

Social Science Scholars Freshman Seminar

Fall 2019 – PSY292



Dr. Brendan Mullan

Understanding Inequality: Local, National, and International Perspectives

Social Science Scholars Freshman Seminar
PSY292: Understanding Inequality: Local, National, and International Perspectives
Fall Semester, 2019
Class Times: 307 Berkey Hall, Mondays and Wednesdays 3:00pm to 4:50pm

Instructor Information

Instructor: Brendan Mullan Ph.D.

Office: 405 Berkey Hall; (517) 353-8127; Hours: Tuesdays 2:00pm-5:00pm and by appointment.

Email: Mullan@MSU.edu; Class Website: www.D2L.MSU.edu.

Introduction

As explained in *The Social Science Scholars Program 2019-2020 Handbook* the fall semester component (PSY292) of the year-1 freshman seminar covers how humans interact within their **social worlds** at the individual, family, community, national, and international levels. The year-1 freshman spring semester component (GEO211) focuses on the relationships between humans and the **natural environment**, looking at how we have adapted to the natural world; how landscape, climate, and geography have shaped the course of human history; and how we have adversely affected significant aspects of the natural world and what can be done about it. The freshman seminars are designed to: (a) illustrate the importance of basing opinions and policies on properly collected data and logically derived conclusions; (b) allow you to better understand why humans behave, believe, and interact in the ways that they do; and (c) help you to understand if we are condemned to repeat the errors of the past.

PSY292 Course Description

This class focuses on developing critical thinking, research proficiency, and writing skills to better understand and critique theories, concepts, and methods to examine alternative perspectives and ideologies explaining how human interaction with their social world at the individual, family, community, national, and international levels invariably results in social inequality.

Social inequality is the existence of unequal opportunities and rewards for different social positions or statuses within a group or society. Social inequality results from a society organized by hierarchies of class, race, and gender that facilitates access to resources and rights in ways that make their distribution unequal. Social inequality expresses itself in a variety of ways, like income and wealth inequality, unequal access to education and cultural resources, and differential treatment by the police and judicial system, among others. Social inequality goes hand-in-hand with social stratification.

This class introduces key concepts, theories, research findings and trends associated with the major forms of social inequality experienced today in the United States and beyond. With income inequality on the rise, especially in the United States, the causes and consequences of inequality are undergoing a fundamental transformation. We will explore, describe, and explain the causes and consequences of inequality at both micro- (individual) and macro- (structural) levels both domestically and cross nationally. You will learn how inequality impinges on virtually all facets of individual and group life and how the nature of social inequality in the United States is both distinct from and similar to social inequality in other contemporary societies.

Social inequality in all its forms continuously affects not only social conditions of every demographic group but also our own personal lives. The international economic crises of the last few years has crystallized and intensified the significance of inequality and the problems associated with it in new ways. Individuals are affected differently by these problems because of economic position, ethnicity, race, sexuality, and gender. People also vary in terms of culture, economic resources, and potentials. Together, a person's individual attributes, family background, and the political, social, and economic contexts within which people live, affect their attitudes, life orientation, and their quality of life.

Neo-Inequality

Social Scientists have long monitored trends in income inequality, residential and racial segregation, occupational inequality, and gender inequality. This scrutiny has helped resolve debates on the degree of discrimination, the centrality of social class, and the critical importance of understanding segregation and social mobility. However, social scientists largely failed to predict the “take-off” in income equality of the late 20th and early 21st century, were surprised by the resilience of segregation of minority populations, did not foresee the very rapid recent acceptance of LGBT rights, were shocked by recent increases nationalism and anti-immigrant sentiment, and have not systematically included today’s increased politicization and political ideology in their explanations of inequality.

