



STOCKHOLMS UNIVERSITET
Sociologiska institutionen

Complex Inequalities, 7,5 hp

Course plan, spring 2023

Decision

The Syllabus is approved by the board of the Department of Sociology at Stockholm University 2021-01-26

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

Anna Lund anna.lund@sociology.su.se

Vanessa Barker vanessa.barker@sociology.su.se

Barbara Hobson barbara.hobson@sociology.su.se

Additional Instructors

Andrea Voyer andrea.voyer@sociology.su.se

Siddharta Aradhya siddhartha.aradhya@sociology.su.se

Ben Wilson ben.wilson@sociology.su.se

Andrea Monti andrea.monti@sociology.su.se

Stefanie Mollborn stefanie.mollborn@sociology.su.se

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 are being challenged and changed through social movements.

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 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 21 March to 26 April, 2023, and is co-taught by eight instructors. Teaching and learning depends on active student participation. Students will be expected to complete the readings prior to class and submit two-three questions on the Athena prior to class. Attendance is required.

Examination

Students are required to complete a 12 page Final Paper (Font size 12, 1,5 space and Times New Roman). The Final Paper is an application of the course material and key theoretical frameworks to an empirical problem of your own choice. Please see evaluation criteria for assessment.

Draft for peer review paper is due on Athena, 20 April, kl 12.00 (see Athena on detailed instructions for Peer Review Workshop).

The Final Paper is due on Athena, 26 April.

To pass the course students are required to complete the Final Paper, attend and participate in class (including the peer review session), and post reading questions on Athena.

For missed classes, students submit reading questions and a brief summary of the assigned readings on Athena, 200-300 words. All supplementary assignments should be submitted together with the course paper by April 26, 17:00. A student who misses more than three lectures will not be graded.

Student Presentations

Each student has 5-8 minutes to present their Final Papers (using PowerPoint, 1-2 slides). Short Q&A to follow each presentation.

Evaluation & Assessment Criteria

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.

	Good	Pass	Insufficient
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
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
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
Application	Focused and developed application of key concepts and theoretical perspectives to empirical material	Application of key concepts and theoretical perspectives to empirical material	Unfocused or incoherent application key concepts and theoretical perspectives to empirical material
Self-Reflection	Insightful analysis of own learning process	Basic reflections on own learning process	Incoherent, undeveloped analysis of own learning process
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 Spring 2023

Time Edit has the most updated information.

<i>Day</i>	<i>Date</i>	<i>Time</i>	<i>Topic</i>	<i>Instructors</i>	<i>Location</i>
Tuesday	21/3	15-17	What are Complex Inequalities?	AL, BH	B900
Friday	24/3	9-11	Culture & Inequality	AL, AV	B800
Monday	27/3	9-11	Lived Experience & Inequality	AL, BW	B800
Thursday	29/3	9-11	Agency, Inequalities, Capability and Futures	BH, SA	B800
Monday	3/4	15-17	Cultures of Poverty and Privilege	AV, SM	B800
Tuesday	4/4	9-11	Social Movements & Inequalities	VB, BH	B800
Wednesday	5/4	9-11	Borders of Inequality & Postcolonial Social Thought	VB, AM	B800
			<i>Week 15 – no scheduled lectures</i>		
Tuesday	18/4	12.00	Drafts due for Peer Review		On Athena
Thursday	20/4	9-11	Peer Workshop for Final Papers	VB	B800
Tuesday	25/4	9-12	Presentations on final paper	VB, AL, BH	B800

Class and Readings

Culture & Inequality

Anna Lund & Andrea Voyer

Required:

Alexander, Jeffrey C., Lund, Anna and Voyer, Andrea (eds.) (2019). *The Nordic Civil Sphere*. Cambridge: Polity Press. Chapters: Introduction and chapters 4, 5 and 7

Lived Experience & Inequality

Anna Lund and Ben Wilson

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.), *Neighbourhood Effects Research: New Perspectives*, 195 Springer. DOI 10.1007/978-94-007-2309-2_9.

