



STOCKHOLMS UNIVERSITET
Sociologiska institutionen

Complex Inequalities, 7,5 hp

Course plan, spring 2020

Decision

The Syllabus is approved by the board of the Department of Sociology at Stockholm University 2019-04-23

General information

The course consists of 7,5 ECTS credits and is at the advanced level.

Course code SO7500

Entrance qualification

A Bachelor's degree.

Course Coordinators

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Instructors

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Content

The course addresses inequality from a multidimensional perspective. It provides in-depth knowledge about inequalities in terms of its multifaceted social and cultural forms, processes and complex interactions at different analytical levels, as well as influence on individuals and groups. The course sheds light on inequalities with respect to social, political and institutional structures, demographic processes and meaning making. Its goal is to develop a theoretical holistic understanding of the forces behind inequalities and its consequences, persistence and new forms of expression, as well as how inequalities is being challenged and changed.

Learning outcomes

After accomplishing this course, participants are expected to:

In terms of knowledge and understanding:

- have a knowledge of the multi-dimensional character of inequality and clearly show an ability to communicate this

In terms of accomplishment and competence:

- have the ability to demonstrate how multidimensional inequality from different analytical levels across time and space influences inclusion and exclusion, social change and reproduction of inequalities.
- be able to assess the value of understanding the multidimensional character of inequality in order to theorize and conduct empirical analyses in relationship to various sociological dimensions and contexts, including institutional, social, cultural, economic and political spheres
- be able to apply concepts and theories concerning inequality to one's own empirical research and present the findings of this research

In terms of values and evaluation:

- be able to evaluate and critically assess established concepts and perspectives on inequality
- be able to identify the need for approaches that are theoretically sophisticated and methodological varied in the creation of empirical knowledge about inequality
- be able to identify sources and the potential for social change, as an aspect of multi-dimensional inequality

Instruction

The course is provided at full-time basis, from March 23 to April 28 2020. Participants meet about twice a week during 5 weeks.

The course emphasizes student learning through innovative teaching techniques, such as co-teaching. Another innovation is a student Course Portfolio, based on a set of small and reflective assignments in which the organization of the learning process is processed through the portfolio. Here students collect their work in written form. This is an ongoing process throughout the course. This means that teachers will give shorter forum lectures and engage in dialogue with each other and with students on topics concerning inequalities from different theoretical and methodological perspectives.

The classes rely on active student participation and all students are therefore assumed to have read the required literature before each class and actively engage in dialogue. Students will be expected to propose questions that relate to the readings and their own research interests as well as bring to class their portfolio and the required literature for each class. Students should include a written question or set of questions at the end of each portfolio assignment, posted on Athena.

The course ends with a student panel where students present their portfolios.

Course Portfolio

Before every forum lecture you write around 700 words and post it in Athena, you turn it in the night before the forum lecture. This text needs to be in dialogue with the readings and clearly be in connection with the course objectives concerning complex inequalities (see

learning outcomes in the syllabus) and the specific theme of the forum lecture. Here you can also include what was difficult to understand and why, critique of perspectives and your new theoretical and/or methodological ideas. Students should include a written question or set of questions at the end of each portfolio assignment, posted on Athena.

You can work with the readings in each portfolio assignments by reading and analyzing the course material by connecting it to following:

- 1) How is inequality on different analytical levels, across time and space, and its influence on inclusion and exclusion, social change and reproduction reflected in the literature?
- 2) What concepts and theories concerning inequality are utilized and what differences and similarities can you identify?
- 3) What potentials for resistance and social change can you identify and/or argue for?
- 4) What established concepts and approaches to inequality can be critically assessed through a more multidimensional approach to inequalities? In a similar vein, what theoretical sophisticated and methodological approaches can lead to the creation of empirical knowledge about inequality can you identify.