Traditional theories, while adequate models of the inequality that existed between 1945 and the late twentieth century, do not adequately explain the causes, content, and consequences of today’s inequality. New thinking is needed to explore, describe, and explain contemporary “neo-inequality.” The United States is now experiencing “neo-inequality” in housing, labor markets, migration, income/poverty, immigrant and racial harassment, incarceration, family formation and child rearing, and health access, to name but a few.

This new inequality is linked to today’s commodification and marketization of assets and rewards. “Ability-to-pay” and the “rationing power of money” determine access to assets and rewards. The links between commodification (the transformation of goods, services, ideas and people into objects of trade exchangeable on the basis of price and ability-to-pay) and inequality have created extreme *commodification of opportunity*.

Markets and market-oriented thinking have displaced multiple aspects of our lives that were formerly organized, distributed, and regulated by non-market norms and institutions: admission to exclusive for-profit housing, hospitals, and schools, and purely market-allocated access to health, education, safety/security, criminal justice, leisure, reproduction and other social goods define our new age of inequality.

Course Outcomes:

- You will learn practices of scholarly inquiry, critical thinking, and ways of knowing to access, analyze, and assess information and material to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.
- You will comparatively understand the global and cultural diversity of inequality and neo-inequality within contemporary societies.
- As members and participants in local, national, and global communities with the capacity to lead in an increasingly interdependent world, you will know how the structures of local, national, and global inequality and neo-inequality operate and interact in individual and collaborative ways.
- You will gain multidisciplinary knowledge and skills to make informed decisions that reflect humane social values. Through a variety of inquiry strategies, you will learn to appraise value judgements, solve problems, answer questions, and generate new understandings of social inequality and neo-inequality.

Required Reading: Six core books are required reading for this class.

The Craft of Research, (4th edition) Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, William Fitzgerald, Joseph Bizup. Chicago, 2016.

The Craft of Research is a guide to researching, structuring, organizing, writing, and documenting *any* topic of interest. It is about more than the mechanics of fact gathering: it's a unique introduction to doing research effectively. Clearly written and easy to use, it teaches the skills that are essential to the success of any research project. It is important that you develop good research skills during your time as a Social Science Scholar. While you will read and we will discuss this book in class very early in the semester, the research skills and techniques described and discussed in the book will be important to your successful completion of all the required assignments throughout the semester.

Just Plain Data Analysis (2nd edition) Gary M. Klass. Rowman & Littlefield, 2012

This book explores and explains how to find, interpret, and present commonly used social indicators in a clear and practical way. It develops a framework for evaluating, and developing arguments relying on social indicator data and discusses where to find commonly used measures of political and social conditions; how to assess the reliability and validity of specific indicators; how to present data efficiently in charts and tables; how to avoid common misinterpretations and misrepresentations of data; and how to evaluate causal arguments based on numerical data.

Evicted: Poverty and Profit in the American City, Matthew Desmond. Crown Books, 2016

Desmond comprehensively and vividly describes the everyday struggles of eight families in Milwaukee, Wisconsin. While each family has its own unique circumstances, each has suffered from being marginally housed. They either move from place to place with minimum housing stability or reside in trailer parks, where the quality of life is hugely compromised. Using novelistic language, Desmond provokes tremendous empathy for toward those who try everything just to survive.

The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit, Thomas J. Sugrue. Princeton, 2005.

Once America's "arsenal of democracy," Detroit has become the symbol of the American urban crisis. In this definitive reappraisal of America's dilemma of racial and economic inequality, Thomas Sugrue explores and explains why Detroit and other industrial cities have become the sites of persistent racialized poverty.

Categorically Unequal: The American Stratification System, Douglas S. Massey. Sage, 2007.

Categorically Unequal is striking for its theoretical originality and for the breadth of topics it covers. Massey argues that social inequalities arise from the universal human tendency to place others into social categories. In America, ethnic minorities, women, and the poor have consistently been the targets of stereotyping, and they have been exploited and discriminated against throughout the nation's history.

Globalization and its Discontents Revisited: Anti-Globalization in the era of Trump, Joseph E. Stiglitz Norton, 2018.