Lund, A. & Lundström, L. (2020). "‘You were imported with kebabs.’ ‘Pisstaking’ as culture in interaction." *European Journal of Cultural Studies*. <https://doi.org/10.1177/1367549420951570>

Recommended:

Ahmed, Sara. (2007). "A Phenomenology of Whiteness." *Feminist Theory* 8(2): 149-168.

Michèle Lamont & Nissim Mizrachi. (2012). Ordinary people doing extraordinary things: responses to stigmatization in comparative perspective, *Ethnic and Racial Studies*, 35:3, 365-381

Ray, Victor. (2019). "A Theory of Racialized Organizations." *American Sociological Review*. 84(1): 26-53.

Yuval-Davies, Mira. (2011). "Framing the Questions." In: *The Politics of Belonging: Intersectional Contestations*. Sage: London, 1-27 (e-book).

Agency, Inequalities, Capability and Futures

Siddhartha Aradhya and Barbara Hobson

Required:

Appadurai, Arjun (2004). The capacity to Aspire: culture and the terms of recognition. In Roa v and Walton, M (eds). *Culture and Public Action*: Palo Alto: CA: Stanford University Press.

Hobson, Barbara (2016). Gendered Dimensions and Capabilities: Opportunities, Dilemmas and Challenges. *Critical Sociology*, doi/10.1177/0896920516683232

Drouhot, Lucas G. and Nee, Victor (2019) Assimilation and the Second Generation in Europe and America: Blending and Segregating Social Dynamics Between Immigrants and

Natives. *Annual Review of Sociology*, 45: 177-199, <https://doi.org/10.1146/annurev-soc-073117-041335>

Bursell, Moa (2012) Name change and destigmatization among Middle Eastern immigrants in Sweden, *Ethnic and Racial Studies*, 35 (3): 471-487, DOI: 10.1080/01419870.2011.589522

Recommended:

Quinlin, Lincoln, Anthony Heath, Deveh Pager, Arnfinn H. Midtbøen, Fenella Fleischmann, and Ole Hexel (2019). Why do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring. *Social Science*. Vol. 6: DOI 10.15195/v6.a18

Crul, M., & H. Vermeulen (2003). The Second Generation in Europe. *International Migration Review*, 37(4), 965–986. <https://doi.org/10.1111/j.1747-7379.2003.tb00166.x>

Lamont, Michele, and Mario Luis *Small* (2008). How culture matters: Enriching our understandings of poverty, in *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, ed. A. Chih Lin and D. R. Harris, 76-102. New York: Russell Sage Foundation.

Lund, Anna (2018). Time, memory and class: The unintended consequences of the bourgeois gaze. *Ethnography*. 19 (4) 548-564.

Hobson, Barbara, Zenia Hellgren, Zenia and Inmaculad (2018). Migrants, Markets, and Domestic Work: Do institutions matter in the private service sector. *Journal of European Social Policy*. 28 (4): 386–301.

Cultures of Poverty and Privilege

Stefanie Möllborn and Andrea Voyer

Required:

Small, Mario Luis, David J. Harding, and Michèle Lamont. 2010. "Reconsidering Culture and Poverty." *The ANNALS of the American Academy of Political and Social Science* 629:6-27. <http://ann.sagepub.com/content/629/1/6.short>

Edin, Kathryn, Maria J. Kefalas, and Joanna M. Reed. 2004. "A Peek inside the Black Box: What Marriage Means for Poor Unmarried Parents." *Journal of Marriage and Family* 66 (4): 1007–14.

Pugh, Allison J. 2006. "Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage." *Gender & Society* 20 (4): 557–59. doi:10.1177/0891243206290119.

Voyer, Andrea, Zachary D. Kline, Madison Danton. "Symbols of class: A computational analysis of class distinction-making through etiquette, 1922-2017." *Poetics* 94 (2022): 101734. <https://doi.org/10.1016/j.poetic.2022.101734>

Mollborn, Stefanie, Bethany Rigles, and Jennifer A. Pace. "'Healthier than just healthy': Families transmitting health as cultural capital." *Social Problems* 68, no. 3 (2021): 574-590.

