

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

<https://www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html>

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

READINGS: EEOC. 2017. “EEOC Sues IHOP Chain for Sexual Harassment and Retaliation.” *EEOC Press Release* Sept. 21.

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

Ray, Sanjana. 2016. “Men Face Gender-discrimination in Their Workplace Too!” *Yourstory*. <https://yourstory.com/2016/09/men-gender-discrimination-workplace/>

Florida, Richard. 2013. “The Persistent Geography of Disadvantage.” *Citilab*. July 25. <https://www.citylab.com/equity/2013/07/persistent-geography-disadvantage/6231/>

Druke, Galin. 2017. "Is Gerrymandering the Best Way to Make Sure Black Voters are Represented?" Dec. 14.

<https://fivethirtyeight.com/features/is-gerrymandering-the-best-way-to-make-sure-black-voters-are-represented/>

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

Resource: Univ. of Arizona guide to Popular vs. Scholarly articles:

<http://www.library.arizona.edu/help/tutorials/scholarly/guide.html>

1/25: Exploring Wikipedia

[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

READINGS: "Civil Rights Act of 1964." *Wikipedia*:

https://en.wikipedia.org/wiki/Civil_Rights_Act_of_1964

[RP]: Savage, Charlie. 2017. "In Shift, Justice Dept. Says Law Doesn't Bar Transgender Discrimination." *NY Times* Oct. 5.

<https://www.nytimes.com/2017/10/05/us/politics/transgender-civil-rights-act-justice-department-sessions.html>

[DQ]: Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex." *University of Chicago Legal Forum* 139-167.

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

Assignment 3 due

READINGS: Epstein, Richard A., & Erwin Chemerinsky, 1993. "Should Title VII of the Civil Rights Act of 1964 be Repealed?" *2 Southern California Interdisciplinary Law Journal* 349.

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

READINGS: [RP] Kmec, Julie. 2012. "Ginsberg's Reshaping of Sex Discrimination and What it Means for You." *OOW Section Newsletter* July 19. <https://workinprogress.oowsection.org/2012/07/19/la/>

MODULE 3: THE GENDER WAGE GAP

2/8: Evaluation tools: → Background to understanding the gender wage gap
Assignment 4 due

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

READINGS: [RP] Sowell, Thomas. 2016. "Pay Gap Myth and Other Lies that Won't Die." *National Review*. August 9.
<http://www.nationalreview.com/article/438775/pay-gap-studies-disprove-myth-sexism-responsible>

[RP] AAUW Report: The Simple Truth about the Gender Pay Gap
<https://www.aauw.org/files/2017/09/TheSimpleTruthFall2017OnePager-nsa.pdf>

2/13: Analysis tools: → Is the gender wage gap a "myth?"

- a. Generating numbers on wage gaps in diff. occupations
- b. Data sources: Bureau of Labor Statistics; Social Explorer

READINGS: [RP] Kitchener, Caroline. 2017. "The Ivy League's Gender Pay-Gap Problem." *The Atlantic*. Feb. 2.
<https://www.theatlantic.com/education/archive/2017/02/the-ivy-leagues-gender-pay-gap-problem/515382/>

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

READINGS: [RP] Rosin, Hanna. 2012. “Who Wears the Pants in This Economy?” *NY Times Magazine* Sept 2, p. 22.

<http://www.nytimes.com/2012/09/02/magazine/who-wears-the-pants-in-this-economy.html>

In-class exercise based on: Cohen, Philip. 2013. “The ‘End of Men’ Is Not True: What Is Not and What Might Be on the Road toward Gender Equality.” *Boston Law Review* 93:1157-1182.

<http://www.terpconnect.umd.edu/~pnc/BULR2013.pdf>

**2/22-2/27: Evaluation tools → Discrimination Explanations for the Wage Gap
Assignment 5 due (2/27)**

- a. Experiments
- b. Policy flashpoint: California’s equal pay act

READINGS 2/22:

[RP] National Research Council. 2004. “Defining Discrimination.” Pps. 39-44 (Chapter 3) in *Measuring Racial Discrimination*. Washington, DC: National Academies Press. <https://www.nap.edu/read/10887/chapter/6>

[RP] “Defining Discrimination against Women.” 2014. *Stop Violence Against Women* http://www.stopvaw.org/defining_discrimination_against_women_3

[RP] Wingfield, Adia. 2006. “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work.” *Gender & Society* 23(1):5-26.