In this expansion and update of his landmark bestseller, Nobel Prize winning economist Joseph E. Stiglitz addresses globalization's new discontents in the United States and Europe. This edition has a new introduction, major new chapters on the new discontents, the rise of Donald Trump, and the new protectionist movement, as well as a new afterword on the recent course of globalization.

Course Reader:

In addition to the course books you will need to purchase the course reader, which contains a series of book chapters and articles to accompany the seminars. You will be able to purchase it at Collegeville Bookstore on Grand River Avenue. We'll also order a couple of copies that can be borrowed from Room 307. Additional selected book chapters and articles will be made available through the PSY292 D2L web site.

Assessment:

Three assessments will ensure that you are keeping up with the material and have opportunity to improve as the course proceeds. Remember that Dr. Mullan is available for writing help - as is the writing center on campus.

- 1. Participation:** (a) You are expected to contribute regularly to class discussion and debate; this seminar class cannot function without your eager involvement. As not everyone enjoys speaking in groups and some people take some time to 'warm up' we'll endeavor to create an environment in which everyone feels comfortable: this means that the class must be supportive, respectful and open-minded. (b) Most weeks there will be a formal **class activity** based on the readings which will require everyone to work in a small group to discuss a question and then present to the rest of the class. The grade will be determined according to the group's familiarity with the readings and the quality and clarity of the presentation.

Points will be deducted for behaviors that undermine the collegial environment of the class.

Participation constitutes **25%** of semester grade.

2. **Friday papers.** TWELVE 500-750 word writing assignments (double-spaced, one-inch margins) will be assigned, one each Monday in class. Assignments must be submitted the following Friday. Every Friday before midnight you must upload to D2L a **500-750-word** paper on a question that draws on the readings and seminar discussions. The first eight essay assignments are listed in the syllabus below. The remaining assignment questions will be distributed in class. These essays constitute **60%** of semester grade (we'll drop your lowest two scores but all papers need to be completed). **As much as is possible you should cite earlier readings: the course has been designed so that each section builds on the preceding ones.**
3. **Research paper prospectus.** A **1,500 word** statement of your planned research project. To be uploaded to D2L by midnight on the Friday of exam week. **15%** of semester grade. More information on this assignment will be provided during the semester.

In writing your essays keep the following criteria in mind:

- Have the readings been fully understood?
- Does the paper cover all the main themes?
- Is it sufficiently well-organized that an intelligent stranger would know what it's about and learn something useful from it?
- Is it interesting?
- Is it properly referenced?
- Has it been adequately proof read?
- Is there a bibliography?

Papers without referencing and bibliography **will not be graded** and will be graded as late when resubmitted. At the end of each semester you will be provided with a letter summarizing your performance in the program as evaluated by Dr. Mullan and Jenn Arbogast. This letter will highlight areas in which you are performing to the required level or above and areas that require your attention. In extreme cases (please see handbook), this letter will inform you that you have been placed on probation.

Guidance on writing your weekly papers

Read and read again. The most fundamental requirement of writing a good paper is to have done the readings very carefully. Before you begin to type, make sure that you understand the entire arc of the chapter or article. It's not enough to pick out a few sections that you find interesting or relevant. Articles and book chapters are usually coherent wholes that need to be read and understood as such. If you don't get the entire article, read it again. This isn't always enjoyable (!), but it gets much, much easier with practice.

Think till your head feels like it's going to burst. A lot is being asked of you in this course because you are expected to grasp a separate topic or topics each week. You need to endure the mental strain involved in making sense of sometimes dense material. It's amazing how clear arguments can become once you've agonized over their meaning for long enough. Some advice: talk as much as you can with your fellow Scholars – and others – about what you're reading. Talking about an article is usually a lot more efficient a way to comprehend it than just thinking to yourself.

