverbal communication. Also, participation does not necessarily mean talking a lot.

The instructor reserves the right to make modifications to this information throughout the semester.

Students are also expected to read a newspaper or professional blog throughout the semester and review it for articles related to poverty and poverty-related policy. You may be selected to report on something you've read in the news related to poverty.

Schedule of Topics, Readings, and Assignments

- *All required readings and assignments are to be completed by the date of the class session.*
- *All optional readings correspond with the subject material for the week and can be used for supplemental learning and analysis.*

Date	Topics, Readings, and Assignments
Week 1: Jan. 29	<p>Class Introduction:</p> <ul style="list-style-type: none"> ● Introduction ● Defining Inequality ● Economic inequality in the U.S. <p>In class Assignment:</p> <ul style="list-style-type: none"> ● View <i>selected video</i> three times. Following the first viewing, take note of your general reactions. What are your thoughts? How are you feeling? Where does your mind take you? ● During the second viewing, mute the sound. Answer the questions from the first prompt. ● During the third viewing, mute the sound and take note of the background. Pay attention to everything except the main character. ● Write a 1 page (Arial 11, 1-inch margins, single spaced) reflection on how inequality is illustrated

Date	Topics, Readings, and Assignments
Week 2: Feb. 5	<p>Foundation & Classic Theory</p> <ul style="list-style-type: none"> • <i>What are the foundational theories about inequality?</i> • <i>What do we need to know to better understand??</i> <p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Atkinson, pp. 7 – 83 • Peterson, F. & Wesley, E. (2017). Is economic inequality really a problem? A review of the arguments. <i>Social Science Review</i>, 6(147), 1-25. • Charlotte Perkins Gilman, Women and Economics. • Guo, J. (2017). Americans have been lying to themselves about the economy for too long. <p><u>Optional:</u></p> <p>Bendix, R. (1974). Inequality and social structure: A comparison of Marx and Weber. <i>American Sociological Review</i>, 39, (April): 149-161.</p>
Week 3 (Feb. 12)	<p>Income, Wealth Economy, and the One Percent</p> <p><i>What behind the raise in inequality in the U.S. and worldwide?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> • Atkinson, pp. 82 – 111. • Flynn et al, pp. 15 – 51 • Western, Bruce, and Jake Rosenfeld. 2011. Unions, norms, and the rise in U.S. wage inequality. <i>American Sociological Review</i>, 76(4), 513–37. • View: <u><i>How Much Inequality is Too Much?: Richard Freeman</i></u> <p>Assignment (In class)</p> <ul style="list-style-type: none"> • Case Study
Week 4 (Feb. 19)	<p>Race, Inequality and the Underclass</p> <p><i>What role does race play in inequality?</i></p> <p><i>What role does childhood experiences by in inequality as an adult?</i></p>

Date	Topics, Readings, and Assignments
	<p><u>Required:</u></p> <ul style="list-style-type: none"> • Flynn et al, 63 – 76 • David Wilson (2009) Introduction: Racialized Poverty in U.S. Cities: Toward a Refined Racial Economy Perspective, <i>The Professional Geographer</i>, 61:2, 139-149, DOI: 10.1080/00330120902736393 • Gans, H. J. (2011). The challenge of multigenerational poverty. <i>Challenge</i>, 54(1), 70-81. • Chen, Z., Eastwood, D. B., & Yen, S. T. (2007). A decade's story of childhood malnutrition inequality in China: Where you live does matter. <i>China Economic Review</i>, 18(2), 139-154. • View: Race and Whiteness in the Era of Trump.
<p>Week 5 (Feb. 26)</p>	<p>Global poverty and its effects <i>Is there a contradiction in the reduction of inequality around the world? What are the contradictions?</i></p> <p><i>What does brain science around inequality tell us about the U.S. and other countries?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> • Theis, D. (2013). Remarkable declines in global poverty, but major challenges remain. World Bank. • Kharas, H., Hamel, H., & Hofer, M. (2018). Rethinking global poverty reduction in 2019. The Brookings. • World Inequality Report • Storrs, C. (2017). How poverty affects the brain. Nature News, 547(7662), 150 – 152. <p><u>Optional:</u></p> <ul style="list-style-type: none"> • Douglas S. Massey, <i>American Apartheid: Segregation and the Making of an American Underclass</i>