Examination

As the goal of the **course portfolio** is to document the process of achieving the learning outcomes of the course, it is a vital part of the examination. At the end of the course you will be required to integrate the different notes from your portfolio into one document. The assignment is not to rewrite the former notes but to annotate them and revise them in relation to the learning process over the course period and to *clearly relate* these to your own empirical work and course objectives. This last portfolio assignment consists of:

- 1) A short introduction with a disposition for the coming pages
- 2) The portfolio-assignments from each forum lecture with relevant annotations. Re-read your work together as one document. Highlight and make a note of the places in the document that show how you demonstrated and discussed inequalities as multilevel processes across time and space and its influence on inclusion and exclusion, social change and reproduction. Do this with a particular emphasis on argumentation (sociological understandings of inequalities) and comparison (differences and similarities of theories and concepts).
- 3) An application of the course material with your own empirical project. Here you need to (a) theorize and conduct empirical analysis by applying concepts and theories concerning inequalities, including a discussion of the potential for resistance and social change; (b) critically assess established concepts and approaches to inequality and how that could be a barrier for a more sophisticated analysis of your own empirical project and identify approaches that are theoretically sophisticated and methodological varied in the creation of empirical knowledge about inequality whilst in dialogue with your own empirical interest.
- 4) A reflective conclusion of the collected work and a description of your learning in the course overall and the progress you have made in relation to meeting the course objectives. You will accomplish this by pointing out particular places in your assignments, as well as in the engagement with your own empirical project, as

evidence of that learning. In addition, you can relate the course material to current events, any learning challenges you faced and what strategies you developed.

The word limit should be around 12 pages, 1.5 spacing, Times New Roman, 2.5 cm margins, about 6500-7000 words.

Please post the Final Portfolio on Athena and turn it in “hard copy” on 28 April, Student Panel presentations.

To pass the course students are required to participate actively during the classes and work continuously with the portfolio that will be presented on the student panel.

Attendance is required for all classes. For missed classes, student submit a brief summary of the assigned readings on Athena, 300 words. All supplementary assignments should be submitted together with the course paper by April 28, 17:00. A student who misses more than three forum lectures will not be graded.

Student panel – guidelines and requirements

For the student panels, students will be arranged by themes/topics. Each student has 10 minutes to elaborate on 1) how concepts and perspectives from the course have been integrated in their own empirical project; and 2) how their learning process has been strengthened by the portfolio work.

Each student has 8-10 minutes to present their portfolio. Questions from the audience will follow each portfolio. We will keep strict time for fairness.

Evaluation

The course work is graded on a scale including seven grades, A, B, C, D, E, Fx and F and follows the Assessment Criteria below.

Assessment Criteria

	Good	Pass	Insufficient
Portfolio: Contents	Extensive and deep account of the course literature	Clear account of the course literature	Unclear account of or insufficient use of the course literature
Portfolio: Argumentation	Critical and convincing interpretation and argumentation on sociological understandings of inequalities	Reasonable interpretations and argumentation on sociological understandings of inequalities	Incorrect interpretations Lack of arguments
Portfolio: Comparison	Clear discussion of important differences and similarities of the theories or concepts connected to inequalities	Identification of important differences and similarities in the theories or concepts connected to inequalities	Incorrect or incoherent comparison of concept or theories connected to inequalities
Portfolio: Application	Focused and developed application of key concepts and theoretical perspectives to your own empirical material	Application of key concepts and theoretical perspectives to your own empirical material	Unfocused or incoherent application key concepts and theoretical perspectives to your own empirical material
Portfolio: Self-Reflection	Insightful analysis of own learning process	Basic reflections on own learning process	Incoherent, undeveloped analysis of own learning process
Panel Presentation	High analytical level clearly communicated, application of key concepts reflective and dynamic	Basic analytical level clearly communicated, includes accurate application of key concepts	Unfocused, inaccurate or unclear

The final course grade is based on the assessment of 6 dimensions.

- A Good on 6 dimensions
- B Good on 4 dimensions, Pass on 2 dimensions
- C Good on 2 dimensions, Pass on 4 dimensions
- D Pass on 6 dimensions;
- E Pass on 4 dimensions, insufficient 2 dimensions
- F(x) Insufficient on 4 dimensions
- F Insufficient on 5-6 dimensions

All make up work must be submitted at the last day of class.