Think of your paper, when you're ready to write, as a judicial summing up. So your primary goals are (a) to be highly rational and (b) to be wholly unambiguous in your prose. There is some art involved in conveying important and difficult ideas in just a page or so, but it's mostly a matter of forcing yourself to stick doggedly to the main points and editing (viciously!) for clarity.

Hit the deck running. Make sure your first sentence sums up everything you're going to say. Never start with broad, imprecise statements or clichés. Telling the reader what they're going to be reading is much more powerful than wordy scene-setting. It is also courteous and more persuasive – you wouldn't read a newspaper article which meandered for a few paragraphs before getting to the point. Likewise, the clients of incoherent, rambling attorneys more often get the chair. I expect.

Back up EVERY point you make with evidence. You wouldn't hire a defense attorney who rambled on abstractly while ignoring the fact that someone else's fingerprints were on the gun. So, to repeat, when writing essays make sure that EVERY point you make is backed up with a decent piece of evidence.

Keep the language simple and direct. Avoid over-writing, simply and directly just say what you want to say. I used to have a terrible problem with using overly long words which I often didn't properly understand! Save yourself the embarrassment!

DON'T SPLURGE! If you're not absolutely certain that the point you're making is directly relevant, delete it without delay.

Use proper footnotes or endnotes.

Use the following guidelines for citing your work for all of your papers as part of the Social Science Scholars Program:

http://www.chicomanualofstyle.org/tools_citationguide.html

Lateness policy

10% of the paper grade will be automatically deducted if the paper is late and then another **5%** will be deducted for each additional late day. After midnight, it will be counted as late. **You cannot receive a final grade unless all papers have been submitted.**

Be prompt in all things Scholars related!

Up to **5%** of the final grade will be deducted for failure to respond promptly to emails and Facebook requests.

At the end of each semester you will be provided with a letter summarizing your performance in the program as evaluated by Dr. Waller and Jenn Arbogast. This letter will highlight areas in which you are performing to the required level or above and areas that require your attention. In extreme cases (please see handbook), this letter will inform you that you have been placed on probation.

SEMESTER SCHEDULE

DATE

CLASS CONTENT/ACTIVITY

READINGS

SUMMER 2019

Overcoming misinformation, spurious assumptions, stereotyping, and appeals to our emotions through critical thinking, empirical research, and logical reasoning.

Incendiary: The Willingham Case Available through iTunes and a screening will be available in early September.

Bad Science: Quacks, Hacks, and Big Pharma Flacks (Chs. 3 & 10) Ben Goldacre.

As you view and read through these readings, consider why we make mistakes and misreport. Make a list of cognitive errors and the reasons why we commit such errors.

“Why Most Published Research Findings are False.” John Ioannidis, *PLOS Medicine* (August 30, 2005).

“Are People Stupid? Knowledge Is the Antidote to Fear.” Gerd Gigerenzer, Pp. 1-16 in *Risk Savvy: How to Make Good Decisions* Viking Press, 2014).

The Incendiary documentary and these readings will stand you in very good stead over the coming weeks and are good preparation for the upcoming assignments.

Thinking Fast and Slow, Pp. 19-30 Daniel Kahneman. (Farrar, Strauss, And Giroux, 2014).

In reading these assignments don't just pick out what you find interesting. You must understand the entire arc of the argument(s), how the authors use data, and How they value the importance of proper research methods. You must know: 1) what is the overall argument 2) what evidence was used; and 3) what are the implications of the study?

“Weeding Out Dubious Marijuana Science.” Alex Berenson. Wall Street Journal, May 5, 2019. ([Here](#))

“Eleven Simple Never-Fail Rules for Not being Misled by Experts,” David H. Freeman *Wrong*, David H. Freeman (Little Brown & Co. 2010), 203-230

“A Social Science Perspective on Gifts to Physicians From Industry,” Jason Dana and George Lowenstein (*JAMA*, July 9, 2003), 252-255.