Date	Topics, Readings, and Assignments
Week 6 (Mar. 5)	<p>Race, Ethnicity, and Inequality</p> <p><i>Is the racial wealth gap impossible to close? How does “the gap” look outside of the U.S.?</i></p> <p><i>Of race and ethnicity and how they affect inequality?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> ● View (in Class). Explained: The Racial Wealth Gap ● Omi, Michael, and Winant, Howard (1994). Racial Formation in the United States: From the 1960s to 1990s. Second Edition. New York, NY: Routledge. Pp. 3-13 ● Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. <i>American Economic Review</i>, 94(4), 991-1013. ● Kochhar, R. & Cilluffo, A. (2018). Income inequality in the U.S. is rising most rapidly among Asians. Pew Research Center. ● Hawkins, R. L. (2009). Same as it ever was, only worse: Negative life events and poverty among New Orleans Katrina survivors. <i>Families in Society</i>, 90(4), 375 – 381. <p><u>Optional:</u></p> <ul style="list-style-type: none"> ● Mary Pattillo, Black Picket Fences: Privilege and Peril Among the Black Middle Class
Week 7 (Mar. 12)	<p>People of Color, Social Capital, and Inequality</p> <p><i>How are poverty and racism linked? Why?</i></p> <p><i>Do experiences as racial or ethnic minorities contribute to inequality?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> ● Brewer, G. L. (2017). As Native Americans Face Job Discrimination, A Tribe Works To Employ Its Own, NPR. ● Kanaga Raja, K. (2010). Poverty and racism inextricably linked says UN expert. Social Watch: Poverty eradication and gender justice.

Date	Topics, Readings, and Assignments
	<ul style="list-style-type: none"> ● Feliciano, C., & Lanuza, Y. R. (2017). An immigrant paradox? Contextual attainment and intergenerational educational mobility. <i>American Sociological Review</i>, 82(1), 211-241. ● Hawkins, R. L., & Maurer, K. (2009). Bonding, bridging and linking: How social capital operated in New Orleans following Hurricane Katrina. <i>British Journal of Social Work</i>, 40(6), 1777-1793.
Weeks 8 – 9 (Mar. 25/ Apr. 2)	<p>Inequality, Race, and Law</p> <p><i>What rule has the law played in increasing and maintaining inequality?</i> <i>How does implicit bias contribute to inequality?</i></p> <ul style="list-style-type: none"> ● Midterm Due: March 25 <p><u>Required:</u></p> <ul style="list-style-type: none"> ● Flynn, pp. 108 – 126 ● Listen to <u>Rap on Trial</u> (NPR Code Switch podcast) ● Harvard Implicit Bias Test: (Wait for instructions from instructor) ● Kang, J., & Lane, K. (2010). Seeing through colorblindness: Implicit bias and the law. UCLA Law Review, 460 – 520 ● Munger, F., & Seron, C. (2017). Race, law, and inequality: 50 years after the Civil Rights Era. <i>Annual Review of Law and Social Science</i>, 13(1), 331 – 350. ● Berry, D., & Bell, M. P. (2012). Inequality in organizations: stereotyping, discrimination, and labor law exclusions. <i>Equality, Diversity and Inclusion: An International Journal</i>, 31(3), 236-248. ● Hawkins, R. L., & Maurer, K. (2009). Bonding, bridging and linking: how social capital operated in New Orleans following Hurricane Katrina. <i>British Journal of Social Work</i>, 40(6), 1777-1793. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ● View: 13th (Netflix) ● Time: The Kalief Browder Story (Netflix)

Date	Topics, Readings, and Assignments
Week 10 (Apr. 9)	<p>Community, Neighborhoods and Housing</p> <p><i>How does place matter?</i> <i>What role does gentrification play in creating and maintaining inequality?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> ● Chen, Z., Eastwood, D. B., & Yen, S. T. (2007). A decade's story of childhood malnutrition inequality in China: Where you live does matter. <i>China Economic Review</i>, 18(2), 139-154. ● Robiou, M. (2018). <u>When Gentrification is a Mental Health Issue</u>, City Lab. ● Staley, W. (2018). <u>When 'Gentrification' Isn't About Housing</u>, New York Times. ● Matsuda, W. (2013). <u>What Does Gentrification Look Like in an Overwhelmingly White City?</u>, New York Times. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ● Desmond, M. (2012). Eviction and the reproduction of urban poverty. <i>American Journal of Sociology</i>, 118(1), 88-133. ● Zhai, W. (2018). How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood, by Peter Moskowitz. <i>Journal of the American Planning Association</i>, 84(2), 203-203.
Week 11 (Apr. 16)	<p>Health & Environmental Inequality</p> <p><i>What is the relationship between health and environmental factors?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> ● Flynn et al, pp. 127 – 144 ● Raphelson, S. (2017). Flint Residents Confront Long-Term Health Issues After Lead Exposure. NPR. ● Schlosberg, D., & Carruthers, D. (2010). Indigenous struggles, environmental justice, and community capabilities. <i>Global Environmental Politics</i>, 10(4), 12-35. ● Sadurni, L. (2018). 820 children under 6 in public housing tested high for lead, New York Times.