Schedule: Classes and assignments

Attendance is compulsory for all classes. The schedule is available here (Time edit):
<https://cloud.timeedit.net/su/web/stud1/ri167095X77Z06Q6Z26g4Y00y0096Y38Q06gQY6Q57727.html>

Time Edit is current and the most updated information for time and location

Class	Date	Time	Location	Instructors
Introduction	Mon 23/3	10-12	D 315	VB, BH, AL
Culture and inequality. Alexander, Jeffrey C., Lund, Anna and Voyer, Andrea (eds.) (2019). <i>The Nordic Civil Sphere</i> . Cambridge: Polity Press. Chapters: Introduction and chapters 4, 5 and 7	Thur 26/3	10-12	D 315	AL, AV
Lived experience and belonging - segregation and outcomes Required DeLuca, Stefanie et al. 2012. 'The Notable and the Null: Using Mixed Methods to Understand the Diverse Impacts of Residential Mobility Programs.' In: M. van Ham et al. (eds.), <i>Neighbourhood Effects Research: New Perspectives</i> , 195 Springer. DOI 10.1007/978-94-007-2309-2_9. Ray, Victor. 2019. "A Theory of Racialized Organizations." <i>American Sociological Review</i> . 84(1): 26-53. Yuval-Davies, Mira. 2011. "Framing the Questions." In: <i>The Politics of Belonging: Intersectional Contestations</i> . Sage: London, 1-27 (e-book). Recommended Ahmed, Sara. 2007. "A Phenomenology of Whiteness." <i>Feminist Theory</i> 8(2): 149-168. Michèle Lamont & Nissim Mizrahi (2012): Ordinary people doing extraordinary things: responses to stigmatization in comparative perspective, <i>Ethnic and Racial Studies</i> , 35:3, 365-381	Mon 30/3	10-12	B 487	AL, BW
Inequality and social reproduction - structural and cultural approaches Required Lamont, M., & Lareau, A. 1988. "Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical	Thur 2/4	10-12	B487	AV, MH

<p>Developments." <i>Sociological Theory</i>, 6(2), 153-168. https://www.jstor.org/stable/202113</p> <p>Jaeger, Mads Meier , and Richard Breen. 2016. "A Dynamic Model of Cultural Reproduction " <i>American Journal of Sociology</i> 121:1079-1115. https://www.journals.uchicago.edu/doi/abs/10.1086/684012</p> <p>Goldthorpe, John H. 2007a. "'Cultural Capital': Some Critical Observations." <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/24755. https://www.rivisteweb.it/doi/10.2383/24755 https://www.rivisteweb.it/download/article/10.2383/24755.</p> <p>Mark, Savage, Warde Alan, and Devine Fiona. 2007. "Comment on John Goldthorpe/3." <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/24758. https://www.rivisteweb.it/doi/10.2383/24758 https://www.rivisteweb.it/download/article/10.2383/24758.</p> <p>Breuer, Marcos G. 2008. "Comment on John Goldthorpe & Others/4. "Cultural Capital" Or "Cultural Resources"?" : <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/26579. https://www.rivisteweb.it/doi/10.2383/26579 https://www.rivisteweb.it/download/article/10.2383/26579.</p> <p>Recommended</p> <p>Lareau, Annette, and Weinger, Elliot B. 2003. "Cultural capital in educational research: A critical assessment." <i>Theory and society</i> 32, no. 5-6 (2003): 567-606. https://link.springer.com/content/pdf/10.1023/B:RYSO.0000004951.04408.b0.pdf</p> <p>Goldthorpe, John H. 2007b. "'Cultural Capital': A Response to the Comments." <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/24759. https://www.rivisteweb.it/doi/10.2383/24759 https://www.rivisteweb.it/download/article/10.2383/24759.</p> <p>de Graaf, Paul M. 2007. "Comment on John Goldthorpe/1." <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/24756. https://www.rivisteweb.it/doi/10.2383/24756 https://www.rivisteweb.it/download/article/10.2383/24756.</p> <p>DiMaggio, Paul. 2007. "Comment on John Goldthorpe/2." <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/24757. https://www.rivisteweb.it/doi/10.2383/24757 https://www.rivisteweb.it/download/article/10.2383/24757.</p>				
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<p>Lizardo, Omar. 2008. "Comment on John Goldthorpe/5. Three Cheers for Unoriginality." <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/26580. https://www.rivisteweb.it/doi/10.2383/26580 https://www.rivisteweb.it/download/article/10.2383/26580.</p> <p>Goldthorpe, John H. 2008. "Three Cheers for Unoriginality - but Who Will be Cheering?. A Comment on Breuer and Lizardo." : <i>Sociologica, Italian journal of sociology on line</i>. doi:10.2383/26581. https://www.rivisteweb.it/doi/10.2383/26581 https://www.rivisteweb.it/download/article/10.2383/26581.</p>				
<p>Capabilities, agency and futures – individual and collective action</p> <p>Required</p> <p>Appadurai, Arjun (2004) The capacity to Aspire: culture and the terms of recognition. In Roa v and Walton, M (eds). <i>Culture and Public Action</i>: Palo Alto: CA: Stanford University Press. Available online</p> <p>Hobson, Barbara, Hellgren, Zenia and Serrano, Inmaculada (2108) Migrants, Markets, and Domestic Work: Do institutions matter in the private service sector. <i>Journal of European Social Policy</i> 2018, Vol. 28(4) 386–301</p> <p>Quinlian, Lincoln, Heath, Anthony, Pager, Deveh, Midtboen, Arnfinn, Fleishman, Fenetta and Hexel, Ole. Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring. <i>Sociological Science</i>, Vol. 6: DOI 10.15195/v6.a18</p> <p>Vernby K, Dancygier R (2019) Can immigrants counteract employer discrimination? A factorial field experiment reveals the immutability of ethnic hierarchies. <i>PLoS ONE</i> 14(7): e0218044. https://doi.org/10.1371/journal.pone.0218044</p> <p>Recommended</p> <p>Lamont, Michele, and Mario Luis Small. 2008. <i>How culture matters: Enriching our understandings of poverty</i>. In <i>The Colors of Poverty: Why Racial and Ethnic Disparities Persist</i>, ed. A. Chih Lin and D. R. Harris, 76-102. New York: Russell Sage Foundation. Available online</p> <p>Lund, Anna (2018). Time, memory and class: The unintended consequences of the bourgeois gaze. <i>Ethnography</i>. 19 (4) 548-564</p> <p>Bursell. Moa (2012) Name change and destigmatization among Middle Eastern immigrants in Sweden, <i>Ethnic and Racial Studies</i>, 35:3, 471-487, DOI: 10.1080/01419870.2011.589522</p>	Tues 14/4	10-12	E 397	BH, SA