Sherman, Rachel. 2019. *Uneasy Street: The Anxieties of Affluence*. Princeton: Princeton University Press. "Introduction", pp. 1-27 <https://doi-org.ezp.sub.su.se/10.1515/9780691195162> (SU login may be required)

Recommended:

Lamont, Michele, and Annette Lareau. 1988. "Cultural Capital: Allusions, Gaps, and Glissandos in Recent Theoretical Developments." *Sociological Theory* 6:153-168. <http://www.jstor.org/stable/202113>

Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51 (2): 273–86.

Vaisey, Stephen. 2009. "Motivation and Justification: A Dual-Process Model of Culture in Action 1." *American Journal of Sociology* 114 (6): 1675–1715.

Ridgeway, Cecilia L. "Why Status Matters for Inequality." *American Sociological Review* 79, no. 1 (February 1, 2014): 1–16. doi:10.2307/43187523.

Borders of Inequality & Postcolonial Social Thought

Vanessa Barker and Andrea Monti

Required:

Bhambra, GK (2017). The current crisis of Europe: Refugees, colonialism, and the limit of cosmopolitanism, *European Law Journal* 5: 395.

Barker V. (2020). Punishing Inequality: Notes on Social Worth from Sweden, *Proceedings of the British Academy*, Cambridge University Press. Available on Athena.

Massey, D. S., Durand, J., & Pren, K. A. (2015). Border enforcement and return migration by documented and undocumented Mexicans. *Journal of Ethnic and Migration Studies*, 41(7), 1015-1040.

Monti, A., and Serrano, I. (2022) Economic reintegration postreturn—Examining the role of return voluntariness, resource mobilization and time to prepare. *Population, Space and Place*, 28, e2577. <https://doi.org/10.1002/psp.2577>

Go, J (2013). For a postcolonial sociology. *Theory and Society* 42: 25-55.

Recommended:

Bhambra, GK (2007). *Rethinking Modernity: Postcolonialism and the Sociological Imagination*. Palgrave.

Boatca, M (2015). *Global Inequalities Beyond Occidentalism*. Routledge.

Boatca, M (2015). For a Sociology of Global Inequalities Beyond Occidentalism. Chapter 8 in *Global Inequalities Beyond Occidentalism*. Routledge. Ebook available at SU library.

Milanovic B (2016). Global Inequality in this Century and the Next. Chapter 4 in *Global Inequality: A New Approach for the Age of Globalization*. Harvard University Press.

Social Movements and Inequalities

Vanessa Barker & Barbara Hobson

Required:

Della Porta, Donatella and Martín Porto (2020). Social movements in times of inequalities: Struggling against austerity in Europe, *Structural Change and Economic Dynamics*, Volume 53: 116-126

Schierup, Ålund and Neergaard, (2018). Race and the upsurge of antagonistic popular movements in Sweden, *Ethnic and Racial Studies*, 41:10, 1837-1854, DOI: 10.1080/01419870.2017.1361541

Kuhar, Roman and David Paternotte (2021). [Anti-gender campaigns in Europe: Mobilizing against equality](https://books.google.co.uk/books?hl=en&lr=&id=aObaDwAAQBAJ&oi=fnd&pg=PP1&ots=nE1A009Uv-&sig=3byZY7Uwys3UZhfUm9FXTiDgg2o#v=onepage&q&f=false)
<https://books.google.co.uk/books?hl=en&lr=&id=aObaDwAAQBAJ&oi=fnd&pg=PP1&ots=nE1A009Uv-&sig=3byZY7Uwys3UZhfUm9FXTiDgg2o#v=onepage&q&f=false> Open access (selected readings).

Tufekci, Zeynep. (2017) *Twitter and Teargas: The Power and Fragility of Networked Movements*. New Haven: Yale University Press (selected readings).

Myunghee, Lee and Amanda Murdie (2020). The Global Diffusion of the #MEtoo Movement. *Politics And Gender*, 17(4):1-29. DOI: [10.1017/S1743923X20000148](https://doi.org/10.1017/S1743923X20000148)

Recommended:

Milkman, Ruth (2017). A New Generation of Millennials and the Post 2008 Wave of Protest. *American Sociological Review*. 82 (1): 1-31.