Core Social Sciences II will study contemporary approaches to the problem of inequality primarily in American society though there will be some international comparisons. The goal of this course is to use exemplary research in the Social Sciences to grapple with a problem that has implications for almost every aspect of our social, political, and economic life today. Lectures and readings will bring insights, statistical data, and modes of analysis from sociology, psychology, history, anthropology political science, economics, and international relations.

Grades will be determined by your discussion section professor. They will be based on a combination of written work and class participation, and will likely follow these proportions:

- Seminar papers - 45%
- Research paper - 40%
- Seminar participation - 15%

Research Paper. The principal assignment of the semester will be a research paper of approximately 15-20 pages in length on a topic related to one or more of the themes of the course. Students will develop paper topics in consultation with the leaders of their discussion sections and will be expected to begin independent secondary research and writing already by mid-semester, though the final version is due at the end of the semester. Seminar leaders will outline specific steps, such as topic selection, rough outline, annotated bibliography, detailed outline and/or rough draft), and their specific due dates for preparation of the research paper.

Seminar Papers. Seminar leaders will assign a few shorter papers on various topics and you should consult your section leader and syllabus for specifics (topics and deadlines).

Class Participation. A significant portion of your final grade will be based on class participation. Regular attendance at both Thursday lectures and individual section meetings is of course key. Good participation goes beyond attendance, however; any form of positive, active and reflective involvement in the course, such as asking or responding to questions, participating in class discussions, sending emails with substantive queries, and attending office hours to discuss class material, could enhance your final grade. Your discussion section professor will indicate how participation will be evaluated in your particular section and the forms of participation that he/she particularly values.
The Thursday lectures are an integral part of the course - not an optional component - and they will be discussed in the sections. A portion of your participation grade will measure your attendance and understanding of the lectures. Take good lecture notes and bring them to the sections for discussion. Discuss them with fellow students and your professors. Avoid any commercial use of lecture and section materials, such as buying or selling notes, summaries, handouts, and other course materials. Buying such materials is a waste of your money. There is no substitute for being there yourself and engaging the assigned materials directly. To rely on a commercial substitute would be like pontificating on a text that you have never read! And selling your class notes would be tantamount to what one of our thinkers from the first semester called “estranged labor,” giving away your “species-being” for a price!

The Core Writing Center in CAS 129 is available for help throughout the semester. The Core faculty encourage you to make good use of it. Writing Tutors are graduate and undergraduate students who have been trained in grammar and compositional skills and are familiar with the works read in the Core. To make an appointment with a tutor, stop by the Core Office (CAS 119) or call 353-5404. Tutors' offices are in the Core Office.

Academic Conduct. We expect the work you perform in this course to be your own. Presenting the work of someone else as your own, in any way, shape, or form, is plagiarism, and it will be punished by an F for the assignment and possibly for the course as well; more severe sanctions by the University Academic Conduct Committee are possible. The Boston University Academic Conduct Code describes plagiarism as including each of the following: “copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution” (p. 2). A more detailed discussion with examples appears on pp. 9-14 of the Code. It is your responsibility to read these pages carefully and know exactly what constitutes plagiarism.

Required Texts
- The New York Times, Class Matters, 2005
- Katznelson, Ira. When Affirmative Action was White: An Untold History of Racial Inequality in Twentieth-Century America (Norton, 2005)
- Lareau, Annette. Unequal Childhoods: Class, Race, and Family Life, second edition (Univ. of California, 2011)

In addition, all assigned readings not found in the above texts will be posted at http://bu.edu/core/cc204. Some will be handed out in hard copy in lecture or sections unless otherwise indicated.
Schedule of Lectures and Readings

Week 1  Course Introduction & Classical Concerns about Inequality
Lecture: January 17, David Swartz (Dept. of Sociology)
Readings:
- Massey, *Categorically Unequal*, chap. 1
- *Class Matters* (selections by discussion section)

Week 2  Class Inequality Part I: Class and Status
Lecture: January 24, David Swartz (Dept. of Sociology)
Readings:
- Davis and Moore, “Some Principles of Stratification”
- Max Weber, “The Distribution of Power Within the Group: Class, Status, Party”
- Massey, *Categorically Unequal*, chap. 2
- *Class Matters* (selections by discussion section)

Week 3  Class Inequality Part II: Class and Status
Lecture: January 31, David Swartz (Dept. of Sociology)
Readings:
- Erik Olin Wright, “Understanding Class: Towards an Integrated Analytical Approach”
- Pierre Bourdieu, “The Forms of Capital”
- *Class Matters* (selections by discussion section)

Week 4  Thinking Critically and Historically about Racial Inequality and Public Policy
Lecture: February 7, John Stone (Dept. of Sociology)
Readings:
- Arthur de Gobineau, excerpt from *The Inequality of Human Races*
- Alexis de Tocqueville, response to Gobineau
- Franz Boas, “Race and Progress” (selection)
- Omi and Winant “Racial formation in the US”
- Massey, chap. 3 “Reworking the Color Line”

Week 5  Racial Inequality: Assets & Markets
Lecture: February 14, Thomas Shapiro (Pokross Chair of Law and Social Policy, Heller School of Social Policy and Management, Brandeis University)
Readings:

Week 6  Racial Inequality & Incarceration
Lecture: February 21, Ruha Benjamin (Sociology & African American Studies)
Michelle Alexander, “The New Jim Crow”
Loic Wacquant, “Deadly Symbiosis”

Week 7  Gender Inequality: Social and Biological Determinants of Health
Lecture: February 28, Patricia Rieker (Dept. of Sociology)
Readings: TBA

Week 8  Gender Inequality: Gender and Domestic Labor
Lecture: March 7, David Swartz (Dept. of Sociology)
Readings:
- Arlie Russell Hochschild, The Second Shift, chaps. 1,2,4,5,9

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Week 9  Gender Inequality: Part II: Gender, Domestic labor, & Intersectionality
Lecture: March 21, Ashley Mears (Dept. of Sociology)
Readings:
- Arlie Russell Hochschild, The Second Shift chaps. 12,13, Afterword, Appendix
- Arlie Hochschild, “The Nanny Chain”

Week 10 Individual or Group Inequalities? Intelligence as Innate and Measurable?  Part I
Lecture: March 28, by Eric Kolaczyk (Dept. of Mathematics and Statistics)
Readings:
- Stephen Jay Gould, The Mismeasure of Man,

Week 11 Individual or Group Inequalities? Intelligence as Innate and Measurable?  Part II
Lecture: April 4, by Eric Kolaczyk (Dept. of Mathematics and Statistics)
Readings:
- Stephen Jay Gould, The Mismeasure of Man

Week 12 Individual or Group Inequalities and The Bell Curve  Part III
Lecture: April 11, by Eric Kolaczyk (Dept. of Mathematics and Statistics)
Readings:
- Stephen Jay Gould, The Mismeasure of Man

Week 13  No Thursday Lecture  Family Dynamics and the Intersection of Class & Race Inequalities
Assigned reading
- Annette Lareau, Unequal Childhoods, chaps. 1,3-5, 8-9, 13-15 and Appendix A, C & D

Week 14 Family Dynamics and the Intersection of Class & Race Inequalities
Lecture: April 25, David Swartz (Dept. of Sociology)
Readings:
- Annette Lareau, Unequal Childhoods: chaps. 1,3-5, 8-9, 13-15 and Appendix A, C & D

Week 15 May 2 - Summing Up