Instructor: Irene Browne  
Course: Soc190/WGS190  
Gender, Race, Inequality: Evidence?  
TuTh 11:30-12:45

SYLLABUS

Course Description: This is an evidence-based course, focusing on debates over gender and race inequality in the U.S. We use the Civil Rights Act of 1964 as our point of departure, which outlaws discrimination on the basis of sex, race, religion, age and national origin in employment. We will ask whether this law is still relevant and needed today, based on the evidence regarding inequality in wages (the “wage gap”). We will then look at the evidence for continued residential segregation, assessing its implications for educational achievement and health. Throughout the course, students will learn how to critically evaluate evidence based on the sources of the evidence and the methods of collecting data, and to analyze secondary evidence from sources such as the U.S. Census and the Bureau of Labor Statistics. Students also will learn to marshal evidence to support or refute an argument. The final project will consist of a final project on a topic related to the course materials consisting of three components: a contribution to Wikipedia (editing an existing article); a poster; and a reflective essay. (No exams).

Learning Objectives:
• Be able to articulate all sides of the debates we cover on the wage gap and residential segregation.
• Be able to identify sources of evidence.
• Be able to critically evaluate evidence used to support claims about gender, race and inequality based upon the organization or individual presenting the evidence and the methods used to produce the evidence.
• Be able to produce evidence pertaining to inequality by gender and/or race using a secondary source.
• Be able to effectively use evidence to support or refute a claim related to inequality by gender and/or race.
• Be able to explain how evidence is related to the assessment and enforcement of civil rights legislation.

Required Readings: You will be assigned readings from a wide range of sources, from personal blogs to academic journals. Part of your work for the assigned readings is to complete a worksheet to critically evaluate the organization sponsoring the article, and the evidence that the author uses to support their claims. Links to all your readings will be available through e-reserves.

Laptops: You must bring a laptop to class. You will need your laptop to do the in-class data analysis exercises. (If you do not have a laptop, please see the instructor).
COURSE REQUIREMENTS AND GRADING

Grading will be based on class participation, discussion questions, successful completion of class assignments, and all three components of the final project.

**Participation:** The class is designed as a hands-on seminar; class discussion and in-class exercises will be two of the main avenues of learning. Therefore, the participation of each student is essential to the success of the class. You must attend class regularly and do the readings and assignments. Your participation grade will be based on attendance and the contributions that you make to discussion. You are allowed two absences without a grade penalty (except for the days marked “mandatory” on the syllabus). Note that I will distribute short, in-class questions based on some of the readings that will count towards your participation grade. You are also expected to check Canvas daily for information and updates about the class.

Your participation grade will be dropped for behavior that disrupts the learning environment for the other students in the class. Disruptive behavior includes late arrivals, leaving in the middle of class, talking to peers, passing notes, or using electronic devices, such as cell phones/iPhones/iPods/etc.

**Assignments:** Assignments are designed to strengthen your skills in the critical evaluation of evidence, and will be explained in a separate handout. You will also be required to complete a series of assignments to guide you in developing your final project. Assignments completed on the “Wikipedia dashboard” should be submitted through the dashboard. All other assignments should be submitted through Canvas. Late evaluation rubric assignments will not be accepted. For the remaining assignments, your grade will drop by 1 point for each day that the assignment is late. No exceptions. (A “day” is 24 hours from the date of the assignment).

**Reading Preps:** For every reading marked with an “RP” on your syllabus, you must submit a reading prep to Canvas by 11:00 am on the day that it is due. Reading prep instructions are located in the Canvas “Assignments/Reading Prep” folder where you submit the assignment. (Some reading preps involve completing a reading prep form. Other reading preps require only that you identify a quote in the reading that captures the author’s main argument).

**Meetings with Prof. Browne:** You are required to meet with Prof. Browne or one of the librarians twice to discuss your final project. You can sign-up for these meetings through the Canvas scheduler. If you do not attend one or both of the meetings, you will lose points on the final project.

**Final Project:** Instead of a final exam, you will demonstrate your critical analysis skills and mastery of the course material by applying concepts and theories from the course materials and exercises to a final project. The final project consists of three components: a Wikipedia contribution, a poster, and a reflective essay. As part
of this project, you draw on the academic literature and conduct analyses of data from credible secondary sources. It is in your best interest to begin compiling your information early, well before the due date. You may use the resources you find for your Wikipedia contribution in your poster. Detailed instructions for the final project will be provided in separate handouts.

**Grade Points:**

- Participation: 10%
- Assignments: 30%
- Final project assignments:
  - Final project topic: 2%
  - Final project annotated bibliography: 4%
- Poster: 15%
- Wikipedia contribution: 20%
- Wikipedia reflective essay: 15%

**Emory Honor Code:**

The Emory Honor Code is in effect throughout the class. You are expected to pledge to pursue all academic endeavors with honor and integrity. You should understand the principles of the Emory College Honor System, and promise to uphold these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members. Please be aware that I report any suspected violation of the Emory Honor Code to the Emory Honor Council, with a recommendation that the case be decided by the Honor Council (rather than by arbitration).
Course Calendar

MODULE 1: FOUNDATIONS IN EVIDENCE

1/18: What is “evidence?”
   a. Definitions of “evidence”
   b. Evidence in Sociology
      i. Empirical research, anecdotes, opinion
      ii. Types of methods
      iii. Confirmation bias

IN-CLASS EXERCISE: CONFIRMATION BIAS QUIZ

READINGS: “Scientific Methods with Toddlers.”
https://www.facebook.com/692548760849393/photos/a.692551494182453.1073741827.692548760849393/1198351166935814/?type=3&theater

1/23: Evaluation tools → sources and the quality of evidence
   a. Blogs and advocacy organizations
   b. Newspapers and magazines
   c. Peer-reviewed scholarship
   d. Scholarship not peer-reviewed
   e. Research from government agencies
   f. Research from nonprofit organizations
      i. Hoover Institute
      ii. PEW Research Center
      iii. Brookings Institute
      iv. CAWP

https://www.eeoc.gov/eeoc/newsroom/release/9-21-17b.cfm


IN-CLASS EXERCISE: Identifying sources of evidence using the CRAAP test (you will be using this rubric for your Reading Preps)


[1/29: Assignment 1 due]

MODULE 2: THE CIVIL RIGHTS ACT OF 1964

1/30: Civil Rights Act of 1964

Assignment 2 due

a. Background

b. Definitions:
   i. Sex
   ii. Race
   iii. Intersectionality


2/1: Civil Rights Act of 1964, cont.