Crul, M., & Vermeulen, H. (2003). The Second Generation in Europe. <i>International Migration Review</i> , 37(4), 965–986. https://doi.org/10.1111/j.1747-7379.2003.tb00166.x				
<p>Borders and Migration</p> <p>Required Massey, D. S., Durand, J., & Pren, K. A. (2015). Border enforcement and return migration by documented and undocumented Mexicans. <i>Journal of Ethnic and Migration Studies</i>, 41(7), 1015-1040.</p> <p>Barker V. (2020) Punishing Inequality: Notes on Social Worth from Sweden, <i>Proceedings of the British Academy</i>, Cambridge University Press. Available on Athena.</p> <p>Bhambra, GK (2017) The current crisis of Europe: Refugees, colonialism, and the limit of cosmopolitanism, <i>European Law Journal</i> 5: 395.</p> <p>Recommended Anderson, B (2013) <i>Us and Them: The Dangerous Politics of Immigration Control</i>. Oxford: OUP.</p> <p>Barker, V (2018) <i>Nordic Nationalism and Penal Order: Walling the Welfare State</i>. Routledge.</p> <p>Sassen S (2014) <i>Expulsions: Brutality and Complexity in the Global Economy</i>. Belknap, Harvard University Press.</p>	Thursday 16/4	10-12	D307	VB, AM
<p>Global Inequality & Postcolonial Social Thought</p> <p>Required Go, J (2013) For a postcolonial sociology. <i>Theory and Society</i> 42: 25-55.</p> <p>Boatca, M (2015) For a Sociology of Global Inequalities Beyond Occidentalism. Chapter 8 in <i>Global Inequalities Beyond Occidentalism</i>. Routledge. Ebook available at SU library.</p> <p>Milanovic B (2016) Global Inequality in this Century and the Next. Chapter 4 in <i>Global Inequality: A New Approach for the Age of Globalization</i>. Harvard University Press.</p> <p>Recommended: Bhambra, GK (2007) <i>Rethinking Modernity: Postcolonialism and the Sociological Imagination</i>. Palgrave.</p> <p>Boatca, M (2015). <i>Global Inequalities Beyond Occidentalism</i>. Routledge.</p>	Monday 20/4	10-12	F220	VB, BH
Student Panel	Tuesday 28/4	10-14	E413	Course Coordinators

Reading requirements

Version 18 feb 2020

All students must read the required readings before each class and work with the portfolio assignment.