“The Computer and the Hernia Factory,” *Complications: A Surgeon's Notes on an Imperfect Science*, (Picador, 2002), 35-46

Week 0

Saturday 8/24

8:00am and after: Early move-in for Scholars

5:00pm: Reception in Room 307 BH for Scholars & families

Sunday 8/25

8:30am: Service Learning Project. Meet at BH.

9:30:00am-1:00pm: Service learning project in E. Lansing.

6:30pm: [Matthew Desmond public lecture](#). A community conversation with Matthew Desmond. Hannah Community Center, Abbott Rd. EL. Seating on a first-come/first-serve basis.

Week 1

Monday 8/26

9:00am

MSU Fall Convocation. 9:00am Matthew Desmond will address MSU's incoming class.

Wednesday 8/28

3:00pm: 307 BH. Classes begin. Expectations. Review of syllabus. Guidance on study habits and weekly assignments, research proposal etc.

Before we plunge into course material it is important that we begin to establish strong bonds and create group "chemistry." The Social Science Scholars program depends on an atmosphere of mutual respect and we as humans tend to form arbitrary subgroups defined by the exclusion of others. We must not insulate ourselves in subgroups. Our program seeks to establish lifelong friendships, now is the time to begin.

Homework Assignment: To introduce you to many of the key issues and topics that are fundamental to understanding inequality visit [The Stanford Center on Poverty and Inequality](#). Review these issues, select two key issues that really interest you and come to class on Monday armed with your newfound enthusiasm for understanding these key issues.

MODULE 1: Critical Thinking & The Craft of Research

Week 2

Monday 9/2

Labor Day. No Class.

Tuesday 9/3

Screening of *Incendiary*. Room 307 BH. Time to be announced.

Wednesday 9/4

3:00pm to 3:50pm

Getting it right and wrong

How we got to where we are today in the U.S.

"How This All Happened," Morgan Houel, The Collaborative Fund. (on D2L).

4:00pm -4:50pm

Why do we make and adhere to incorrect ideas/beliefs?

Have read the summer readings & have watched *Incendiary*.
"Failed Forensics: How Forensic Science Lost Its Way and How It Might Yet Find It," Michael Saks and David L. Faigman, *Annu. Rev. Law Soc. Sci.* 2008. 4:149-71. (Coursepack)

Week 3

Monday 9/9

3:00pm-3:50pm

Getting it Right and Wrong

Cognitive Error. How difficult is it to change minds Even with the highest quality data. Can reason prevail Over prejudice, emotion, and intellectual laziness?

"[When Beliefs and Facts Collide](#)," *NY Times*, 07/05/14. **ON D2L**
Brendan Nyhan.
"Taking Corrections Literally But Not Seriously? The Effect of Information on Factual Beliefs And Candidate Favorability," Brendan Nyhan et al. *Political Behavior*, 2019 **ON D2L**
"Weeding Out Dubious Marijuana Science," Alex Berenson, [WSJ](#) 05/05/19. **ON D2L**
"Effective Messages in Vaccine Promotion: A Randomized Trial." Brendan Nyhan et al. *Pediatrics* 133 (April 2014) (Coursepack)

Assignment 1: due by midnight on Friday 9/13:
Why do people consistently adhere to false beliefs about the world? **500-750 words.**

4:00pm-4:50pm

Research: Asking Questions, Finding Answers.

Craft of Research, Chs. 1-6.

Wednesday 9/11

3:00pm-3:50pm

4:00pm-4:50pm

Research: Making an Argument.

Research: Writing Your Argument.

Craft of Research, Chs. 7-11

Craft of Research. Chs. 12-17

Week 4

Monday 9/16

3:00pm-3:50pm

Getting it Right or Wrong

Gun Crime and Gun Ownership in the U.S.

M. Miller et al., "Firearms and Violent Death in the U.S." (Coursepack).

Webster, D. W. et al., "Effects of the Repeal of Missouri's Handgun Purchaser Licensing Law on Homicides." (Coursepack).