READINGS: 2/27:

[RP] Rivera, Lauren and Andras Tilcsik. 2016. “Class Advantage, Commitment Penalty: The Gendered Effect of Social Class Signals in an Elite Labor Market.” *American Sociological Review* 81(6):1097-1131.

[RP] Roth, Louise. 2006. “Having It All? Workplace Culture and Work-Family Conflict” in *Selling Women Short: Gender and Money on Wall Street*.

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

READINGS: [RP] Kanazawa, Satoshi, 2005. Is “Discrimination” Necessary to Explain the Sex Gap in Earnings? *Journal of Economic Psychology*, 26(2), pp. 269-287.

[RP] Hymowitz, Kay. 2011. “Why the Gender Gap Won’t Go Away. Ever. Women Prefer the Mommy Track.” <https://www.city-journal.org/html/why-gender-gap-won%E2%80%99t-go-away-ever-13395.html>

Also:

Chira, Susan. 2017. “Men Don’t Want to Be Nurses: Their Wives Agree.” *New York Times*. June 24.

<https://www.nytimes.com/2017/06/24/opinion/sunday/men-dont-want-to-be-nurses-their-wives-agree.html?mabReward=CTS2&recp=2&action=click&pgtype=Homepage®ion=CColumn&module=Recommendation&src=rechp&WT.nav=RecEngine>

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

[RP]: Coaston, Jane. 2017. “How Sexual Harassment Might Make the Gender Pay Gap Even Worse.” *Vox* Nov. 30.

<https://www.vox.com/2017/11/30/16706162/sexual-harassment-wage-gap-studies>

Fitzgerald, Louise, Michele J. Gelfand & Fritz Drasgow. 1995. “Measuring Sexual Harassment: Theoretical and Psychometric Advances.” *Basic and Applied Social Psychology* 17(4). Vol. 17 , Iss. 4,1995

[RP]: Burr, Catherine. 2011. “False Allegations of Sexual Harassment: Misunderstandings and Realities.” *Academic Matters*. Oct.-Nov.

<https://academicmatters.ca/2011/10/false-allegations-of-sexual-harassment-misunderstandings-and-realities/>

Rosner, Rob. 2017. "Readers Respond to Column on False Accusations." *ABC News*. Oct. 13.

<http://abcnews.go.com/Business/WorkingWounded/story?id=89228>

MODULE 4: RESIDENTIAL SEGREGATION

3/22: Background: Effects of residential segregation

Assignment 8 due

- a. Neighborhoods and health
- b. Neighborhoods and poverty:
<http://www.equality-of-opportunity.org/neighborhoods/>
- c. Neighborhoods and schools

READINGS: [RP] Mathur, Aparna. 2015. "The Segregation We Don't Talk About Enough." *Forbes*. Dec. 18.

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

[RP] Sewell, Abigail A. 2010. "A Difference Menu: Racial Residential Segregation and the Persistence of Racial Inequality." Pp. 287-296 in Rashawn Ray (ed). *Race and Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy*. San Diego, CA: University Readers.

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

READINGS: [RP] Bobo, Lawrence. 1995. "Attitudes on Residential Integration: Perceived Status Differences, Mere In-Group Preference, or Racial Prejudice?" *Social Forces*.

[RP] Krysan, Maria, Mick P. Couper, Reynolds Farley and Tyrone A. Forman. 2009. "Does Race Matter in Neighborhood Preferences? Results from a Video Experiment." *American Journal of Sociology*, 115(2): 527-559.

Ravitch, Diane. 2017. "Massachusetts: How to Kill a Successful School." July 16. <https://dianeravitch.net/2017/07/16/massachusetts-how-to-kill-a-successful-school/>

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

READINGS: [RP] Cassino, Dan. 2016. "Why More American Men Feel Discriminated Against." *Harvard Business Review*. September 29.

<https://hbr.org/2016/09/why-more-american-men-feel-discriminated-against>

[RP] England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24.

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:

Darwin, Helana. 2017. "Doing Gender Beyond the Binary: a virtual ethnography."
 Symbolic Interaction, DOI 10.1002/symb.316
 (in class: <http://tinyurl.com/y7odrxbd>)

ASSIGNMENT SCHEDULE:
(See separate sheet for detailed instructions)

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