Date	Topics, Readings, and Assignments
	<ul style="list-style-type: none"> ● Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities. <i>Annual Review of Public Health</i>, 27, 103-124.
Week 12 (Apr. 30)	<p>Gender, Sexuality, and Inequality</p> <p><i>What is the status of women and inequality around the world?</i> <i>How does gender inequality in the U.S. compare to other countries?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> ● Wakabayashi, C., & Donato, K. M. (2006). Does caregiving increase poverty among women in later life? Evidence from the Health and Retirement Survey. <i>Journal of Health and Social Behavior</i>, 47(3), 258-274. ● Ortiz-Ospina, E. & Roser, M. (2018). Economic inequality by gender. Our World in Data. ● World Economic Forum (2017). The global gender gap. (First 35 pages) ● Women in the Philippines have had enough of President Duterte's 'macho' leadership. Time. <p><i>In class case study</i></p>
Week 13 (May 7)	<p>Education and Opportunity</p> <p><i>What are the roles of education and human capital development for ending inequality?</i></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> ● Flynn et al, 93 – 107 ● Thurston, D., Penner, A. M., & Penner, E. K. (2016). 'Membership Has Its Privileges': Status Incentives and Categorical Inequality in Education. <i>Sociological science</i>, 3, 264-295. ● Rios-Rull, J. V., & Pijoan-Mas, J. (2016). Health, Consumption and Inequality. In <i>2016 Meeting Papers</i> (No. 1235). Society for Economic Dynamics.

Date	Topics, Readings, and Assignments
	<ul style="list-style-type: none"> Porter, E. (2015). Education gap between rich and poor is growing wider. New York Times. Abdullah, A., Doucouliagos, H., & Manning, E. (2015). Does education reduce income inequality? A meta-regression analysis. <i>Journal of Economic Surveys</i>, 29(2), 301-316. McKee, D. & Todd, P. E. (2009). The Longer-term effects of human capital enrichment programs on poverty and inequality: Oportunidades in Mexico, pp. 1 – 41.
Week 14 (May 14)	<p>Explaining Solutions</p> <p>(Final poster projects Due)</p> <p><u>Required:</u></p> <ul style="list-style-type: none"> Flynn et al, pp. 156 – 174 Atkinson, (Remainder of book) Lein, L., Danziger, S. K., Shaefer, H. L., & Tillotson, A. (2016). Social policy, transfers, programs, and assistance. <i>The Oxford handbook of the Social Science of poverty</i> (Edited by Brady, D. & L. Burton. (pp. 733 – 750). Oxford University Press: New York, NY.
Week 15	Posters Will be Displayed Around the Siler School (TBA)

CLASS ASSIGNMENTS

Weekly

Tell me Something I Don't Already Know

Each week students will provide a piece of information from the recent news or current events of outside of the weekly readings. This topic can be related to the readings or build on them, but should be supplemental in nature. It DOES NOT have to actually be new information, but the student should be able to but their own perspective or short analysis on the information.

Midterm

Neighborhood Inequality Analysis

In the second half of the course, following the mid-term, you will create a statistical profile of a neighborhood in New York City; conduct a neighborhood visit and observation. To avoid overlap, your neighborhood selection must be approved by the instructor. You will be instructed on how to develop a neighborhood statistical profile. Based on this instruction, you will analyze data on your neighborhood and write-up a short brief (2-3 pages) that describes the neighborhood and presents a table and figure. You will then visit the neighborhood to conduct some social observation. We will provide you with some guidance for things to look for and you will write-up a set of field-notes that will be discussed in class. You will then write a 5-7 page paper that integrates the statistical profile, your field observations, and the course readings to describe the neighborhood and its effects from a social capital perspective. Explain in your paper how elements in the neighborhood are affected by structural inequality and how that in return might affect resident's well-being of life-chances. The statistical profile will be given a grade and as well as the 5-7 page paper. The final grade for the paper will be the average of the two.

Final

Academic Research Poster on Inequality

Students will present an academic poster on a topic related to inequality, offering introduction, background, methodologies, discussion, recommendations, and conclusions. Students will model their posters based on examples of academic research posters from here: [How to Create a Research Poster: Poster Basics](#) and [Creating an Academic Poster](#)

Also:

[Academic Poster Orientation & Size](#)

More details will be provided and discussed in class.