Assignment 2: due by midnight on Friday 9/20:
How have Social Scientists studied the relationship between gun ownership and the incidence of fatal crime and/or accidents? Why is this so difficult research to conduct? Why are claims based on intuition unreliable? How have researchers gathered reliable data? What are the policy implications of the research?
500-750 words.

4:00pm-4:50pm

Research: Data and Methods

Just Plain Data Analysis. Chs. 1-3.

Wednesday 9/18

3:00pm-3:50pm

4:00pm-4:50pm

Research: Data and Methods

Research: Data and Methods

Just Plain Data Analysis. Chs. 4-6.

Just Plain Data Analysis. Chs. 7-9.

Week 5

Monday 9/23

3:00pm-4:50pm

MODULE 2: The City of Detroit

The City of Detroit in the 1940s

In-class exercise: drawing upon Sugrue's causal factors each group will elaborate on one of the factors that contributed to the racial divisions in Detroit.

Thomas J. Sugrue *The Origins of the Urban Crisis*, Pp. 17-57

Assignment 3: due by midnight on Friday 9/27:
Sugrue emphasizes the multi-causal nature of historical Developments in Detroit. Identify four (4) of the main factors interacted to affect the experiences of African Americans in Detroit in the 1940s. **500-750 words.**

Wednesday 9/25

3:00pm-3:50pm

The City of Detroit (the post war years).

Labor discrimination, economic pressures, industrial flight. Local, national, international pressures on the automobile industry. White flight and growing racial tensions and segregation. Build-up to the "1967 riots."

Sugrue, *The Origins of the Urban Crisis*, Pp. 91-153.

In-class exercise: Groups will have 20 minutes to create A 5-minute PowerPoint explaining the attitudes & behaviors of one of the major constituencies I post-war Detroit.

4:00pm-4:50pm

Guest speaker: Natalie Moser: Wellness seminar.

Week 6

Monday 9/30

The City of Detroit (the politics of home ownership)

Sugrue, *The Origins of the Urban Crisis*, Pp. 181-271.

Assignment 4: due by midnight on Friday 10/4:
What were the major obstacles to the successful
Redevelopment of Detroit in the decades after
Then'67 riots? **500-750 words.**

Wednesday 10/2

3:00pm-3:50pm

The City of Detroit (after the riots). Attempts to
Bring jobs and opportunities back to Detroit. The
Growth of activism. The failure of planning.

June M. Thomas, *Redevelopment
and Race: Planning a Finer City in
Postwar Detroit.* (Coursepack).

4:00pm-4:50pm

Guest Speaker: Amy Dietrickson: Career Development.

Saturday 10/5

All Day Field Trip to Detroit

We'll tour the city, taking in both some of the affluent suburbs and the poorest neighborhoods. Meet at BH at 8:00am sharp. MSU geography Professor Joe Darden will accompany us. We'll meet economic development professionals and visit the Charles H. Wright Museum of African American History. Back on campus by 7:00pm.

Week 7

Monday 10/7

MODULE 3: Housing

Eviction:

Evicted Prologue, Chs. 1-8

Assignment 5: due by midnight on Friday 10/11:

Desmond writes, "If incarceration had come to define the lives of men from impoverished black neighborhoods, eviction was shaping the lives of women. Poor black men were locked up. Poor black women were locked out" (page 98). How is eviction shaping the lives of black women today? What are some of the parallels between incarceration and eviction?

Wednesday 10/9

Eviction

Evicted Chs. 1-8

Week 8

Monday 10/14

Eviction

Evicted Chs. 9-16

Assignment 6: due by midnight on Friday 10/18:

If you were unexpectedly evicted from your home, what would the fallout be? How would this impact your education, employment, and relationships? How might a sudden change like eviction affect your physical and mental well-being?