Assignment 3 due

In-class debate

2/6: Civil Rights Act of 1964, cont.

*Guest speaker: Loretta King, former Deputy Attorney General at the U.S. Justice Department*


**MODULE 3: THE GENDER WAGE GAP**

2/8: Evaluation tools: ➔ Background to understanding the gender wage gap

*Assignment 4 due*

1. The debate: Is there a gender wage gap?
2. Introduction to quantitative data
   1. Surveys
   2. Concepts and operationalization
   3. Sampling theory


2/13: Analysis tools: ➔ Is the gender wage gap a “myth?”

1. Generating numbers on wage gaps in diff. occupations
2. Data sources: Bureau of Labor Statistics; Social Explorer


2/15: Evaluation tools ➔ finding and identifying peer-reviewed articles
2/20: Analysis tools: Is the gender wage gap a “myth?” cont.
   a. Assessing Rosin’s claims with BLS data
   b. Data sources: Bureau of Labor Statistics; IPUMS; Social Explorer


Assignment 5 due (2/27)
   a. Experiments
   b. Policy flashpoint: California’s equal pay act

READINGS 2/22:


READINGS: 2/27:


In-class exercise: The Correll experiment

3/1: Evaluation Tools Finding a topic for your final project
3/6: Analysis tools ➔ Rational Choice Explanations for the Wage Gap

Assignment 6 due


Also:

In-class exercise: Analysis of Emory student career data

3/8:

*** VISIT WITH MRS. CARTER (required) ***

3/9: Assignment 7 due

3/12-3/16: *** SPRING BREAK ***

3/20: Evaluation Tools ➔ Sexual Harassment


**MODULE 4: RESIDENTIAL SEGREGATION**

3/22: **Background: Effects of residential segregation**

**Assignment 8 due**
- a. Neighborhoods and health
- b. Neighborhoods and poverty:
- c. Neighborhoods and schools

https://www.forbes.com/sites/aparnamathur/2015/12/18/the-segregation-we-dont-talk-about-enough/#522e840341ce


3/27: **Evaluation tools → Debates and Evidence on residential segregation**

**Assignment 9 due**
- Describing residential segregation
  - a. The Index of Dissimilarity
- Explaining residential segregation
  - c. Survey questions (Farley)
  - d. Show cards
  - e. Videos
  - f. Beyond preferences – policy


4/3-4/5: Analysis tools → plotting geographic data
   Assignment 10 due (4/3)
   Assignment 11 due (4/5)
   a. Mapping residential segregation
   b. Measuring residential segregation

READINGS: [Students are expected to do readings related to their final project topic]

4/10-4/12: Conduct data analysis for poster (in-class)
   Assignment 12 due (4/12)

4/17: Consequences
   Assignment 13 due


4/19-4/24 Workshop final projects
   Assignment 14 due (4/24)

4/26 Wrap-up (last day of class)

5/1 Final version of Wikipedia contribution due

5/3 POSTER SESSION (Scheduled for the time/date of our class final)
   8 a.m.

5/3 Reflective Essay due

Sources for data:

To analyze the wage gap: IPUMS CPS or Social Explorer
To map residential segregation: Social Explorer
To map gerrymandering (by population): Social Explorer

Relevant topics we will not be covering:


**ASSIGNMENT SCHEDULE:**
(See separate sheet for detailed instructions)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>1/29</td>
<td>Create Wikipedia account and complete the “Week 2” dashboard trainings</td>
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<tr>
<td>2</td>
<td>1/30</td>
<td>Evaluate the Wikipedia article on the Civil Rights Act of 1964</td>
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<td>3</td>
<td>2/1</td>
<td>Prepare for in-class debate</td>
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<td>4</td>
<td>2/8</td>
<td>Evaluate the Wikipedia page on the Gender wage gap</td>
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<td>5</td>
<td>2/22</td>
<td>Produce evidence for the change in the gender wage gap in a specific occupation</td>
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<td>6</td>
<td>3/6</td>
<td>Take the College Student Career Survey</td>
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<td>7</td>
<td>3/9</td>
<td>Choose possible final project topics</td>
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<td>8</td>
<td>3/22</td>
<td>Complete the Wikipedia training on adding to an article</td>
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<tr>
<td>9</td>
<td>3/27</td>
<td>Produce an annotated bibliography for your final project topic</td>
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<tr>
<td>10</td>
<td>4/3</td>
<td>Write the first draft of your Wikipedia contribution</td>
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<td>11</td>
<td>4/5</td>
<td>Provide feedback/Edit a peer’s Wikipedia contribution</td>
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<tr>
<td>12</td>
<td>4/12</td>
<td>Edit your Wikipedia contribution</td>
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<tr>
<td>13</td>
<td>4/17</td>
<td>Analyze data and create a graph or chart for your poster</td>
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<tr>
<td>14</td>
<td>4/24</td>
<td>Complete the Wikipedia training on contributing images and media files to Wikipedia</td>
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