Wednesday 10/16

Eviction

Evicted Chs.9-16

Week 9

Monday 10/21

Eviction

Evicted 17-24, Epilogue

Assignment 7: due by midnight on Friday 10/25:

Throughout *Evicted*, we learn how eviction essentially traps poor people in a cycle of poverty, how it makes securing a future more difficult, can lead to the loss of a job, and have other damaging effects on families. Desmond argues that "eviction" is "a cause and not just a condition of poverty" (p. 299). What does he mean by this statement? When you think of causes of poverty, what comes to mind? Why are the poor disproportionately impacted by eviction, while the middle class are not?

Wednesday 10/23

Eviction

Evicted 17-24, Epilogue

Week 10

Monday 10/28

MODULE 4: Inequality

How Stratification Works

Categorically Unequal Ch. 1
"The Sociology of Inequality and
The Rise of Neo-Inequality,"
Brendan Mullan, *Sociological
Focus*, 2017, Vol. 50, No.2:105-24
(ON D2L)

Assignment 8: due by midnight on Friday 11/01:
 Conventional approaches to understanding stratification and inequality do not adequately capture the causes and consequences of new forms of inequality and poverty that have emerged in the late 20th and early 21st centuries. What are some of these new forms of inequality? How do you explain the emergence of these new forms of inequality?

Wednesday 10/30
 3:00pm-3:50pm

The Rise and Fall of Egalitarian Capitalism

Categorically Unequal Ch. 2
 “Of Our Spiritual Strivings,” *The Souls of the Black Folk* (Faucet publications, 1961), pp. 15-22. W.E.B. Du Bois (Coursepack).

4:00pm-4:50pm

Guest speaker: Wellness seminar.

Week 11

Monday 11/4

Reworking the Color Line

Assignment 9: due by midnight on Friday 11/08:

Categorically Unequal Ch. 3

Envy Up, Scorn Down: How Status Divides Us,” (Russell Sage Foundation, 2012), pp. 1-55. (Coursepack).

Assignment distributed in class

Wednesday 11/6

Building a Better Underclass

Categorically Unequal Ch. 4
 “Envy Up, Scorn Down: How Comparisons Divide Us” Susan T. Fiske. *American Psychologist*, (Nov. 2010), pp. 698-706. (Coursepack).

Week 12

Monday 11/11

Remaking the Political Economy

Assignment 10: due by midnight on Friday 11/15:

Assignment distributed in class

Categorically Unequal Ch. 5

Wednesday 11/13

Engendering Inequality

Categorically Unequal Ch. 6

Week 13

Monday 11/18

America Unequal

Assignment 11: due by midnight on Friday 11/22

Assignment distributed in class

Categorically Unequal Ch. 7

Wednesday 11/20

America Unequal

Categorically Unequal Ch. 7

MODULE 5: Globalization

Week 14

Monday 11/25

Globalization & Its Discontents Revisited

No Assignment: Give Thanks!

Globalization &... Pp. 1-98

Wednesday 11/27

Globalization & Its Discontents

Globalization & ... Pp. 99-224

Week 15

Monday 12/2

Globalization & Its Discontents

Assignment 12: due by midnight 12/06

Assignment distributed in class

Globalization & ... Pp.225-340

Wednesday 12/4

Globalization & Its Discontents Revisited

Globalization & ... Pp. 341-394

Week 16

Monday-Friday 12/9 – 12/13

EXAM WEEK

BASIC RULES

PLAGIARISM WILL BE TAKEN VERY SERIOUSLY. If you violate the honor code (available online and see below) you will fail the paper or, more likely, the course. Remember: if you refer to an idea that is not part of general knowledge in the field, then cite the author. If you use text from any source it must be bounded by speech marks and properly referenced with NAME, TITLE OF BOOK OR ARTICLE, PUBLISHER AND PAGE NUMBERS. **Failing to reference properly is not advised.** Please use the following guidelines for citing your work for all of your papers as part of the Social Science Scholars Program:

http://www.chicagomanualofstyle.org/tools_citationguide.html

AVOID USING THE INTERNET unless it's JSTOR, Google Books or Scholar, Web of Science, or PubMed. Use of WIKIPEDIA, for example, will often incur a penalty grade: it's simply not reliable enough. Given that there are excellent peer-reviewed online resources plus a very good university library, it's unacceptably lazy and sloppy to use such sites except for checking basic names and dates. Use of inappropriate web resources may lead to a lower grade or a refusal on my part to grade the paper until properly researched. Please use the university's main library or journals. Published articles and books may well err, but they have normally gone through a much more rigorous process of peer review than anything on the web. If you cannot get hold of a book from the library, check with me since I may have a copy to lend. **To repeat: using non-peer-reviewed web sites will in all likelihood lead to a lower grade or a refusal on my part to grade it.**

EDIT PROPERLY: Bad grammar, sloppy editing, and incoherency will seriously affect the grade. If you don't know when to use 'they're' or 'their', 'its' or 'it's', and so on, ask me or look it up. Before handing in a paper it needs to pass through several drafts, with errors, inconsistencies and unclear passages being eliminated at each stage. Nobody takes seriously writing that's riddled with ungrammatical sentences. If you need help, you just need to ask me or Jenn.

ATTENDANCE POLICY: You must provide Jenn Arbogast by email **BEFORE** class with a satisfactory reason for any absences. If you do not, 1% will be deducted from your final grade for each class missed. Remember, you must attend 90% of the seminars in order to retain your place in the program.

Spartan Code of Honor

MSU student leaders have recognized the challenging task of discouraging plagiarism from the academic community. The Associated Students of Michigan State University (ASMSU) launched the Spartan Code of Honor academic pledge, focused on valuing academic integrity and honest work ethics at MSU.

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

The Spartan Code of Honor academic pledge embodies the principles of integrity that every Spartan is required to uphold in their time as a student, and beyond. The academic pledge was crafted with inspiration from existing individual college honor codes to establish an overarching statement for the entire university. It was adopted by ASMSU on March 3, 2016, endorsed by Academic Governance on March 22, 2016, and recognized by the Provost, President, and Board of Trustees on April 15, 2016.

Student conduct that is inconsistent with the academic pledge is addressed through existing policies, regulations, and ordinances governing academic honesty and integrity: Integrity of Scholarship and Grades, Student Rights and Responsibilities, and General Student Regulations.

Please visit the website to learn more about the [Spartan Code of Honor](#) academic pledge.

Use of Electronic Devices

The use of cell phones is **NOT** permitted in this class.

Turnitin OriginalityCheck in D2L

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool in D2L called Turnitin OriginalityCheck to compare student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Academic Integrity

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The policies on academic honesty are specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use www.allmsu.com or similar websites to complete any work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty.

Please see <http://www.msu.edu/~ombud/academic-integrity/index.html> for further information regarding academic integrity at MSU and the academic dishonesty reporting system. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Limits to Confidentiality

Essays, papers, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No Student shall obstruct, disrupt, or

interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

[Note to Students with Disabilities](#)

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. **Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.).** Requests received after this date will be honored whenever possible. The Resource Center for Persons with Disabilities (RCPD) can be reached at (517) 353-9642 or <http://MYProfile.rcpd.msu.edu>.

Student Resources

The MSU [Learning Resource Center](#) provides resources and academic, intercultural, and health and wellness services to be a success at MSU.

The MSU English Language Center is located in the Office of International Student Services (oiss.isp.msu.edu) and provides language help and additional support as needed for International Students. These campus resources provide a range of services specifically for international students in the form of tutoring and strategies for improving English language skills.

Policy on Grief Absence

MSU faculty and staff are sensitive to the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research). Please familiarize yourself with the MSU [Policy on Grief Absence](#)